



LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Family Partnership Charter School

CDS Code: 42 69112 0111773

School Year: 2022-23

LEA contact information:

Stephanie Eggert,

Executive Director

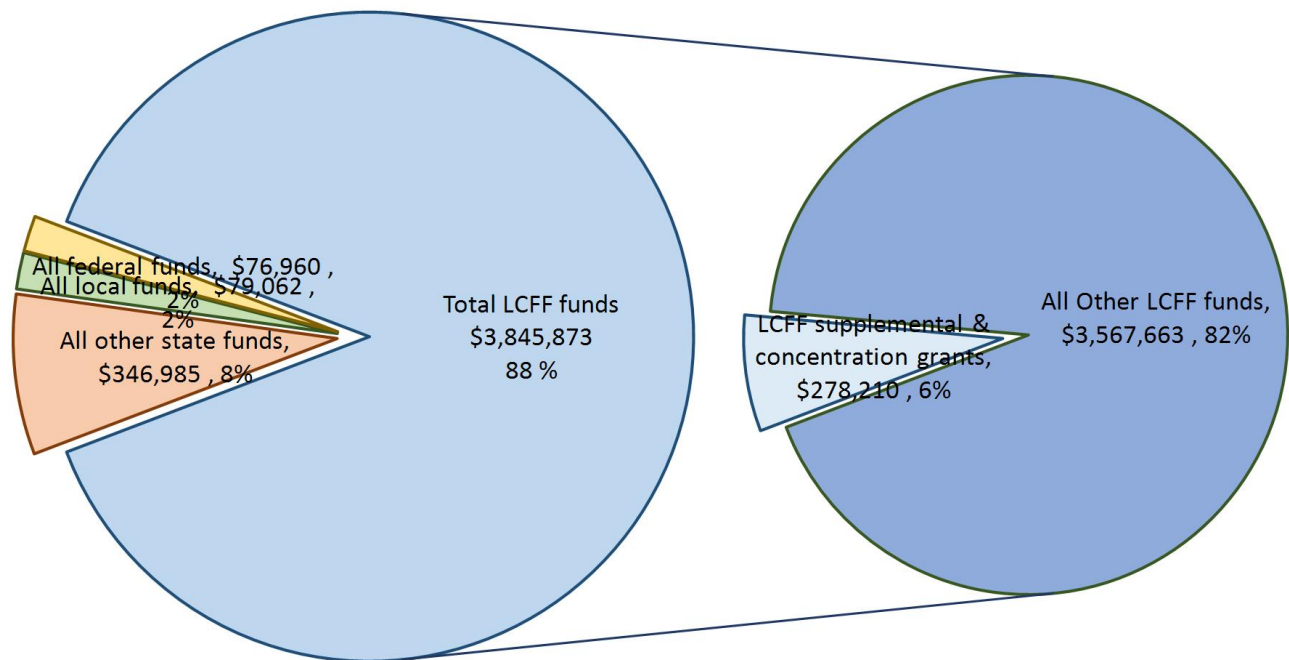
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(805) 348-3333

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

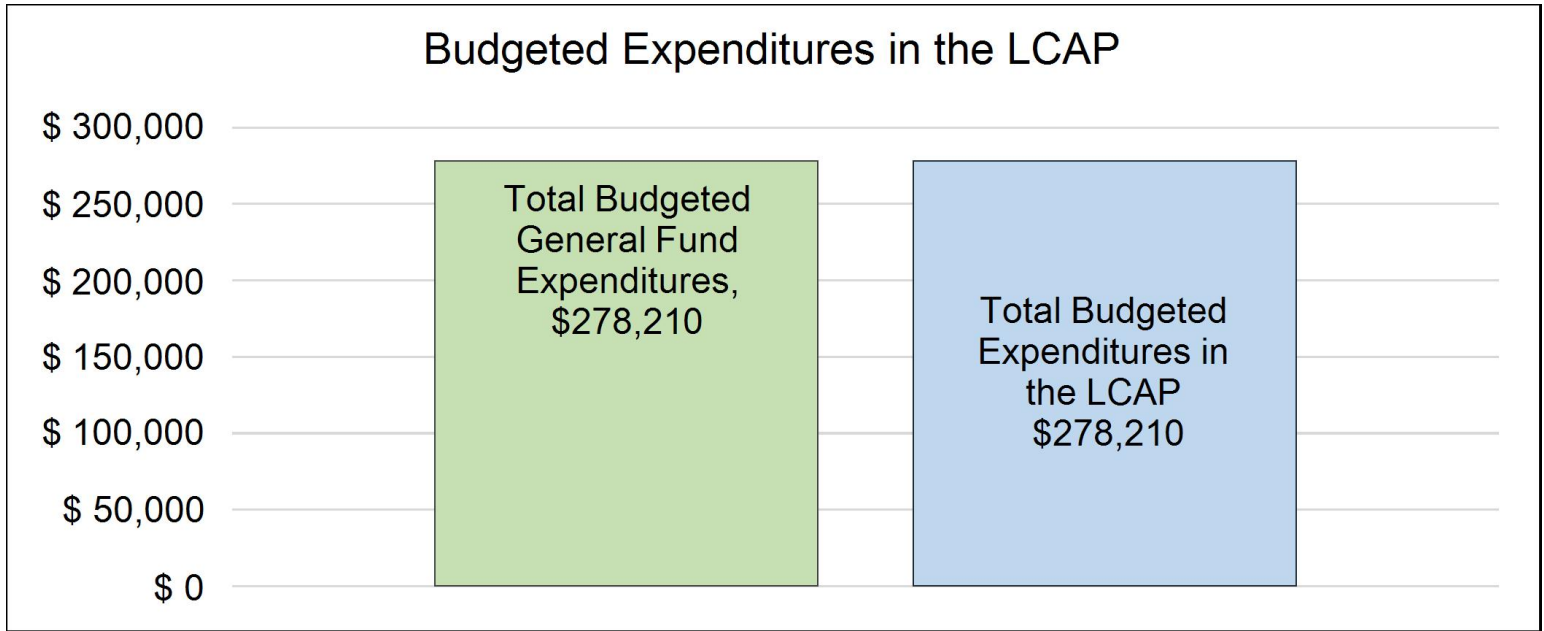


This chart shows the total general purpose revenue Family Partnership Charter School expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Family Partnership Charter School is \$4,348,880, of which \$3,845,873 is Local Control Funding Formula (LCFF), \$346,985 is other state funds, \$79,062 is local funds, and \$76,960 is federal funds. Of the \$3,845,873 in LCFF Funds, \$278,210 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 Family Partnership Charter School 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: Family Partnership Charter School plans to spend \$278,210 for the 2022-23 school year. Of that amount, \$278,210 is tied to actions/services in the LCAP and \$0 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

The primary source of expenditures at Family Partnership Charter School is related to Salaries and Benefits.

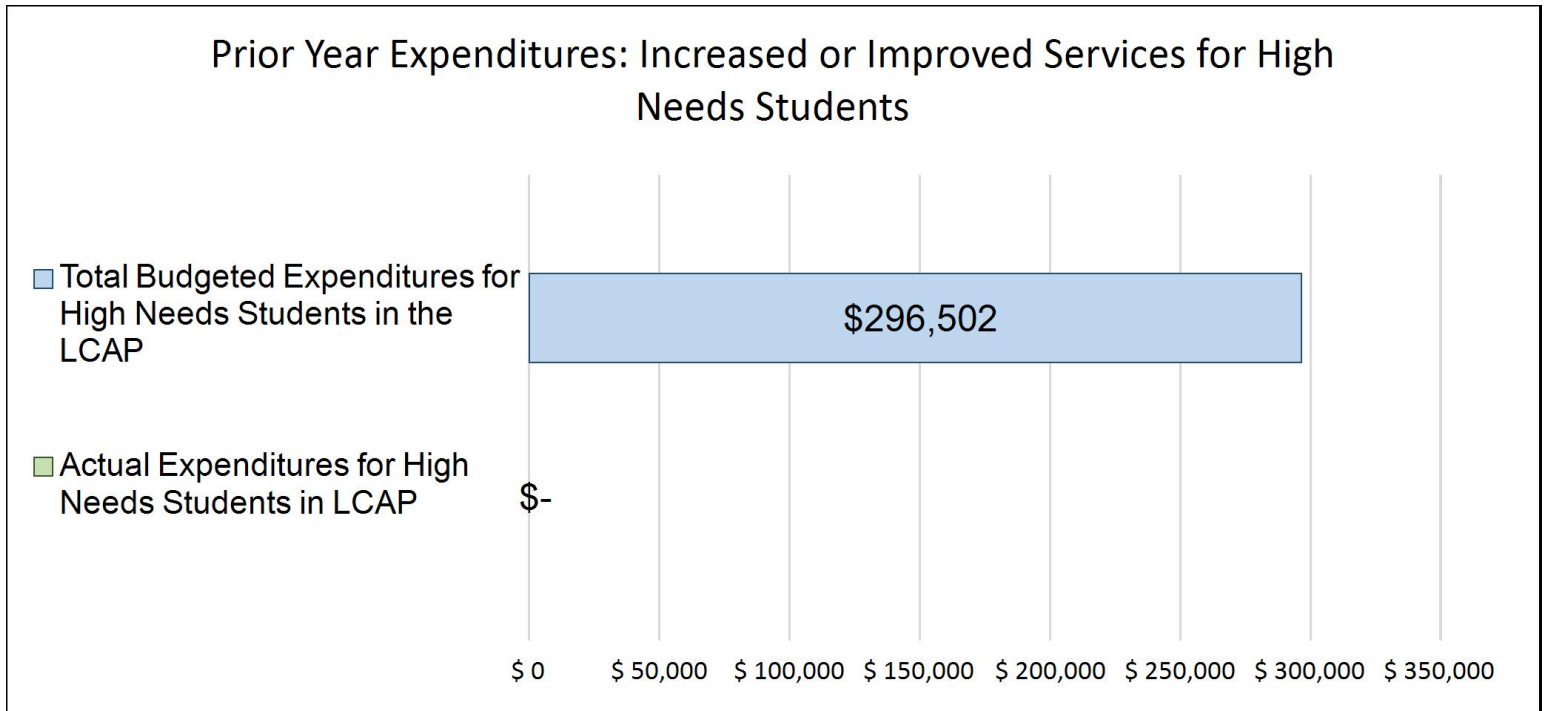
Increased or Improved Services for High Needs Students in the LCAP for the 2022-23 School Year

In 2022-23, Family Partnership Charter School is projecting it will receive \$278,210 based on the enrollment of foster youth, English learner, and low-income students. Family Partnership Charter School must describe how it intends to increase or improve services for high needs students in the LCAP. Family Partnership Charter School plans to spend \$0 towards meeting this requirement, as described in the LCAP.

\$0.00 for actions to increase or improve services for high needs students in 2021-22. FPCS does not have any high needs students.

LCFF Budget Overview for Parents

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



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

The text description of the above chart is as follows: In 2021-22, Family Partnership Charter School's LCAP budgeted \$296,502 for planned actions to increase or improve services for high needs students. Family Partnership Charter School actually spent \$0 for actions to increase or improve services for high needs students in 2021-22.

The difference between the budgeted and actual expenditures of \$-296,502 had the following impact on Family Partnership Charter School's ability to increase or improve services for high needs students:

\$0.00 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
Family Partnership Charter School	Stephanie Eggert Interim Executive Director/Principal	stephanie.eggert@fpcharter.org 8053483333

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).

At the start of the 2021-22 school year, the Interim Executive Director solicited parent participation in the FPCS Parent Advisory Committee (PAC). PAC has members who attend the meetings regularly and provides all parents with a flyer for meeting dates including a description of the purpose and focus of the group and the meeting schedule for the entire school year. The PAC meets four times during this school year. The main purpose of the committee is to review, discuss, and give input on programs, actions and services, as well as the associated expenditures. The content of the final draft of the LCAP was shared with the PAC in their May 2021 meeting and this Annual Update will be shared January 24, 2022. This school year, there have been additional one-time funds received. The Expanded Learning Opportunities Grant of which will be dispersed in two apportionments, was created and adopted in 2021-21 by the prior Executive Director.

In Fall 2021, SELPA informed the school one time funds of \$23,396 under the Learning Recovery Plan would be dispersed for allowable expenditures for specific items meeting the criterion. The Director and the Special Education Program Director met to discuss areas of need and appropriate ways to use the funds. The Effective Educator Block Grant granted FPCS totaled \$80,818 and may be used over the next five years for improvement of staff practices and strategies professionally. These funds allowed usage for both certificated and classified personnel. At the Welcome Back All Staff Meeting in August 2021, a portion of the day was spent collaborating as grade level or department team then by centers for professional development needs. Discussions included where the previous PD plan had ceased due to school

closures and virtual teaching challenges. This early work together made planning the EEBG plan easier and a draft was reviewed by the Leadership Team with Coordinator input before finalizing and taking the Board.

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.

FPCS student demographics does not include 55% or greater in student groups of English Learners, foster youth, low income students and does not receive additional concentration grant funds.

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.

FPCS's Executive Director met with groups of teachers and parents throughout the school year in order to complete the LCAP annual update and analyze the most current data. Actions and services previously and currently being provided were evaluated to determine their effectiveness and additional actions and services for the next three years were considered. The 2021-22 LCAP goals, actions and services were reviewed as the driver for decisions for upcoming professional development needs, and which curricular areas which needed baseline data. The Governing Board reviewed and then approved the 2021-22 LCAP in May and June 2021.

In 2019-20, The Learning Loss Mitigation Funding (LLMF) was allocated to local educational agencies (LEAs). FP Charter School received \$55,822 in total. The funding was allocated to support pupil academic achievement and mitigate learning loss related to COVID-19 school closures.

(LLMF) State General Fund (GF Res. Code 7420) \$30,762 (35%), increase the instructional time (10%), provide additional academic support to students needing intensive instruction (15%), purchase instructional materials (10%), and COVID-related testing, PPE, and sanitation supplies (30%).

(LLMF) Coronavirus Relief Fund (CRF Res. Code 3220) \$25,060 4% extending the instructional minutes, time, or school year to increase the amount of instructional time or services provided to pupils based on their learning needs, 34% providing devices or connectivity for in-classroom and distance learning, 62% for public health testing, personal protective equipment, supplies to sanitize and clean the facilities. The Expanded Learning Opportunities Grant (ELO-G Res. Code 7425 and 7426) allotted \$121,959 provided in two apportionments. The plan was approved in Spring 2021.

Since the LCAP adoption in June 2021 at a Governing Board Meeting, FPCS has receive additional one time funds. Through Santa Barbara

County SELPA was the Alternative Dispute Resolution (ADR Res. Code 6536) and Learning Recovery Plan (LRP Res. Cod 6537) funds to be expended this year and by the end of 2022-23 totaling \$23,396. The Director met with the Program Specialist to determine the greatest need for our special education population and complete the plan. Another, was the Effective Educator Block Grant with the initial apportionment at the beginning of 2022 totaling \$80,808 allotted to FPCS. The EEBG required a presentation of the plan to the Board and a subsequent Board Meeting to adopt the EEBG Plan.

Expanded Learning Opportunities Grant (ELO-G)

- hire additional staff to provide increase opportunities and interventions (high school science labs and math tutor)
- pupil supports for social emotional

Special Education Learning Recovery Plan (LRP)

ALLOWABLE Expenditures:

- hire a second Resource Specialist Teacher to decrease service caseload
- set aside \$2000 for contracted counseling with a 3rd party

Effective Educator Block Grant (EEBG)

Allowable Expenditures #1:

\$ 1,000 Administrator Coaching

\$15,250 Induction of New Staff 2021-22; 2022-23, 2023-24 (1 intern now; project one more)

\$ 6,000 RULER SEL Training through Yale Center of Emotional Intelligence

- February 2022 3-person team (trainer of trainers model)
- in-house staff development following

\$ 4,750 Coordinator Data Training, iReady

- deep dive into iReady benchmark reports with staff
- how to use the data for student groups
- enrichment and intervention strategies

Allowable Expenditures #2:

\$10,000 Curriculum Planning K-12

\$ 5,000 ELA Strategies K-3 4-12

Allowable Expenditures #3

\$22,000 Mr D's Math - Teacher Coaching through Student Workshops - 6 weeks

Write At Home ELA Teacher Coaching through Student Workshops - 6 weeks

Allowable Expenditures #4

\$5,808 Guest Speakers Training and Strategies

- mental health awareness
- student instruction on mental health

- trauma informed practices
- identifying at-risk youth
- suicide prevention

Allowable Expenditures #5

\$ 5,000 MTSS

Allowable Expenditures #10

\$ 5,000 Certificated/Classified Small Group Instruction K-3

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.

Family Partnership Charter School did not qualify to receive ESSER III Funds.

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.

FPCS's leadership team and staff have made significant progress towards actions and services aligned with the four LCAP Goals supported by fiscal resources received in 2021-22.

Goal 1: FPCS will increase the number of students meeting or exceeding the standards in ELA, Mathematics, and Science. Increases will take place for All Students, Hispanic students, and Socioeconomically Disadvantaged students.

- This Fall the local benchmark was changed from Scantron to iReady to comply with AB1505 which will support baseline data consistent with state standards.
- Interventions and enrichment services will be offered first to underserved student populations; EL, foster/homeless youth, and SED.
- A math tutor was hired to give high school math support in Algebra and Geometry; if timeslots are still open, K-5 Home Study and middle school students are offered tutoring.
- in the Fall, staff in grade levels or single subject departments created formative writing prompts and selected rubrics for bi-annual benchmarks.

Goal 2: FPCS will prepare all students for college, career, and citizenship in the 21st Century. The number of students completing college, career, and citizenship activities will be measured and monitored annually.

- National Clearinghouse provided post-secondary data for FPCS students which will be shared with the Staff, Parent Advisory Committee, and Governing Board.
- FPCS offers dual enrollment with local community colleges, college and career workshops, and assistance completing the FAFSA financial aid submission to support our students' intention to further their education.
- Expanding the CTE options at FPCS remains a need continually reviewed and addressed by adding additional courses, exploring additional pathways, and seeking community college pathway options.

Goal 3: FPCS will improve communication with families and parent/guardian participation in school activities. Communication from the school, learning center, and classroom will be coordinated and consistent. Parents/guardians will have increased opportunities to participate in activities and events at the learning centers and virtually.

- Because of COVID protocols, events at the center typically held for families have been cancelled this school year. (center volunteers, science fair, family workshops)
- The use of Parent Square, communication online system, has been very effective to provide important information home from staff or the administration.
- Advisors provide academic support and resources to their students and families; high school guide students toward thinking about options post graduation.

Goal 4: FPCS will implement a school-wide social-emotional learning program. The social-emotional program will be comprehensive across grades K-12 and include school practices and policies and classroom curriculum and instruction.

- A Social Emotional Learning (SEL) Committee was established in 2020-21 and continues to meet this year every other month; establishing some goals for 2021-22.
- Staff book study with Permission to Feel by Mark Brackett, PhD with a timeline to read chapters.
- In spring of 2022, three teachers will receive Yale Emotional Intelligence Center's RULER training outlining how to establish an SEL program schoolwide.
- In Fall 2023, the team of three will then provide a staff training to share practices and considerations for supporting a student centered school.
- The SEL Committee also compiled resources for staff, students, and families to address to support social, emotional, or mental struggles.

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

For additional questions or technical assistance related to the completion of the Supplement to the Annual Update to the 2021–22 Local

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

Introduction

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

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

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

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

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

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

Instructions

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

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

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

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

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

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

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

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

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

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

Describe how and when the LEA engaged its educational partners on the use of one-time federal funds it received that are intended to support recovery from the COVID-19 pandemic and the impacts of distance learning on students. See the COVID-19 Relief Funding Summary Sheet web page (<https://www.cde.ca.gov/fg/cr/relieffunds.asp>) for a listing of COVID-19 relief funding and the Federal Stimulus Funding web page (<https://www.cde.ca.gov/fg/cr/>) 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
Family Partnership Charter School	Stephanie Eggert, Executive Director	stephanie.eggert@fpcharter.org (805) 348-3333

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.

Family Partnership Charter School was established on February 14, 2006 in response to many requests from families and the community in general to serve students on the Central Coast of California, with an independent study, home study public school program. The success and positive response from the general public is reflected in the growth and accomplishments of our school. Our annual enrollment and program history reflect an increasing interest in our programs and evolution of services to meet our students' needs.

FPCS has not only responded to the initial request of our coastal community to provide an independent/home study program, but we have continually refined and enhanced our school model to meet our families' needs for more individualized learning options. In implementing our mission to provide students with a personalized and nurturing learning environment, FPCS has maintained high standards for management and operations, practice and pedagogy, and student achievement which are evidenced by fiscal and compliance reporting, research-based instructional practices, student performance data, and student and parent survey responses.

FPCS education program consists of courses and curriculum for all grades that are aligned to the California Common Core State Standards. In addition, all FPCS teachers are fully credentialed in the appropriate content areas and/or grade-levels according to the California Commission on Teacher Credentialing. In an effort to continually improve learning for all students, FPCS blended learning models have been developed through the research and implementation of effective instructional strategies and pedagogy including the Montessori Method, Universal Design for Learning, Personalized Competency-Based Learning, and Standards-Based Instruction. The blended learning

model at each program level and learning center incorporates the specific elements of evidence-based practices that best meet the needs of the students. Strategies and practices are continually modified and improved in order to address the data that is generated as a result of monitoring student progress and performance.

FPCS offers elementary, middle, and high school programs that incorporate elements of teacher facilitated instruction and remote learning to provide students with a personalized educational experience. The amount of time that students spend in each learning environment varies by program level and individual student needs. At all grade levels, students are supported by an advisor assigned to monitor their individual progress and additional instructional staff are available to provide academic interventions as needed. Through this blend of teacher guidance, student independence, and ongoing monitoring and support, FPCS students develop skills and gain experiences which empower them to embrace and direct their own learning. Currently, our staff includes one administrator, three classified management staff, two special education teachers, 17 full-time teachers, three credentialed part-time support teachers, three clerical staff, and seven classified aides who all work as a team to support students and meet their academic and social emotional needs.

Family Partnership Charter School has maintained consistent enrollment patterns in the years prior to 2020-21. The enrollment increased by over 100 students in 2020-21 to 480 students due to the demand for a reputable and experienced blended learning school. Similarly, the K-5 Home Study program grew from 8 students to 45 students FPCS during the pandemic. As California public schools returned to in-person instruction, there was an impact of our enrollment from last year. The 2021 CBEDS report on October 6, 2027 showed FPCS enrollment at 405 and we are ending this year at approximately 435 students served which is a 21.8% increase from 2019-20 and pre-pandemic enrollment. The following is the state reported demographic information for FPCS:

2021-22 Race/Ethnicity

.25% American Indian
.25% Pacific Islander
.25% Filipino
.74% Not Reported
1.48% African American
1.48% Asian
6.17% Two or More Races
34.32% Hispanic
55.06% White

Student Subgroups

37.28% Socio-Economic Disadvantaged
2.72% English Learners
8.15% Students with Disabilities
.49% Homeless
0% Foster Youth

In 2022-23, legislative changes and one-time funding given to FPCS will be noted within this LCAP. For example, the current K-5 Home Study Program will serve TK-5 graders to comply with state's Universal Prekindergarten and Transitional Kindergarten Program (UPK/TK). The received funds will fund the proper teacher certification as well as TK curriculum. In addition, we received funds to increase the number of students who enroll and complete A-G high school courses which includes, but not limited to, priority for EL students, tutoring, as well as, community college course materials and associated campus fees. FPCS also plans to add another CTE pathway and live interaction electives for our high school students. Another one-time funded grant allocated was the Effective Educator Block Grant which required a plan board adopted. Through input from staff funds were designated for increasing credentialing/certification, EL strategies, social emotional practices, guest speakers, small group instruction, student interventions, and Universal Design Learning (UDL). The 2022-23 Professional Development Plan for staff includes intensive training from Santa Barbara County Education Office consultants two(2) full days with three(3) half days in between on UDL principals. Staff from K-5 and math instructors in 6-12 will be trained in UDL Math; while the 6-12 English and science teachers will train in UDL English Language Development. The intent of this UDL work is to positively impact student results on grades including local and state benchmarks which align with our LCAP and WASC Schoolwide Action Plan goals.

Reflections: Successes

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

Dashboard information has not been updated since 2018. The following information continues to be the most recent data:

Chronic Absenteeism decreased to 0.5% for All Students and 0.0% for Hispanic students. The FPCS advisors closely monitored the students' attendance by evaluating their daily academic progress. Each week meetings were conducted with individual students and parents to provide updates on attendance and academic performance.

English Learner Progress increased to 91.7%. FPCS generated individual student data on English learners which was used by advisors to reflect on their students' progress toward proficiency. The analysis of the data enabled the advisors and students to focus on growth throughout the school year.

The Graduation Rate increased to 94.5% for All Students and Socioeconomically Disadvantaged students. FPCS advisors monitored the academic progress and performance of 12th grade students weekly and met with them to review assignments and assessments. Student schedules were also evaluated for opportunities to complete additional courses at the school or the community college.

The percentage of students prepared for College and Career increased to 32.7% for All Students and 25.7% for Socioeconomically Disadvantaged students. Multiple a-g science lab courses were added to the FPCS program of studies which contributed to the number of a-g completers. FPCS coordinators and advisors partnered with Cuesta and Hancock College representatives to facilitate the enrollment of students in college courses. FPCS advisors collaborated to develop and share college preparation material and resources for students and parents.

Reflections: Identified Need

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

In 2021-22, staff collaborated to create K-12 formative writing assessments which will be given twice a year and scored in grade levels or departments. The scores will provide baseline data for the LCAP progress on our goals and actions. Additionally, the local ELA and math benchmarks were changed in compliance with AB1505 to iReady. The end of year results will highlight annual academic progress of our students; by school, center, grade, and student groups historically underserved. The data will also create the baseline for this year's plan.

Additional resources need to be provided to prepare students for College and Career. There is currently not sufficient data maintained locally to track students' progress toward college and career readiness. In addition, training is necessary to ensure that FPCS advisors are aware of the criteria for the College and Career indicator and the options available for student to meet that criteria. State SBAC and CAST assessments were last given in 2018-2019; the following two years the pandemic affected administration, so the following Dashboard data remains unchanged.

SBAC ELA was 17.4 points above standard for All Students, 7.3 points above standards for Hispanic students, and 1.1 points above standard for Socioeconomically Disadvantaged students. Interventions including tutoring and supplemental instruction and practice have been provided to students based on Scantron and classroom data. However, the MTSS model needs to be more robust and comprehensive to provide students with support at multiple levels. In addition, writing instruction needs to be deliberate, integrated in all core content areas, and assessed throughout the school year.

SBAC Mathematics was 38.6 points below standard for All Students, 59.8 below standard for Hispanic students, 65.1 points below standard for Socioeconomically Disadvantaged students. Interventions including tutoring and supplemental instruction and practice have been provided to students based on Scantron and classroom data. However, the MTSS model needs to be more robust and comprehensive to provide students with support at multiple levels. In addition, evidence based practices in mathematics will be continue to be identified, implemented, and evaluated for effectiveness.

LCAP Highlights

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

The 2021 LCAP goals are to:

- * Increasing the number of students meeting the standards in ELA, Math, and Science with a focus on Hispanic students and socio-economically disadvantaged students,
- * Preparing students for college, career, and citizenship,
- * Improving communication and collaboration with parents/guardians, and
- * Implementing a schoolwide social-emotional learning program.

The 2021 LCAP actions and services include:

- * Local benchmark assessment data will be used to monitor student progress and provide interventions and enrichment
- * Interventions including tutors and supplemental instruction and resources will be provided to students
- * Post-secondary data will be collected and tracked
- * Opportunities for students to develop civic knowledge and civic-mindedness will be identified and developed
- * Workshops will be conducted for parents new to the school
- * Teachers will participate in a comprehensive social-emotional learning institute
- * Social-emotional learning workshops for parents/guardians will be provided

This year, we have made significant progress on almost every goal and action listed above; including the delayed process for all-staff working together to complete the WASC Self-Study Report and visit from a committee to validate our schoolwide action plan aligned to the LCAP. WASC accreditation is important to schools, especially for grades 9-12, to validate the on-going process to monitor, collaborate, and implement research-based practices to improve student outcomes, particularly for EL students, socio-economically disadvantaged, foster or homeless youth, and students with exceptional needs. To note the areas we still need to implement is parent workshops and opportunities for students to be civic-minded. However, in 2022-23 we plan to conduct a schoolwide family and student orientation reviewing in more detail policies from the Family-Student Handbook. The following are what was improved during the 2021-22 school year:

- *Local benchmark changed to iReady from a state-approved vendor to collect baseline data
- *Hired a math tutor for high school and a virtual science lab instructor
- *Professional development on Yale University's social-emotional RULER method as trainer of trainers

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.

Not applicable

Support for Identified Schools

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

Not applicable

Monitoring and Evaluating Effectiveness

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

Not applicable

Engaging Educational Partners

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

The Executive Director met with groups of teachers and parents throughout the school year in order to complete the LCAP annual update, analyze the most current data, and prepare the 2021 LCAP. Actions and services previously and currently being provided were evaluated to determine their effectiveness and additional actions and services for the next three years were considered. In August 2020, prior to the start of PLC and teacher Committee meetings, the Executive Director presented teachers with a summary and alignment of school goals and actions including those from the LCAP, WASC Action Plan Goals, the FPCS ESLOs, and the FPCS Mission and Vision. The teachers identified the goal(s) that would be the focus of their work for the 2020-2021 school year and planned and assessed their progress accordingly throughout the year during five PLC Meetings and five Committee Meetings. In addition, as part of the March 2021 All Staff Meeting the teachers reviewed each individual LCAP goal, action, and service to make final assessments of appropriateness, provide feedback, and final recommendations for the 2021 LCAP. The meeting also included an opportunity for the teacher to review and discuss the input and suggestions that was provided by the PAC on the LCAP.

At the start of the 2020-21 school year, the Executive Director solicited parent participation in the PAC by providing all parents with a flyer for the PAC including a description of the purpose and focus of the group and the meeting schedule for the entire school year. The Parent Advisory Committee virtually each month during the 2020-21 school year beginning in October and included parents from three of the five Learning Centers. Each PAC Meeting included an activity in which one LCAP goal and the related actions and services were evaluated and feedback was provided. The parents also had the opportunity to review the input on the LCAP from the teachers throughout the school year. The content of the final draft of the LCAP was shared with the PAC in their May 2021 meeting.

At the October 2020 Governing Board Retreat, the implementation of the 2018 LCAP was evaluated. The Governing Board members reviewed the most current data, shared their input and concerns, and identified the goals, actions, and services that they suggested for the 2021 LCAP. The Executive Director provided updates on the progress of the LCAP at monthly Governing Board Meetings and engaged the Governing Board Members in discussion at those times.

A summary of the feedback provided by specific educational partners.

Feedback from stakeholders was collected in the following forms: notes from staff meetings, products and deliverables from teacher collaboration, minutes from Governing Board Meetings and Public Hearings, results from parent surveys, transcripts of parent meetings/webinars, emails and ParentSquare messages from parents.

The staff, parents, and Governing Board all agreed that three of the four goals from the 2018 LCAP were still appropriate for the 2021 LCAP. Revisions were made to the language of the three goals based on the current data and needs of the students. All stakeholders agreed that a new fourth goal needed to be added to address the mental health needs of students.

The FPCS staff determined that additional progress was needed on most of the actions and services for the first goal so they were updated to reflect current evidence-based practices and data sources. All stakeholders identified that more data needs to be produced and

maintained to properly evaluate the effectiveness of the actions and services of the second goal. The parents expressed the need for communication from the school specifically aligned to the unique structure of the learning centers and the blended learning model. All stakeholders expressed the need for a comprehensive social-emotional learning program throughout the school and the FPCS staff determined that formal training was essential for the success of any program. During the WASC process this year, we aligned our schoolwide action plan to align with the LCAP goals. This process involved staff, students, parents, and community members to give input. The critical learner goals were chosen and also duplicated LCAP goals in ELA and math.

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

Goal 1

The FPCS staff determined that the Scantron data was being used by individual teachers and learning centers to provide interventions, but that aggregate data should also be included as a metric in the LCAP to measure student growth. Similarly, the teachers chose to include a metric on the students' writing benchmark growth plan to reflect progress on the implementation of the writing benchmark developed to monitor students' writing skills. The parents and Governing Board identified that additional instructional resources and services to support struggling students need to continue to be included as an action in the LCAP.

Goal 2

The parents and teachers contributed to the further development and clarification of Goal 2. They suggested the further articulation of the goal language to specifically include college, career, and citizenship outcomes. In addition, both groups agreed that metrics on College and Career Readiness and college admissions should be included to measure progress toward the goal. The teachers added a-g completion rate metrics and an action to provide students with civic engagement opportunities.

Goal 3

The parents and Governing both determined that a goal on improving parent communication and participation needed to be retained given the significance of the role of the parent at FPCS. The parents suggested actions for providing parents new to the school with additional support their transition and the development of parent directories to facilitate communication between families outside of school. The FPCS staff included an action to facilitate families' access community resources and services and metrics to measure student responses to the school climate and communication survey.

Goal 4

The FPCS staff, parents, and Governing Board all agreed that a goal specific to supporting students mental health needed to be included in the LCAP. The FPCS staff identified the training and resources they need to implement a social-emotional learning curriculum and included actions accordingly. The parents suggested an action to conduct social emotional learning workshops and secure community mental health resources for parents. All stakeholders determined that the most appropriate initial metric for this goal is to use the results from the school climate survey.

Goals and Actions

Goal

Goal #	Description
1	FPCS will increase the number of students meeting or exceeding the standards in ELA, and Mathematics. Increases will take place for All Students, Hispanic students, and Socioeconomically Disadvantaged students.

An explanation of why the LEA has developed this goal.

In 2019, the number of students meeting the standard in ELA and Mathematics decreased from the previous school year. The decrease occurred for All Students and Hispanic and Socioeconomically Disadvantaged students. A local benchmark assessment, Scantron, is being administered three times a year but the data is not used to monitor students' progress toward proficiency. A writing benchmark assessment has been developed but has not yet been implemented.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
SBAC ELA	2018 Declined by 9.2 points 8.2 points above standard Yellow Performance Level	Declined by 9.2 points 8.2 points above standard Yellow Performance Level The 2022 Summative scores will be added when school results are released. ELA Participation rate = 99.17% ELPAC - EL Students = 100%			Increase by 10.0 points 30.0 points above standard Green Performance Level
SBAC Mathematics	2018	Declined by 14.2 points			Increase by 1.0 point

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	Declined by 14.2 points 52.8 points below standard Orange Performance Level	52.8 points below standard Orange Performance Level The 2022 Summative scores will be added when school results are released. Math Participation Rate = 99.17% CAST (science 3,5,HS) = 97.30%			10.0 points above standard Green Performance Level
iReady ELA/Reading	TBD in 2021-22	Students who scored on grade level or above: 51% Schoolwide 87% Kindergarten 41% First 63% Second 45% Third 57% Fourth 58% Fifth 48% Sixth 57% Seventh 61% Eighth 31% Ninth 39% Tenth 44% Eleventh 30% Twelfth			Increase the percent of students schoolwide on or above grade level by 4% each year which will be 56% in 2024.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
iReady Math	TBD in 2021-22	<p>Students who scored on or above grade level:</p> <p>36% Schoolwide</p> <p>90% Kindergarten 48% First 48% Second 40% Third 34% Fourth 47% Fifth 35% Sixth 34% Seventh 35% Eighth 36% Ninth 24% Tenth 13% Eleventh 15% Twelfth</p>			Increase the percent of students schoolwide on or above grade level by 3% each year which will be 37% in 2024.
FPCS Writing Benchmark	TBD in 2021-22	<p>Students who achieved a rubric score of proficient:</p> <p>46% Schoolwide</p> <p>64% Kindergarten 61% First 21% Second 34% Third 23% Fourth 33% Fifth 42% Sixth 63% Seventh 65% Eighth</p>			Increase overall score schoolwide by 3% per year which will be 52% of students will score proficient in 2024.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		29% Ninth 48% Tenth 41% Eleventh 59% Twelfth			
CA Science Test	N/A	The 2022 Summative scores will be added when school results are released. CAST Participation Rate = 96%			Maintain or increase the 95% participation rate.

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Analyze iReady benchmark data 3-times/year	i-Ready benchmark data will be analyzed after each testing window to plan student interventions and enrichment and to measure student growth. Also, at the end of the year look at overall average annual growth trends for students who were enrolled all year at FPCS.	\$45,869.00	No
1.2	Disaggregate CAASPP data by center and classroom	Disaggregated CAASPP data will be provided to the staff at the start of the school year and will be used to inform school and learning center programs and classroom curriculum and instruction. Time will be designated for teachers will review CAASPP score reports for their current students and compile classroom data.	\$37,169.39	No
1.3	Implement core instructional practices aligned to UDL	Core instructional practices aligned to the UDL guidelines for Engagement, Representation, and Action/Expression will be identified and implemented. Teachers will conduct classroom walkthroughs and discuss their observations and share their strategies.	\$37,171.40	No

Action #	Title	Description	Total Funds	Contributing
1.4	Administer a writing benchmark assessment annually	Writing benchmark assessments will be developed and administered for grades K-12 and the data will be used to support students and to plan writing instruction.	\$37,171.40	No
1.5	Implement evidence-based instructional practices in mathematics	Evidence-based practices will be identified and implemented to improve all students' understanding of and performance in mathematics. Professional learning opportunities including trainings and workshops will be provided to teachers and administrators as part of this action.	\$37,171.40	No
1.6	Provide supplemental Math and ELA instruction and resources	Additional mathematics and ELA resources and instructional support will be provided to struggling students. Math tutors and asynchronous online programs will be used to address students individual learning needs.	\$37,171.40	No

Goal Analysis [2021-22]

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

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

The purchase of licenses in ELA and math with Scantron was switched to iReady for the remaining two local benchmarks this year. The work to collaborate on formative writing assessments was completed during the PLCs and administered. The testing grades for all local assessments are K-12 per AB1505 when prior it FPCS tested only 2nd - 11th grades.

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

The cost did not affect the budgeted expenditure between purchasing iReady this year and benchmarks were created locally. Goal 1.6 to provide resources and support in ELA and math will be offered first to Foster Youth, socio-economically disadvantaged, and English Learner students first.

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

The baseline data reflects that math scores were significantly lower across the grade levels and although ELA scores were slightly better, there is much progress needed.

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

The data for our local and state benchmarks have created a baseline for metrics for the remaining of the LCAP plan. The review of the data guided our 2022-23 Professional Development plan to focus only on UDL principles with Santa Barbara County Education Office consultants in math and ELA/ELD to build the capacity of staff's use of research-based strategies during instruction. The PD over next year will include two full days and three half days for all certificated staff in every grade.

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	FPCS will prepare all students for college, career, and citizenship in the 21st Century. The number of students completing college, career, and citizenship activities will be measured and monitored annually.

An explanation of why the LEA has developed this goal.

FPCS is committed to ensuring that all students are prepared for college and career when they graduate from high school. While instruction is designed to promote critical thinking and career preparation and college access activities are taking place, additional opportunities and experiences need to be provided for students. In addition, metrics and data for tracking students college and career readiness throughout high school and after college need to be established and closely monitored.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
College and Career Readiness Indicator	32.7% Prepared status (2019)	30% Prepared status (2021)			75% (Pathways CCI Report)
SAT/ACT Completion	TBD in 2021-22	1 student - SAT 4 students - PSAT (2021-22)			Increase the number of students taking the SAT to 4-5 and 5-6 students for the PSAT. (College Board)
College Enrollment - Fall after graduation	TBD in 2021-22	41.3% (2020)			Increase the number of students enrolling in college the Fall after graduation by 5%. (National Student Clearinghouse)
College Enrollments	TBD in 2021-22	32.5% enrolled in community college courses			Maintain the number or increase students who are enrolled in

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
					college community courses. (Pathways)
A-G Completion Rates	22.4% of graduates 2020	19.6% of graduates 2021			50% (Pathways CCI Report)

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	Track post-secondary data for graduates	FPCS will track student post-secondary data using the National Student Clearinghouse and local surveys.	\$6,854.81	No
2.2	Conduct college exposure and admission activities	FPCS will conduct college application and admission workshops with Cuesta and Hancock Colleges. Additional activities will include campus visits and dual/concurrent enrollment opportunities.	\$6,854.81	No
2.3	Secure community resources for the FPCS Annual Science Fair	FPCS will increase the participation of local organizations in its annual Science Fair. Opportunities will be created for local businesses and agencies to participate in the event and provide support and resources to students as they plan and prepare projects.	\$6,854.81	No
2.4	Enhance the FPCS Career and Technical Education (CTE) Pathways	FPCS will enhance the three CTE pathways available in Edgenuity by creating capstone projects and determining applicable certificates. Connections to pathways and courses at Hancock and Cuesta colleges will also be identified.	\$6,854.81	No
2.5	Provide PSAT, SAT, and ACT opportunities and information	FPCS will seek eligibility to administer College Board exams (PSAT). Students and parents will also be provided with SAT/ACT test information and test preparation resources.	\$6,854.81	No

Action #	Title	Description	Total Funds	Contributing
2.6	Provide students with civic engagement opportunities	FPCS will identify and design opportunities for students to develop civic knowledge and civic-mindedness. Civic engagement studies, projects, and activities will be provided to students both in and out of school.	\$6,854.81	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.

This year was to establish baseline for this action.

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

There were not any differences in planned expenditures this year.

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

There is little progress shown through actions for Goal 2 during the 2021-22 school year. Last year's LCAP plan noted the baseline would be recorded this school year. CTE pathways were not increased this year, however, we are looking to add fourth next year and two additional virtual high school A-G elective courses for Fine Arts and Culinary. Because of COVID limitations, the science fair was cancelled in 2021-22.

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.

For Civic Mindedness, we plan to start a California Scholarship Federation (CSF) chapter and possibility of CJSF or middle school in fall 2022. Students with good academic standing are eligible to join the chapter and have opportunities for volunteerism and community projects each semester. There are levels of recognition for graduation with distinction on student diplomas and transcripts for achieving certain criteria.

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	FPCS will improve communication with families and parent/guardian participation in school activities. Communication from the school, learning center, and classroom will be coordinated and consistent. Parents/guardians will have increased opportunities to participate in activities and events at the learning centers and virtually.

An explanation of why the LEA has developed this goal.

FPCS is comprised of five small blended learning centers which all have varying degrees of in-person programming. Parent/guardian feedback indicates that communication with families has increased over the past three years and that important information is being shared in a timely manner. However, the parents/guardians also identified specific instances in which communication could be clearer and more consistent. The primary areas of concern were; the coordination of calendars and communication from each learning center, the presentation of information and expectations for parents at a nonclassroom based charter school, and the accessibility of the community resources and services available to families.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
School Climate Survey Results (FPCS communicates school policies and procedures clearly to parents.)	72.1% strongly agree	90.9% strongly agree			90% or higher
School Climate Survey Results (FPCS uses ParentSquare effectively to communicate school and classroom information.)	67.5% strongly agree	This question was not included in the 2021-22 Spring Parent Survey but will be added in 2023.			90% or higher

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	Conduct events for parents/guardians at the learning centers	FPCS will conduct in-person and virtual events for parents to become familiar with the learning centers and school structure. Activities will include Back-to-School Night, Open House, Transition Days, and quarterly learning center and school meetings.		No
3.2	Provide parents/guardians with a directory of learning center families	FPCS will create and distribute a parent directory for each center at the start of the 1st and 2nd semester.		No
3.3	Designate a primary platform for school-to-home communication	FPCS will utilize ParentSquare as the primary platform for school-to-home communication. A central location will also be created on the school website for important information including calendars, documents, and videos.		No
3.4	Conduct orientations for parents/guardians new to the school	FPCS will conduct workshops for new parents at the start of each semester. The information addressed will include an overview of the program including organizational charts, center schedules and calendars, coursework and class packets, and learning period expectations.		No
3.5	Facilitate parents/guardians access to community resources	FPCS will identify community resources and establish community partnerships to provide families with options for academic, extracurricular, social-emotional, and health support.		No

Goal Analysis [2021-22]

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

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

The second metric was not included in the 2021-22 Parent, Student, or staff surveys. There is no comparative data this year. It will be added to the 2022-23 surveys.

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

No differences with actual expenditures and what was budgeted.

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

Because of COVID restrictions many of the actions listed were not allowable with parents not on campus. The school directory is going to be cleared by legal to protect families' personal information. Parent Square is an effective communication platform from school to home to share teacher, center, or school information. The Social Emotional Committee compiled a list of community resources by county to share with students and families.

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

Next year, the Leadership will have a schoolwide orientation to highlight the Master Agreement and Student-Family Handbook's pertinent information. Family orientations and events will recommence. Next year, the community resources will be designed on a document with hyperlinks and posted on our website as well as sent out in Parent Square.

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

Goals and Actions

Goal

Goal #	Description
4	FPCS will implement a school-wide social-emotional learning program. The social-emotional program will be comprehensive across grades K-12 and include school practices and policies and classroom curriculum and instruction.

An explanation of why the LEA has developed this goal.

The Parent Advisory Committee and the teachers' Social Emotional Learning Committee identified a growing need for the social-emotional support for students both in school and at home. Both committees cited the lack of consistent social-emotional learning practices at the school and the absence of a dedicated social-emotional learning curriculum. School Climate Survey data over the past year also indicated that only slightly more than half of the parents felt strongly that the staff was responding to the social-emotional needs of their children.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
School Climate Survey Results (Staff responds to students' social and emotional needs.)	71.4% strongly agree	School Connectedness: 88.9% Staff 94.5% Parents/Guardians 64.3% Students			90% or higher
School Climate Survey Results (FPCS provides parents with resources to support children's social and emotional needs.)	59.7% strongly agree	Student Support/Input: 92.9% Parents/Guardians 91.9% Students			90% or higher
School Climate Survey Results (Staff encourage my child to	66.9% strongly agree	Student Wellbeing: 92.9% Students			90% or higher

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
care about how others feel.)					

Actions

Action #	Title	Description	Total Funds	Contributing
4.1	Engage staff in reading about emotional intelligence	FPCS will provide all staff with the book Permission to Feel at the start of the school year. Reading and analysis of the book will be embedded in professional development throughout the school year.	\$1,071.43	No
4.2	Train teachers in a systemic approach to social-emotional learning	FPCS will identify one teacher from each center to participate in the RULER Institute. The teachers selected will serve as a member of the RULER implementation team and train the rest of the staff.	\$1,071.43	No
4.3	Provide material to staff for social-emotional training and implementation	FPCS will purchase the RULER Implementation Support Package and Ruler subscription. These programs will provide the staff with access to courses, resources, and tools which can be used for classroom instruction and family engagement.	\$1,071.43	No
4.4	Conduct social-emotional learning workshops for parents/guardians	FPCS will conduct social-emotional learning workshops for parents/guardians throughout the school year. Parents will also be provided with information and strategies for supporting students at school and home.	\$1,071.43	No
4.5	Secure community mental health resources for families	FPCS will identify community resources available to support the mental health of families. Partnerships will be established with local agencies to meet the identified mental health needs of families.	\$1,071.43	No

Goal Analysis [2021-22]

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

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

The action of educating parents was not implemented because this year was the process of securing training for the RULER method from Yale University of social-emotional mindedness.

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

No substantive differences in expenditures but the RULER training was paid through a one-time educator effectiveness grant.

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

The book Permission to Feel was bought for all certificated staff and read in a book club fashion. Four staff were enrolled in the RULER training and completed the self-paced modules this spring. Again, community resources were compiled and a referral for or counseling was provided as needed.

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.

RULER trained staff will present a session at the All Staff Welcome Back on the social-emotional methods for awareness to all employees. Then at each committee meeting during the year, they will give mini trainings and staff can share out experiences with implementation. A family night should be held in fall.

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)
278,210	

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
7.49%	7.30%	\$257,675.99	14.79%

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

Required Descriptions

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

The iReady benchmark data will be used to identify skill gaps of foster youth, English learners, and low-income students. The data will help to ensure interventions are provided in a timely and appropriate manner. In 2022-23 iReady intervention licenses will be purchased giving underserved student groups first priority to access.

Additional instructional resources and support will be provided to all students but foster youth, English learners, and low-income students will be prioritized. The frequency and intensity of interventions will be adjusted to ensure the needs of these student groups are met.

Post-secondary data will be compiled for all students including foster youth, English learners, and low-income students. The data will enable FPCS to establish student subgroup data and plan future actions and services accordingly.

FPCS will administer the PSAT to all eligible and interested students. Steps will be taken to provide the families of foster youth, English learners, and low-income students with information regarding the PSAT and its significance in the college preparation process.

Opportunities for student civic engagement activities will be provided to all students. Foster youth, English learners, and low-income students will be closely monitored for participation and additional steps will be taken and opportunities will be offered when necessary.

Events for parent involvement and materials provided for parents will be produced in Spanish to ensure that they are accessible to all families.

Workshops for parents will be conducted at various times and be recorded so they are accessible to all families.

Social-emotional learning resources and workshops for parents will be prepared and conducted in Spanish so they are accessible to all

families.
Community resources will be identified for all families in all communities.

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

FPCS has increased the services available for foster youth, English Learners, and low-income students based on the individual needs of each student. Teachers also reviewed the most current local assessment and classroom data to project the support for each student group. The teachers will continue to closely monitor each student’s engagement, progress, and performance and identify and provide additional resources accordingly.

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

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

2022-23 Total Expenditures Table

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	\$278,210.00				\$278,210.00	\$263,768.31	\$14,441.69

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1.1	Analyze iReady benchmark data 3-times/year	All	\$45,869.00				\$45,869.00
1	1.2	Disaggregate CAASPP data by center and classroom	All	\$37,169.39				\$37,169.39
1	1.3	Implement core instructional practices aligned to UDL	All	\$37,171.40				\$37,171.40
1	1.4	Administer a writing benchmark assessment annually	All	\$37,171.40				\$37,171.40
1	1.5	Implement evidence-based instructional practices in mathematics	All	\$37,171.40				\$37,171.40
1	1.6	Provide supplemental Math and ELA instruction and resources	All	\$37,171.40				\$37,171.40
2	2.1	Track post-secondary data for graduates	All	\$6,854.81				\$6,854.81
2	2.2	Conduct college exposure and admission activities	All	\$6,854.81				\$6,854.81
2	2.3	Secure community resources for the FPCS Annual Science Fair	All	\$6,854.81				\$6,854.81
2	2.4	Enhance the FPCS Career and Technical Education (CTE) Pathways	All	\$6,854.81				\$6,854.81

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
2	2.5	Provide PSAT, SAT, and ACT opportunities and information	All	\$6,854.81				\$6,854.81
2	2.6	Provide students with civic engagement opportunities	All	\$6,854.81				\$6,854.81
3	3.1	Conduct events for parents/guardians at the learning centers	All					
3	3.2	Provide parents/guardians with a directory of learning center families	All					
3	3.3	Designate a primary platform for school-to-home communication	All					
3	3.4	Conduct orientations for parents/guardians new to the school	All					
3	3.5	Facilitate parents/guardians access to community resources	All					
4	4.1	Engage staff in reading about emotional intelligence	All	\$1,071.43				\$1,071.43
4	4.2	Train teachers in a systemic approach to social-emotional learning	All	\$1,071.43				\$1,071.43
4	4.3	Provide material to staff for social-emotional training and implementation	All	\$1,071.43				\$1,071.43
4	4.4	Conduct social-emotional learning workshops for parents/guardians	All	\$1,071.43				\$1,071.43

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
4	4.5	Secure community mental health resources for families	All	\$1,071.43				\$1,071.43

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
\$3,715,953	278,210	7.49%	7.30%	14.79%	\$0.00	0.00%		Total:	\$0.00
								LEA-wide Total:	\$0.00
								Limited Total:	\$0.00
								Schoolwide Total:	\$0.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
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This table is automatically generated and calculated from the Goals section of the 2022 LCAP.

2021-22 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	\$318,508.00	\$296,502.00

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	Analyze iReady data 3-times/year		\$50,669.98	50669.98
1	1.2	Disaggregate CAASPP data by grade and center		\$44,270.41	\$40,130
1	1.3	Implement core instructional practices aligned to UDL		\$44,270.40	\$40,130
1	1.4	Administer a writing benchmark assessment annually		\$44,270.40	\$40,130
1	1.5	Implement evidence-based instructional practices in mathematics		\$44,270.40	\$40,130
1	1.6	Provide supplemental Math and ELA instruction and resources	Yes	\$44,270.40	\$38,826.01
2	2.1	Track post-secondary data for graduates		\$6,854.81	\$6,854.81
2	2.2	Conduct college exposure and admission activities		\$6,854.81	\$6,854.81
2	2.3	Secure community resources for the FPCS Annual Science Fair		\$6,854.81	\$6,854.81
2	2.4	Enhance the FPCS Career and Technical Education (CTE) Pathways		\$6,854.81	\$6,854.81
2	2.5	Provide PSAT, SAT, and ACT opportunities and information		\$6,854.81	\$6,854.81
2	2.6	Provide students with civic engagement opportunities		\$6,854.81	\$6,854.81

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	3.1	Conduct events for parents/guardians at the learning centers			
3	3.2	Provide parents/guardians with a directory of learning center families			
3	3.3	Designate a primary platform for school-to-home communication			
3	3.4	Conduct orientations for parents new to the school			
3	3.5	Facilitate parents/guardians access to community resources			
4	4.1	Engage staff in reading about emotional intelligence		\$1,071.43	\$1,071.43
4	4.2	Train teachers in a systemic approach to social-emotional learning		\$1,071.43	\$1,071.43
4	4.3	Provide material to staff for social-emotional training and implementation		\$1,071.43	\$1,071.43
4	4.4	Conduct social-emotional learning workshops for parents/guardians		\$1,071.43	\$1,071.43
4	4.5	Secure community mental health resources for families		\$1,071.43	\$1,071.43

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)
\$296,502	\$44,270.40	\$38,826.01	\$5,444.39	0.00%	0.00%	0.00%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.6	Provide supplemental Math and ELA instruction and resources	Yes	\$44,270.40	\$38,826.01		

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)
\$3,527,993	\$296,502	0.00%	8.40%	\$38,826.01	0.00%	1.10%	\$257,675.99	7.30%

Instructions

[Plan Summary](#)

[Engaging Educational Partners](#)

[Goals and Actions](#)

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

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

Introduction and Instructions

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

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

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

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

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

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

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

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

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

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

Engaging Educational Partners

Purpose

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

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

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

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

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

Requirements and Instructions

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

Local Control and Accountability Plan:

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

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

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

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

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

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

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

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

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

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

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

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

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

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

Focus Goal(s)

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

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

Broad Goal

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

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

Maintenance of Progress Goal

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

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

Required Goals

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

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

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

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

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

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

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

Measuring and Reporting Results:

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

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

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

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

Complete the table as follows:

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

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

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

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

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

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

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

Goal Analysis:

Enter the LCAP Year.

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

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

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

Purpose

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

Requirements and Instructions

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

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

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

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

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

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

Required Descriptions:

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

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

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

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

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

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

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

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

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

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

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

For School Districts Only:

Actions Provided on an LEA-Wide Basis:

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

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

Actions Provided on a Schoolwide Basis:

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

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

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

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

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

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

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

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

Provide the following descriptions, as applicable to the LEA:

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

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

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

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

Complete the table as follows:

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

Action Tables

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

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

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

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

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

Data Entry Table

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

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

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

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

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

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

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

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

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

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

LCFF Carryover Table

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

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

Calculations in the Action Tables

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

Contributing Actions Table

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

Contributing Actions Annual Update Table

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

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

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

LCFF Carryover Table

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

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

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

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