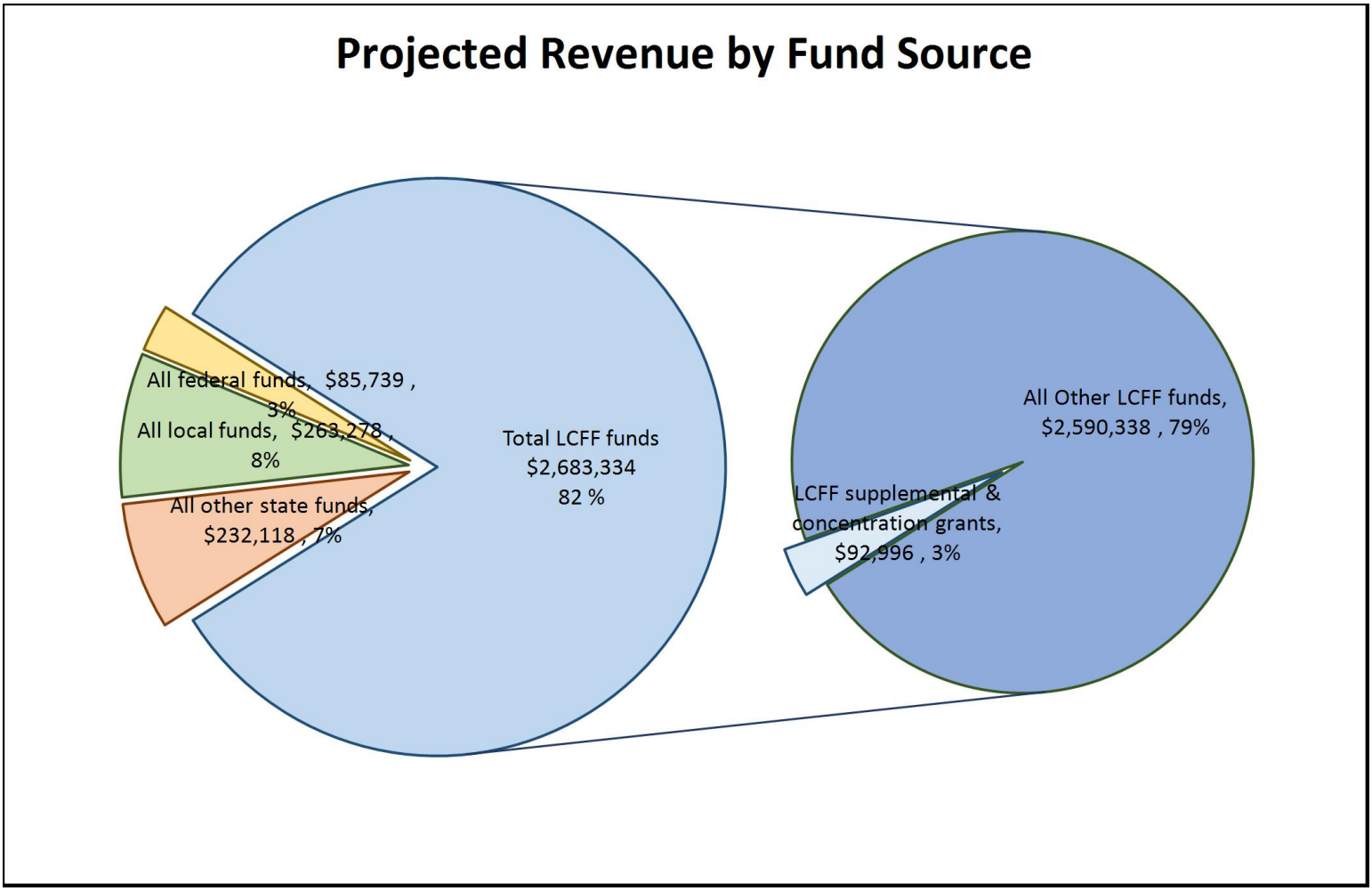
LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Santa Barbara Charter School
CDS Code: 42767866111603

School Year: 2022-23
LEA contact information:
Laura Donner
Director of Education
ldonner@sbunified.org
8059676522

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

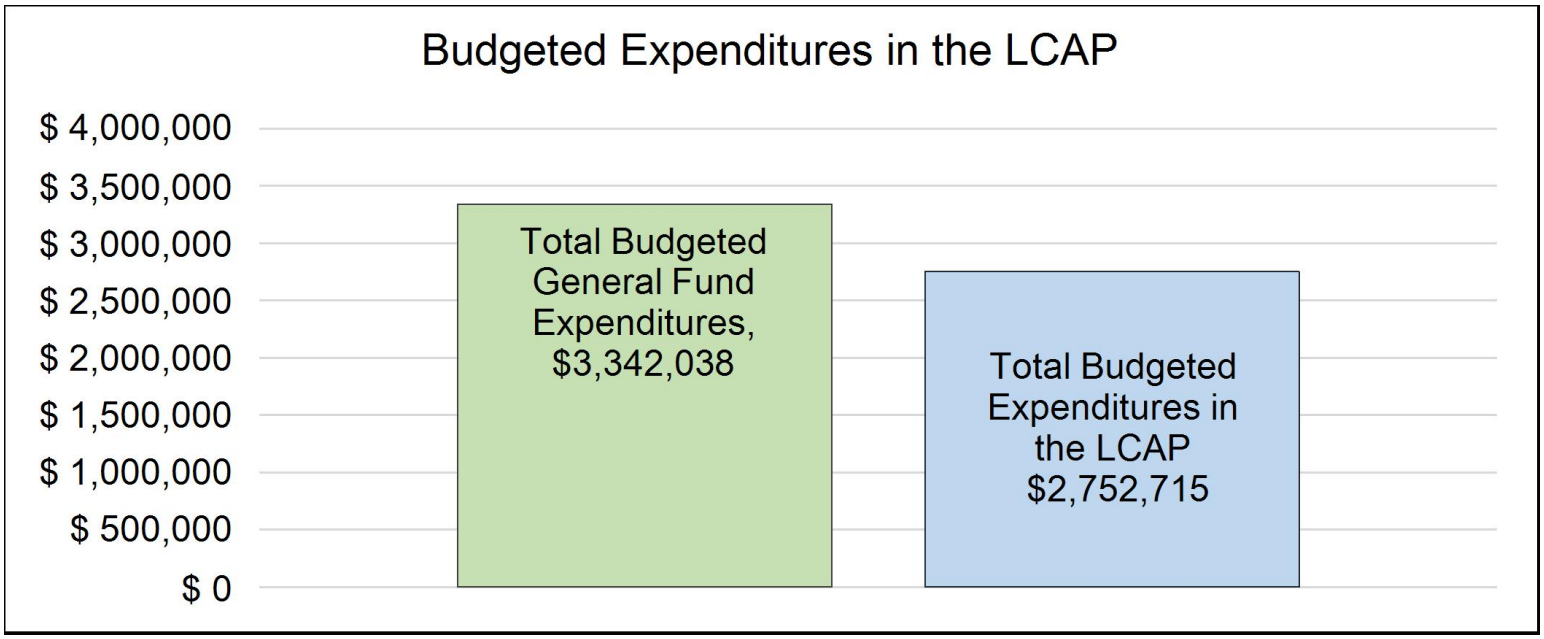


This chart shows the total general purpose revenue Santa Barbara Charter School expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Santa Barbara Charter School is $3,264,469, of which $2,683,334 is Local Control Funding Formula (LCFF), $232,118 is other state funds, $263,278 is local funds, and $85,739 is federal funds. Of the $2,683,334 in LCFF Funds, $92,996 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

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



This chart provides a quick summary of how much Santa Barbara 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: Santa Barbara Charter School plans to spend $3,342,038 for the 2022-23 school year. Of that amount, $2,752,715 is tied to actions/services in the LCAP and $589,323 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

Janitorial and maintenance, enrichment specialists, rent, some contracted services, health and welfare benefits, retirement contributions

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

In 2022-23, Santa Barbara Charter School is projecting it will receive $92,996 based on the enrollment of foster youth, English learner, and low-income students. Santa Barbara Charter School must describe how it intends to increase or improve services for high needs students in the LCAP. Santa Barbara Charter School plans to spend $97,406 towards meeting this requirement, as described in the LCAP.

How the school increased the quality and/or quantity of services in proportion to the amount of LCFF Supplemental and Concentration funding received for high needs students, and how the spending principally benefits high needs students:

Services for unduplicated pupils: We plan to continue to provide targeted after school and in school tutoring to reinforce standards-based instruction, especially in mathematics and science. We will continue to provide EL students with direct instruction in areas of identified weakness as assessed on teacher-created tests, the ADEPT

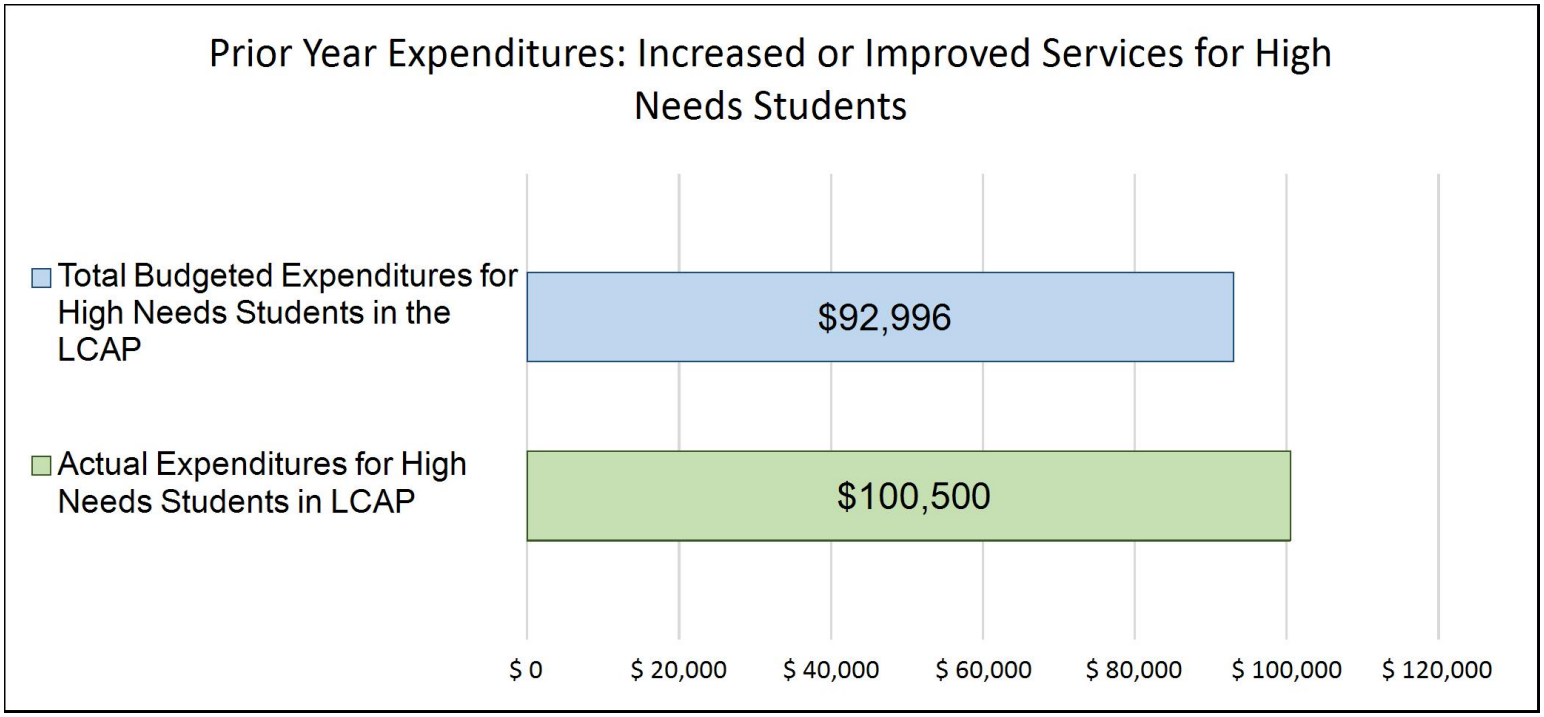
test, ELPAC, and classroom-based performance. In addition, after examining baseline data, we will continue to refine classroom-based strategies that promote performance equity.

Services are increased qualitatively by hiring a certificated intervention teacher to provide mathematics support in the classrooms.

High Needs Students funding:
Science specialist $12,000
RTI teacher (50%) $40,500
ELL tutor, math tutor, after school, in school $40,000
Maintaining bilingual website $5,000
Field Trip Subsidies $3,000
Childcare for parent meetings $500
Translator/interpreter $1,000

LCFF Budget Overview for Parents

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



This chart compares what Santa Barbara Charter School budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what Santa Barbara 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, Santa Barbara Charter School's LCAP budgeted $92,996 for planned actions to increase or improve services for high needs students. Santa Barbara Charter School actually spent $100,500 for actions to increase or improve services for high needs students in 2021-22.

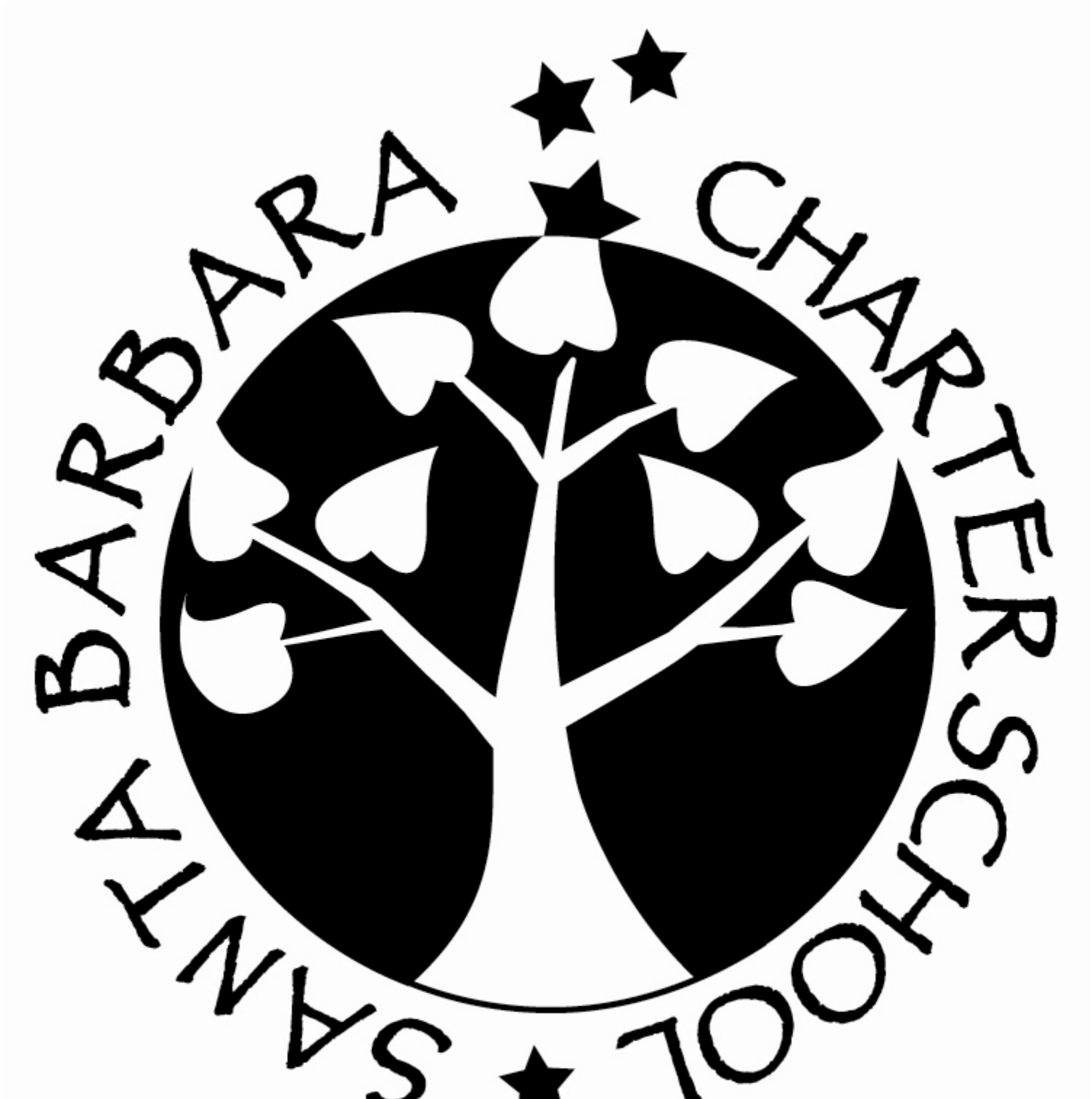
The difference between the budgeted and actual expenditures of $7,504 had the following impact on Santa Barbara Charter School's ability to increase or improve services for high needs students:

Why after school and in school tutoring and RTI teacher:
Money has been allocated to support services to students who are English Language Learners or on Free and Reduced Lunch or who are foster youth because students in these sub-groups often struggle with academic achievement. We are looking for ways to provide access to opportunities to these students to which other students have access already. There are two principal areas where opportunities for our unduplicated students seem to differ most: Participation in Enrichment Activities and Tutorial Help. Our goal is to raise the academic performance of unduplicated students. We provide enrichment opportunities that build language and an experience base, and we provide tutorial support during school time and after school. We can best meet individual student needs by working with the individual students and developing/providing the supports that are specific for their strengths and weaknesses. The staff in the after school tutoring program also work in the classrooms with the children during the day, and know them well.

Why intervention teacher:

Our Hispanic students, as well as our High Needs students, need more direct support in the area of mathematics. While we will have a math consultant working with all the teachers to support all students (Lower Performing and High Needs) with a focus on best practices in mathematics, we also need a credentialed teacher to work directly with students in small groups.

Why scholarships for field trips and child care:
All students, regardless of economic means, need to be able to access a safe, engaging, and relevant educational program. Many parents work full time, and we need to provide evening parent education events, with childcare. Field trips need to be accessed by all students, regardless of their financial status.


SANTA BARBARA CHARTER SCHOOL

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
Santa Barbara Charter School	Laura Donner Director of Education	ldonner@sbunified.org 8059676522

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).

Staff engaged in ongoing manner through Teachers Council (PLC) weekly meetings, through emails, and through staff surveys. Classified staff engaged through conversations and staff surveys. Parents and community stakeholders engaged through conversations and family surveys. Different groups discussed needs and supports (Parent Alliance, Circle of Trustees, Diversity, Equity and Inclusion Alliance, etc.)

Expanded Learning Opportunities: ELO anticipated funding at $94,000
Extra staffing and tutoring in our after school program
Part of the Response to Intervention teacher
Science Specialist
Summer school and summer work
Specialists (art, music, garden)
Supplies
https://docs.google.com/document/d/1mO4Ny33exU4gM6NnadBDXO1BhcYv8qll_B_RZrDpEBw/edit?usp=sharing

Educator Effectiveness Grant funds: $140,000
Staff survey in November and presentation and feedback from Circle of Trustees in November. Plan adjusted with input for final approval in December.
Social/emotional learning
Coaching and Mentoring
Positive School Climate
https://docs.google.com/presentation/d/1c0uVsICK1DcTJWp0jbovE50wrIbaNyIPh5hwt0-MMJ0/edit?usp=sharing

https://drive.google.com/file/d/145RNlx3wGr4T57qARr6hcEXDT8GiwZGz/view?usp=sharing

Additional Special Education funding from the SELPA allowed us to increase the role of the school psychologist from 70% to 100% ($15,000) Needs identified from teacher and parent feedback.

Meals: The district sent over a new MOU for food services that included overhead costs for the free breakfasts and lunches that are being provided to all students. Because the district has committed to cook from scratch, the amount given to them by the state and federal government does not cover the total cost. For this reason, we were notified in August that we will be billed for the additional costs. The first interim budget will be updated to reflect the estimate of this cost, which we think will be just under $30,000 for the 21/22 school year.

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.

N/A

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.

One time federal funds:

Staff engaged in ongoing manner through Teachers Council (PLC) weekly meetings, through emails, and through staff surveys. Classified staff engaged through conversations and staff surveys. Parents and community stakeholders engaged through conversations and family surveys. Different groups discussed needs and supports (Parent Alliance, Circle of Trustees, Diversity, Equity and Inclusion Alliance, etc.)

Expanded Learning Opportunities: ELO anticipated funding at $94,000
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https://docs.google.com/document/d/1mO4Ny33exU4gM6NnadBDXO1BhcYv8qll_B_RZrDpEBw/edit?usp=sharing

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.

N/A

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.

Our school's safe return to in person instruction aligns with other plans, actions, and expenditures and to our LCAP.
We didn't receive any ESSER funds but we are working to address learning loss, specifically through our LCAP and goal #2.
1. Monitor Learning Outcomes - Ongoing
2. Expand in school and after school tutoring, ELD, math - Completed
3. Additional personnel--instructional aide time: serving academic, social and emotional needs

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.

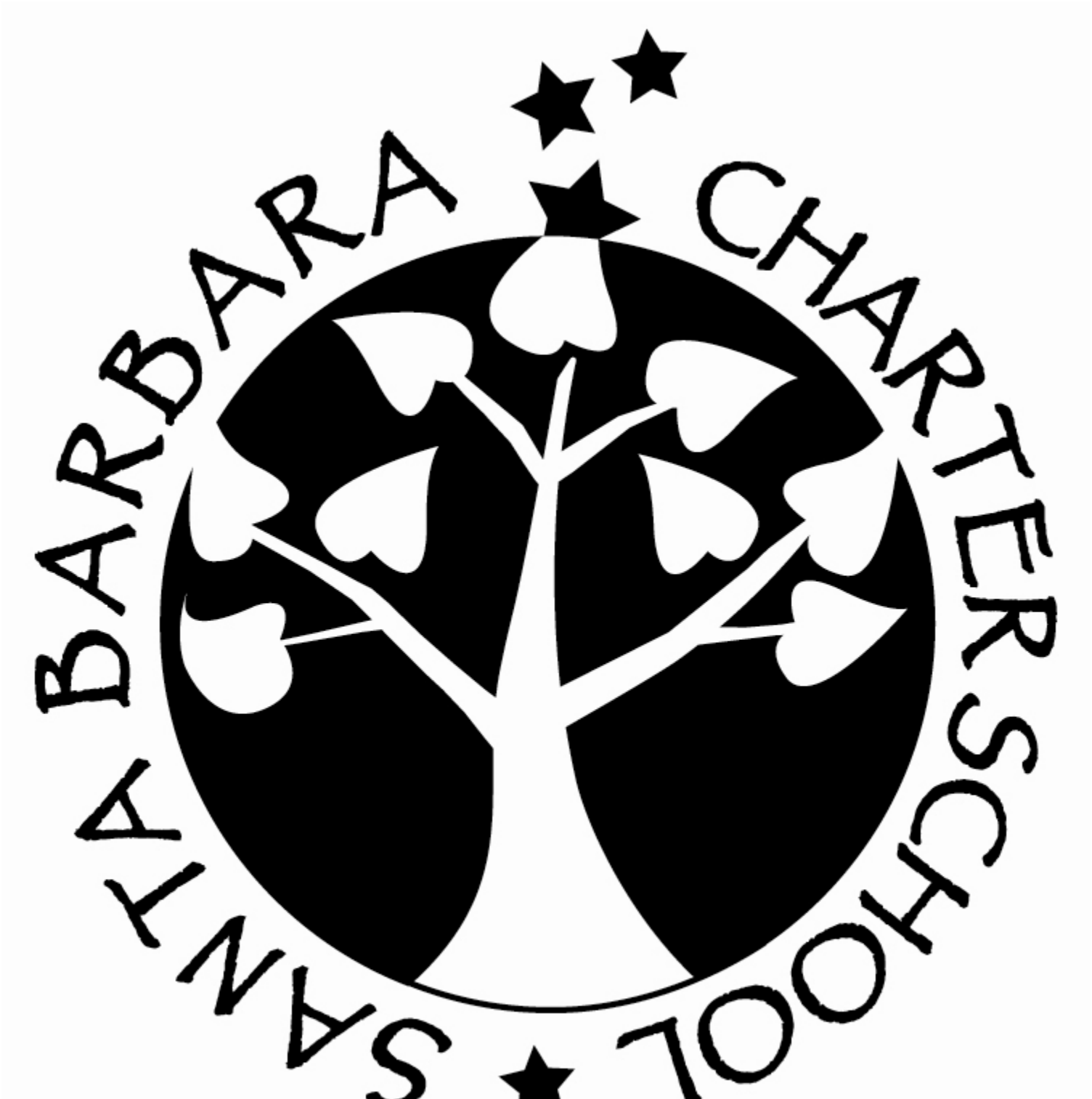
Describe the LEA's implementation of its efforts to maintain the health and safety of students, educators, and other staff and ensure the

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


SANTA BARBARA CHARTER SCHOOL

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
Santa Barbara Charter School	Laura Donner Director of Education	ldonner@sbunified.org 8059676522

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.

Santa Barbara Charter School is a classroom-based charter school which enrolls approximately 300 students in grades TK-8 in a classroom-based or HomeBased educational program.

Our students come from all over the county, with the majority of students residing in Santa Barbara and Goleta. In 2021-22 we have 23% Hispanic or Latino students, 60% White, 9% two or more races, 4% Asian, 2% not reported, and 1% African American students enrolled.

Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2021 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's website if they were determined to be valid and reliable.

The CA Data Quest student count for 2021-22 shows 4% English Language Learners, 2% Homeless, and 16% Socioeconomically Disadvantaged. We have 28 students who are formally identified as students with disabilities, which is 10% of our population.

We have six home languages reported in 2021-22.

Our Mission statement reads: Santa Barbara Charter School nurtures lifelong learners by cultivating the interests and building the skills of both students and their families in the Arts, Academics, and Relationships. Working together, the staff, parents, and students at SBCS create a responsive and innovative educational program.

At SBCS we recognize that learning takes place everywhere and all the time. We nurture the physical, intellectual, social, and emotional development of the child and help students achieve academic goals through multi-sensory experiences. We value student-led learning and are committed to building a child's sense of self by allowing each student to experience academic and social success. For more information,

please visit: https://sbcharter.org/curriculum/

Reflections: Successes

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

Greatest Progress/Successes from 21-22:

School climate and student connectedness was measured in part by a survey of 5th and 6th students in May 2022: Even with the challenges presented by the pandemic, 5th and 6th grade students for the most part indicate that they are happy at school and included in the school community. There are strong and significant relationships with teachers and other grownups at SBCS, as students feel seen, heard, and known. Students see that teachers set high expectations for students and also support them in doing their best. These numbers remain strong year-to-year.

Building Partnerships for Student Outcomes:
Santa Barbara Charter School teachers worked mightily to build and maintain family/student/school partnerships during the 2021-22 school year. The teachers at SBCS take student opinions and feedback seriously. Classroom-based students were surveyed in an ongoing manner through informal methods, such as with daily check-ins. Teachers met one-on-one with students to check-in and support their well-being, while also gauging overall student emotional health and growth.

Parents also share their child's perspective with teachers and the SBCS administration. Parent and stakeholder feedback regarding classroom-based programming also directly influenced this year's plan in relationship to the attendance, engagement, and accountability elements, as well as community connection.

Academic Supports and Student Successes:
The teachers and Director of Education at Santa Barbara Charter School examined the curriculum and frameworks in use at school, and also examined our progress in making instructional materials align to the recently adopted standards. Teachers work as a Professional Learning Community on a weekly basis, and the teachers collectively determine areas of improvement and select professional learning needs. Teachers referenced the LCFF reflection tool provided, and opted to complete this narrative summary, as it allows us to more clearly describe our progress and next steps.

Classroom-based teachers continued developing systems and practices in order to help students make sense of mathematics, develop convincing mathematical arguments, and critique and build onto others' reasoning. Teachers in the HomeBased Partnership continued working with families of identified students to improve their CCSS math curriculum delivery to develop students' standards-aligned

mathematical fluency. All teachers are using diagnostic assessments, formative assessments, and teacher-created assessments to monitor student progress.

Individual students continued to receive additional math and reading tutoring support in areas of need and unfinished learning through our Response to Intervention (RTI) programming. RTI support was also offered for children with behavioral needs. Our school psychologist and behavior support staff increased their hours for direct student support. SBCS received two grants totalling over $20,000 for expanding social/emotional learning.

Seeking Input in Decision Making:
Through electronic surveys and feedback forms, parental input is gathered and used to inform activities and decisions. The information from the parent budget survey went directly to Teachers Council and the Budget Advisory Group for inclusion in the budgeting process.
Weekly newsletters on topics of importance for parents, such as child development, conflict resolution, culturally responsive teaching, and more are sent to parents from the classroom teachers as well as from the Director of Education. Parent input from these activities informed the LCAP drafting process.

Parents of Unduplicated Students: This year we offered free in-school and after school tutoring. Full scholarships to our After School Program will continue to be offered to students with a financial need. Parents of Unduplicated Students were surveyed and included in planning and programming.

In-school tutoring support is valued by the parents and teachers, and has a positive impact on student achievement. Teachers and parents prioritized the hiring of support staff such as instructional aides, specialists, math support, and more, so individual student needs can be met more successfully. School-wide and program-wide priority scheduling remained important during the 2021-22 school year.

Academic Response to Intervention (RTI) is implemented with fidelity in order to more consistently provide tier 1, tier 2, and tier 3 behavioral RTI for all students; now we are looking to implement a behavioral screening tool for all students in Kindergarten and first grade. We will be training parents on how to help build skills of resilience in themselves and their children. This will support our development of trauma-informed practices, as well as furthering our social, emotional, and behavioral MTSS.

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.

Greatest Needs after 2021-22:

We need to maintain our implementation of Next Generation Science Standards (NGSS). Classroom-based teachers will work with our science consultant to implement grade-level NGSS standards, with a particular focus on key standards within the scope and sequence across grades.

(2019) Our overall achievement on the CAASPP assessment has improved in increments, and remains above the state and district average in English Language Arts (ELA), math and science. However, our school continues to experience performance gaps with our students who are identified as Hispanic and socio-economically disadvantaged.
(2019) One of our strengths regarding CAASPP data is our ability to monitor student academic performance data and address the learning needs of individual students. We continue to monitor, evaluate, and refine the “whole subgroup” strategies in place to address these goals in terms of instructional design and delivery, additional support in the classroom, and support with independent assignments and projects. Based on the small sample size of the subgroups, we will closely analyze student-by-student data based on CAASPP results, with an eye toward individual intervention and/or support in addition to our sub-group level strategies. We also will compare CAASPP results with other performance indicators (such as classwork and homework completion, teacher-created assessments, student work portfolios, and participation) to determine whether more test-specific training/practice seems advisable. Due to COVID-19 disruption we do not have a current CAASPP score baseline.

We need to improve mathematics performance for significant subgroups on CAASPP and with in-class performance. We will continue implementing the newly adopted Illustrative Mathematics curriculum in grades K-5 classroom-based program; ensure that students access the complete curriculum during 2022-23 academic year; identify and remediate any learning gaps from 2020/21 distance/hybrid instruction, and use differentiated instruction in order to meet the needs of all learners.

Due to COVID-19 disruption we do not have a current CAASPP score baseline. We need to monitor data for all students, and significant subgroups including special education students, on STAR 360 data and look for one year's growth in math and reading.

We need to systematically identify the students who need social, emotional, and behavioral support throughout the school, in order to implement Multi-Tiered Systems of Support (MTSS).

School staff needs to continue to understand how students and families feel about the school environment, academic performance, and staff interactions.

Based on parent, staff, and community feedback, SBCS needs to establish a framework for Justice, Equity, Diversity, and Inclusion (JEDI) curriculum.

SBCS needs to ensure access to all SBCS events, education and enrichment opportunities, and information for all students and parents, regardless of family’s home language or financial status.

Due to COVID-19 disruption we do not have a ELPAC score baseline.

LCAP Highlights

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

Overall, we want to continue to maintain our high level of implementation of the Common Core State Standards while also realizing the COVID-19 pandemic has disrupted many elements of daily life for students and their families.

Our commitment to Emergent Multilingual Learners (EMLs), Socio-Economically Disadvantaged Students (free/reduced lunch program), and Foster Youth will continue. We plan to strengthen our implementation of academic curriculum for all learners, foster prosocial behaviors, increase opportunities for academic support, and promote and nurture diversity, inclusion, and equity for all learners.

Our academic goals have us continuing our work in CCSS math and NGSS science specifically. We are continuing implementation of the new Illustrative Mathematics curriculum in grades K-5 classroom-based program; ensuring that students access the complete curriculum during 2021/22 academic year; identifying and remediating any learning gaps from 2020/21 distance/hybrid instruction; and using differentiated instruction in order to meet the needs of all learners. Classroom-based teachers will work with our science consultant to articulate and implement grade-level NGSS standards, with a particular focus on key standards within the scope and sequence across grades.

As we strive to have our students actively engaged, encouraged, and supported in high-quality, purposeful learning, in addition to our historical range of assessments, we will monitor our student progress by regularly analyzing data for structured progress-monitoring of ELA and Math for all SBCS students in grades 3-8. We will continue to implement a Multi-Tiered System of Support (MTSS) for academic, behavioral, and social supports for all SBCS students, and we want to have 100% of the students with academic, social, or emotional needs identified and supported through the Student Study Team process.

During the 2021-22 school year, social and emotional growth and well-being continued to be a priority.

We maintained a primary curricular focus on the key academic standards, and much of our curriculum was delivered as anticipated. Writing skills were found to be lacking due to the remote learning, and teachers are adapting their instruction to meet the needs of their students with both penmanship and composition.

Students who have an Individualized Education Plan (IEP) are given a range of supports according to their needs. This could include modification of high-quality learning opportunities, targeted instruction through Zoom according to their IEP goals, sessions with a resource teacher, sessions with a speech teacher, support from an occupational therapist, or support from an instructional assistant. Annual IEP Meetings continue, including transitional IEPs for our 6th grade and 8th grade students. In this way, all students with special needs are well served.

Our reflection on the past two years helps us focus our 2022-23 school year efforts on the following needs for all learners:

- Strengthening implementation of academic curriculum, specifically math and writing
- Increasing opportunities for academic support
- Fostering prosocial behaviors
- Promoting and nurturing diversity, inclusion, and equity for all

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.

Process: During monthly Circle of Trustees (CoT) meetings, beginning in February 2022, the LCAP elements were reviewed and discussed at this regularly scheduled public meeting. Information was sent to parents via Parent Square for their review, and parents also were encouraged to attend the meetings. Parent feedback is received on an ongoing basis, through both formal and informal means. Formal surveys guided budget priorities, and preferred interventions from a parent perspective were gathered this spring. Informal conversations offered feedback about what was and wasn't working for a parent's individual child. Teachers Council meets weekly throughout the school year to reflect on previous topics and to determine next steps for students, with a focus on all aspects of social, emotional, and academic learning. Teachers discussed many of the elements that informed the LCAP throughout the year, and worked collaboratively to set goals. Parents are informed of goals and progress through weekly posts on Parent Square, short video clips from staff, and by attending meetings such as CoT and Parent Alliance.
SBCS consulted with SBSELPA regarding serving our Special Education students, related to the LCAP.

A summary of the feedback provided by specific educational partners.

The parents and staff from the Diversity, Equity, and Inclusion Alliance provided ongoing feedback toward visioning and next steps with Diversity, Equity, Justice, and Inclusion (JEDI). Teachers who attended a workshop with Teaching Tolerance brought additional resources to the groups. A few teachers engaged in summer work to prepare for a shift within the teaching of the fourth and fifth grade social studies curriculum, as a pilot for incorporating JEDI considerations and curriculum.
Parent Alliance collects parent feedback through their monthly meetings, and staff liaisons bring that information to the administration and teachers.
Parents provided feedback regarding in-person learning and future planning.
Parents completed surveys related to budget priorities, additional spending, and overall preferences.
Students in grades 5 and 6 completed a school climate survey.
Teachers Council provided a great deal of information to inform the LCAP and future planning, including a desire to continue to improve their teaching of mathematics and to offer an increasingly robust science curriculum. Teachers are eager to resume taking students on more community field trips, and want to resume connections between students and the local community.

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

Mathematics and science goals were directly influenced by teacher, specialist, and parent input and were crafted after consideration of all the input.
Prioritization of mental health needs and support was received from all groups.

Parents and staff stress the importance of friendships and want children to reignite their social connections after the isolation of COVID-19 shutdowns.
Major social trends and issues in the wider world influenced our vision for improving our social justice teachings, which is wholly supported by teachers and staff, as well as by many parents.

Goals and Actions

Goal

Goal #	Description
1	Santa Barbara Charter School will deliver a rigorous, standards-aligned curriculum supported by appropriate material resources and highly qualified staff committed to continuous improvement.

An explanation of why the LEA has developed this goal.

Need: Classroom-based teachers will work with our science consultant to articulate and implement grade-level NGSS standards, with a particular focus on key standards within the scope and sequence across grades.

Need: We need 100% of teachers appropriately assigned and fully credentialed
Students need to have access to instructional materials
Facilities are maintained

Need: Continue implementing the new Illustrative Mathematics curriculum in grades K-5 classroom-based program; ensure that students access the complete (non-distance-learning-adapted) curriculum during 2021/22 academic year; identify and remediate any learning gaps from 2020/21 distance/hybrid instruction, and use differentiated instruction in order to meet the needs of all learners.

State Priorities:
Priority 1: Basic Services
Priority 2: Implementation of State Standards
Priority 7: Course Access

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Local goal: Implementation of SBE-adopted standards	Teachers can articulate the NGSS standards implemented in their	Teachers can articulate the NGSS standards implemented in their			Teachers can articulate the NGSS standards

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Local indicators Metric: walk-throughs and teacher checklists	classroom. The science instruction addresses a grade-appropriate NGSS standard for at least 80% of the science taught. 100% of teachers can be observed identifying NGSS standards in their lesson planning and articulate which Science and Engineering Practices they are using with students.	classroom. The science instruction addresses a grade-appropriate NGSS standard for at least 80% of the science taught. 100% of teachers can be observed identifying NGSS standards in their lesson planning and articulate which Science and Engineering Practices they are using with students.			implemented in their classroom. 100% of teachers can be observed identifying and teaching NGSS standards in their lessons.
Metric: Survey of staff credentials and facilities Local indicators	100% of teachers are appropriately assigned and fully credentialed Students have access to instructional materials Facilities are maintained	100% of teachers are appropriately assigned and fully credentialed Students have access to instructional materials Facilities are maintained			100% of teachers are appropriately assigned and fully credentialed Students have access to instructional materials Facilities are maintained
Metric: Walk-throughs and teacher checklists Local indicators	Due to COVID 19 and distance learning, teachers prioritized	implementation of the new Illustrative Mathematics curriculum in grades			Teachers can articulate the CCSS math standards

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	key standards for mathematics. We currently have unknown teaching gaps in curriculum implementation. We need to identify, articulate, and address any interrupted math learning.	K-5 classroom-based program; students accessed the complete curriculum during 2021/22 academic year K-5 Teachers targeted priority standards and updated their assessments of students to reflect the more narrow focus for 2021-22 school year.			implemented in their classroom. The math instruction addresses a grade-appropriate CCSS standards for at least 80% of the math taught. 100% of teachers can be observed identifying and teaching CCSS math standards in their lessons.

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Continue implementing the new Illustrative Mathematics curriculum in grades K-5 classroom-based program; ensure that students access the complete (non-distance-learning-adapted) curriculum during 2021/22 academic year; identify and remediate any learning gaps from	Teach key standards based on scope and sequence across grades, and review last year's CCSS math curriculum delivery across the grades.	$1,672,000.00	No

Action #	Title	Description	Total Funds	Contributing
	2020/21 distance/hybrid instruction, and use differentiated instruction in order to meet the needs of all learners.			
1.2	Continue implementing the new Illustrative Mathematics curriculum in grades K-5 classroom-based program; ensure that students access the complete curriculum during 2021/22 academic year; identify and remediate any learning gaps from 2020/21 and 21/22, and use differentiated instruction in order to meet the needs of all learners.	Consult with previous grade level teacher(s) to ensure continuity of curriculum delivery		No
1.3	Continue implementing the new Illustrative Mathematics curriculum in grades K-5 classroom-based program; ensure that students access the complete curriculum during 2021/22	Conduct formal pre-assessment to identify strengths and learning needs of individual students.		No

Action #	Title	Description	Total Funds	Contributing
	academic year; identify and remediate any learning gaps from 2020/21 and 21/22, and use differentiated instruction in order to meet the needs of all learners.			
1.4	Classroom-based teachers will work with our science consultant to articulate and implement grade-level NGSS standards, with a particular focus on key standards within the scope and sequence across grades.	Articulate the NGSS standards implemented in their classroom. The science instruction addresses a grade-appropriate NGSS standard for at least 80% of the science taught.		No
1.5	Classroom-based teachers will work with our science consultant to articulate and implement grade-level NGSS standards, with a particular focus on key standards within the scope and sequence across grades.	Revise this year's science curriculum to incorporate and include missing key standards	$12,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
1.6	Teachers are appropriately credentialed and assigned, students have access to instructional materials, facilities are maintained	100% of teachers are appropriately assigned and fully credentialed Students have access to instructional materials Facilities are maintained	$265,000.00	No

Goal Analysis [2021-22]

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

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

Our goals and actions aligned well with our implementation. We will continue with these plans as a "maintenance" goal in the upcoming year.

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

Budgeted and actual expenses were quite close. Minor differences due to pay rates for certificated staff.

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

Our academic goals have us continuing our work in CCSS math and NGSS science specifically. We are continuing implementation of the new Illustrative Mathematics curriculum in grades K-5 classroom-based program; ensuring that students access the complete curriculum during 2021/22 academic year; identifying and remediating any learning gaps from 2020/21 distance/hybrid instruction; and using differentiated instruction in order to meet the needs of all learners. Classroom-based teachers will work with our science consultant to articulate and implement grade-level NGSS standards, with a particular focus on key standards within the scope and sequence across grades.

As we strive to have our students actively engaged, encouraged, and supported in high-quality, purposeful learning, in addition to our historical range of assessments, we will monitor our student progress by regularly analyzing data for structured progress-monitoring of ELA and Math for all SBCS students in grades 3-8. We will continue to implement a Multi-Tiered System of Support (MTSS) for academic, behavioral, and social supports for all SBCS students, and we want to have 100% of the students with academic, social, or emotional needs identified and supported through the Student Study Team process.

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

Our goals and actions aligned well with our implementation. We will continue with these plans as a "maintenance" goal in the upcoming year.

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

Goals and Actions

Goal

Goal #	Description
2	All students will be actively engaged, encouraged, and supported in high-quality, purposeful learning to achieve at least a full year of developmentally appropriate academic and social progress.

An explanation of why the LEA has developed this goal.

Need: After piloting in Spring 2021, regularly administer STAR 360 testing and analyze data for structured progress-monitoring of ELA and Math to align with year-end CAASPP administration for 21-22 school year for all SBCS students in grades 3-8.
Need: Continue to implement MTSS for academic, behavioral, and social supports for all SBCS students--100% of the students with academic, social, or emotional needs will be identified and supported through the Student Study Team process.

State Priorities:
Priority 3: Parental Involvement
Priority 4: Pupil Achievement
Priority 5: Pupil Engagement
Priority 7: Course Access
Priority 8: Pupil Outcomes

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Local indicators Academic indicator: Statewide Assessments CAASPP data STAR 360 (year 1)	Due to COVID 19 we do not have a CAASPP baseline. Establish grade-level baselines (mean scores) for cohorts/individuals to measure student growth.	Due to COVID 19 we do not have a CAASPP baseline. STAR360 data was not useful to teachers and we abandon the interim benchmark testing in favor of teacher-designed			At least 50% of students will maintain or increase mean scaled scores, year-to-year. “All students” category for test scores remain blue or green on CA Dashboard

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	STAR 360 used as interim data, look at CAASPP equivalent data on STAR 360	assessments and common unit tests, such as in math.			
Local indicator: Pre-test and post-test data	Most students (85%) in level 2 and level 3 academic RTI are given pre-tests and post-tests, with reporting to teachers at least three times per year	100% of the students in level 2 and level 3 academic RTI were given pre and post tests at least 3 times per year with the intervention specialist.			100% of the students with academic, social, or emotional needs will be identified and supported through the Student Study Team process.
Academic Indicator, Statewide assessments and observation STAR 360	Due to COVID 19 disruption we do not have a CAASPP baseline. Monitor data for significant subgroups on STAR 360 data and look for one year's growth on STAR360 data in math and reading STAR 360--use as interim data, look at CAASPP equivalent data on STAR 360	Due to COVID 19 we do not have a CAASPP baseline. STAR360 data was not useful to teachers and we abandon the interim benchmark testing in favor of teacher-designed assessments and common unit tests, such as in math.			Close the gap between all students and these three critical subgroups of students by at least 20% on CAASPP scores in mathematics
English Learner Progress Indicator ELPAC reclassification rate	Due to COVID 19 disruption we do not have a ELPAC score baseline.	Due to COVID 19 we do not have a CAASPP baseline.			At the end of each year, at least 60% of all EL students will meet the criteria of

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
% of EL's who progress in English proficiency STAR 360	Monitor data for Emergent Multilingual Learners (EML) on STAR 360 data and look for one year's growth on STAR360 data in math and reading	STAR360 data was not useful to teachers and we abandon the interim benchmark testing in favor of teacher-designed assessments and common unit tests, such as in math. We used ELPAC data and classroom performance to determine students who were ready for redesignation			making progress toward English proficiency At least 20% of the English Language Learners in grades 4-6 will be reclassified as RFEP by the end of 23-24

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	Implement pre-assessment and progress monitoring assessment, and use MTSS for supporting student needs in reading and math	Implement pre-assessment and progress monitoring assessment, and use MTSS for supporting student needs		No
2.2	RTI teacher 50%	Maximize the skillset of an experienced RTI teacher at dedicated 50% FTE to serve unduplicated pupils in academic, behavioral, and social needs	$45,500.00	Yes

Action #	Title	Description	Total Funds	Contributing
2.3	Math tutoring, ELL tutors, and after school tutors	Provide in class and after school tutoring and supports for unduplicated students in math, reading, English as a second language, and more.	$49,000.00	Yes
2.4	Instructional Aides	Classroom and playground support staff to support student needs, academic, social, emotional	$663,715.00	No
2.5	Behavior aide to assist school psychologist	Support implementation of behavior supports, monitor students, support yard staff	$10,000.00	No

Goal Analysis [2021-22]

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

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

The main difference in this goal area is that teachers did not find STAR360 information to be directly relevant to their teaching and did not give them what they needed to inform their teaching. Teachers utilized unit assessments and previously designed pre-test data to inform instruction. The RTI teacher and special education teacher assisted teachers with this task. The work of monitoring student progress continued, but with different tools.

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.

Similar expenditures to budget. No material differences.

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

During the 2021-22 school year, social and emotional growth and well-being continued to be a priority.

We maintained a primary curricular focus on the key academic standards, and much of our curriculum was delivered as anticipated. Writing skills were found to be lacking due to the remote learning, and teachers are adapting their instruction to meet the needs of their students with both penmanship and composition.

Multi Tiered Systems of Support (MTSS) for Social, emotional, and academic intervention services--additional staffing and coaching for staff provided through $20,000 in grant funding.

Extended Learning Opportunities Program (ELO-P) with after school tutoring and enrichment (SBCS ASP)--students will continue to have access to tutoring and enrichment through our ASP.

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.

We will continue with our goals and actions. An additional support will be provided with coaching and mentoring for instructional aides. Students will have additional support with behavior learning from the school psychologist.

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	Santa Barbara Charter School will foster and promote a school climate and community that actively involves, welcomes, and responds to the needs of all stakeholders, especially including parents/families, and continues to promote and nurture diversity

An explanation of why the LEA has developed this goal.

Need: Based on parent, staff, and community feedback, SBCS needs to establish a framework for Justice, Equity, Diversity, and Inclusion (JEDI) curriculum.
Need: Ensure access to all SBCS events, education and enrichment opportunities, and information for all students and parents, regardless of student's home language or financial status.

Priority 3: Parental Involvement
Priority 5: Pupil Engagement
Priority 6: School Climate

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Local Indicator: write-in surveys, focus groups, interviews, observation Parent and family engagement: rate of participation in school events	Opportunities for parent input for decision-making: Parents serve on the boards of CoT and PA as mentioned above. Parent education opportunities and community meetings are provided throughout the year.	Opportunities for parent input was reduced this year due to the COVID pandemic and public health restrictions. Parents serve on the boards of CoT and PA as mentioned above. Parent education			In addition to maintaining these opportunities for parent input for decision-making, we will report to parents and local stakeholders on our goals toward serving unduplicated students in regards to improving

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	Parents are surveyed about their budgeting priorities and given a "Family Satisfaction Survey," both electronically and in writing. We hosted an LCAP community forum in the evening as well as during the school day. The school's interpreter was made available during that time, as well. Parents of unduplicated students were individually invited to attend these meetings with hardcopy letters. Parents were invited to make appointments with the administrators in case they wished to share their perspective and were unable to attend the meetings.	opportunities and community meetings are provided throughout the year. We hosted an LCAP community forum in the evening. The school's interpreter was made available during that time, as well. Parents were invited to make appointments with the administrators in case they wished to share their perspective and were unable to attend the meetings.			mathematical performance for student subgroups and CA Dashboard data in general, at least two times during the school year. Specifically, parents of unduplicated students will be invited to interviews and focus groups in regards to improving mathematical performance for student subgroups and CA Dashboard data in general.
Local: observation	Website maintained bilingually in English and Spanish. Certified staff interpreter present at meetings and during the school day.	Website maintained bilingually in English and Spanish. Certified staff interpreter present at meetings and during the school day.			School communication in both English and Spanish on a consistent basis

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Local: pre-test and post-test data; survey; interviews with parents, interviews with teachers, written report from consultant	Teachers willing to revise curriculum and participate in self-examination toward establishing a framework for Justice, Equity, Diversity, and Inclusion (JEDI) curriculum.	Teachers began examining social studies curriculum with Learning for Justice lens of Identity, Action, Diversity, Justice. This work will continue. Forth/fifth teachers implemented a new social studies curriculum.			Scope and sequence for grades K-6 with social justice curriculum and embedded social justice elements in other subjects.

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	SBCS will host monthly meetings with the leadership team for Justice, Equity, Diversity, and Inclusion (JEDI) work. Teachers Council will outline a framework for curriculum articulation, as well as ongoing JEDI staff and teacher training.	SBCS will host monthly meetings with the leadership team for Justice, Equity, Diversity, and Inclusion (JEDI) work. Teachers Council will outline a framework for curriculum articulation, as well as ongoing JEDI staff and teacher training.	$25,000.00	No

Action #	Title	Description	Total Funds	Contributing
3.2	Continue providing interpreters for meetings and parent education events, and maintain and update translation of website and key documents in Spanish.	Continue providing interpreters for meetings and parent education events, and maintain and update translation of website and key documents in Spanish.	$6,000.00	Yes
3.3	Continue providing free childcare for parent education events.	Continue providing free childcare for parent education events.	$1,000.00	Yes
3.4	Continue offering scholarships for enrichment programs and school-based field trips	Continue offering scholarships for enrichment programs and school-based field trips	$3,500.00	Yes

Goal Analysis [2021-22]

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

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

This work accelerated this school year. Teachers Council and 96% of all staff participated in the IDI process with consultant Sara Wicht.

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.

More money will be spent with the Sara Wicht consultant work in the upcoming year, for all staff. A key group of parents will be included, as well.

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

These goals are ongoing and the efforts will be maintained.
SBCS hosted monthly meetings with the leadership team for Justice, Equity, Diversity, and Inclusion (JEDI) work. Teachers Council will outline a framework for curriculum articulation, as well as ongoing JEDI staff and teacher training.

Continue providing interpreters for meetings and parent education events, and maintain and update translation of website and key documents in Spanish.
Continue offering scholarships for enrichment programs and school-based field trips
Continue providing free childcare for parent education events.
Continue providing interpreters for meetings and parent education events, and maintain and update translation of website and key documents in Spanish.

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.

More focus related to the work with the framework for curriculum articulation, as well as ongoing JEDI staff and teacher training.

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)
92,996	13,949

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
4.16%	4.16%	$92,996.00	8.32%

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

Required Descriptions

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

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

How the school increased the quality and/or quantity of services in proportion to the amount of LCFF Supplemental and Concentration funding received for high needs students, and how the spending principally benefits high needs students:

Services for unduplicated pupils: We plan to continue to provide targeted after school and in school tutoring to reinforce standards-based instruction, especially in mathematics and science. We will continue to provide EL students with direct instruction in areas of identified weakness as assessed on teacher-created tests, the ADEPT test, ELPAC, and classroom-based performance. In addition, after examining baseline data, we will continue to refine classroom-based strategies that promote performance equity.

Services are increased qualitatively by hiring a certificated intervention teacher to provide mathematics support in the classrooms.

High Needs Students funding:
Science specialist $6,000
RTI teacher (50%) $45,500
ELL tutor, math tutor, after school, in school $49,000
Maintaining bilingual website $5,000
Field Trip Subsidies $3,000
Childcare for parent meetings $500
Translator/interpreter $1,000

Why after school and in school tutoring and RTI teacher:
Money has been allocated to support services to students who are English Language Learners or on Free and Reduced Lunch or who are foster youth because students in these sub-groups often struggle with academic achievement. We are looking for ways to provide access to opportunities to these students to which other students have access already. There are two principal areas where opportunities for our unduplicated students seem to differ most: Participation in Enrichment Activities and Tutorial Help. Our goal is to raise the academic performance of unduplicated students. We provide enrichment opportunities that build language and an experience base, and we provide tutorial support during school time and after school. We can best meet individual student needs by working with the individual students and developing/providing the supports that are specific for their strengths and weaknesses. The staff in the after school tutoring program also work in the classrooms with the children during the day, and know them well.

Why intervention teacher:
Our Hispanic students, as well as our High Needs students, need more direct support in the area of mathematics. While we will have a math consultant working with all the teachers to support all students (Lower Performing and High Needs) with a focus on best practices in mathematics, we also need a credentialed teacher to work directly with students in small groups.

Why scholarships for field trips and child care:
All students, regardless of economic means, need to be able to access a safe, engaging, and relevant educational program. Many parents work full time, and we need to provide evening parent education events, with childcare. Field trips need to be accessed by all students, regardless of their financial status.

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

N/A

Staff-to-student ratios by type of school and concentration of unduplicated students	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of classified staff providing direct services to students	16:1	
Staff-to-student ratio of certificated staff providing direct services to students	22:1	

2022-23 Total Expenditures Table

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$2,692,215.00	$57,000.00	$3,500.00		$2,752,715.00	$2,472,715.00	$280,000.00

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1.1	Continue implementing the new Illustrative Mathematics curriculum in grades K-5 classroom-based program; ensure that students access the complete (non-distance-learning-adapted) curriculum during 2021/22 academic year; identify and remediate any learning gaps from 2020/21 distance/hybrid instruction, and use differentiated instruction in order to meet the needs of all learners.	All Students with Disabilities	$1,657,000.00	$15,000.00			$1,672,000.00
1	1.2	Continue implementing the new Illustrative Mathematics curriculum in grades K-5 classroom-based program; ensure that students access the complete curriculum during 2021/22 academic year; identify and	All Students with Disabilities					

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
		remediate any learning gaps from 2020/21 and 21/22, and use differentiated instruction in order to meet the needs of all learners.						
1	**1.3**	Continue implementing the new Illustrative Mathematics curriculum in grades K-5 classroom-based program; ensure that students access the complete curriculum during 2021/22 academic year; identify and remediate any learning gaps from 2020/21 and 21/22, and use differentiated instruction in order to meet the needs of all learners.	All Students with Disabilities					
1	**1.4**	Classroom-based teachers will work with our science consultant to articulate and implement grade-level NGSS standards, with a particular focus on key standards within the scope and sequence across grades.	All Students with Disabilities					
1	**1.5**	Classroom-based teachers will work with our science consultant to articulate and	English Learners Foster Youth Low Income	$12,000.00				$12,000.00

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
		implement grade-level NGSS standards, with a particular focus on key standards within the scope and sequence across grades.						
1	1.6	Teachers are appropriately credentialed and assigned, students have access to instructional materials, facilities are maintained	All Students with Disabilities	$265,000.00				$265,000.00
2	2.1	Implement pre-assessment and progress monitoring assessment, and use MTSS for supporting student needs in reading and math	All					
2	2.2	RTI teacher 50%	English Learners Foster Youth Low Income	$45,500.00				$45,500.00
2	2.3	Math tutoring, ELL tutors, and after school tutors	English Learners Foster Youth Low Income	$49,000.00				$49,000.00
2	2.4	Instructional Aides	All Students with Disabilities	$663,715.00				$663,715.00
2	2.5	Behavior aide to assist school psychologist	All Students with Disabilities		$10,000.00			$10,000.00
3	3.1	SBCS will host monthly meetings with the leadership team for Justice, Equity, Diversity, and Inclusion (JEDI) work. Teachers Council will	All		$25,000.00			$25,000.00

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
		outline a framework for curriculum articulation, as well as ongoing JEDI staff and teacher training.						
3	**3.2**	Continue providing interpreters for meetings and parent education events, and maintain and update translation of website and key documents in Spanish.	English Learners		$6,000.00			$6,000.00
3	**3.3**	Continue providing free childcare for parent education events.	English Learners Foster Youth Low Income		$1,000.00			$1,000.00
3	**3.4**	Continue offering scholarships for enrichment programs and school-based field trips	English Learners Foster Youth Low Income			$3,500.00		$3,500.00

2022-23 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
2,235,480	92,996	4.16%	4.16%	8.32%	$106,500.00	0.00%	4.76 %	**Total:**	$106,500.00
								LEA-wide Total:	$106,500.00
								Limited Total:	$0.00
								Schoolwide Total:	$0.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	**1.5**	Classroom-based teachers will work with our science consultant to articulate and implement grade-level NGSS standards, with a particular focus on key standards within the scope and sequence across grades.	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$12,000.00	
2	**2.2**	RTI teacher 50%	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$45,500.00	
2	**2.3**	Math tutoring, ELL tutors, and after school tutors	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$49,000.00	
3	**3.2**	Continue providing interpreters for meetings and parent education events, and maintain and	Yes	LEA-wide	English Learners			

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 (%)
		update translation of website and key documents in Spanish.						
3	**3.3**	Continue providing free childcare for parent education events.	Yes	LEA-wide	English Learners Foster Youth Low Income			
3	**3.4**	Continue offering scholarships for enrichment programs and school-based field trips	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		

2021-22 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$2,620,715.00	$338,593.00

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**	Continue implementing the new Illustrative Mathematics curriculum in grades K-5 classroom-based program; ensure that students access the complete (non-distance-learning-adapted) curriculum during 2021/22 academic year; identify and remediate any learning gaps from 2020/21 distance/hybrid instruction, and use differentiated instruction in order to meet the needs of all learners.	No	$1,581,000.00	$ 1,616,733.00
1	**1.2**	Continue implementing the new Illustrative Mathematics curriculum in grades K-5 classroom-based program; ensure that students access the complete (non-distance-learning-adapted) curriculum during 2021/22 academic year; identify and remediate any learning gaps from 2020/21 distance/hybrid instruction, and use differentiated instruction in order to meet the needs of all learners.	No		
1	**1.3**	Continue implementing the new Illustrative Mathematics curriculum in grades K-5 classroom-based program; ensure that students access the complete (non-distance-learning-adapted) curriculum during 2021/22 academic year; identify	No		

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)
		and remediate any learning gaps from 2020/21 distance/hybrid instruction, and use differentiated instruction in order to meet the needs of all learners.			
1	1.4	Classroom-based teachers will work with our science consultant to articulate and implement grade-level NGSS standards, with a particular focus on key standards within the scope and sequence across grades.	No		
1	1.5	Classroom-based teachers will work with our science consultant to articulate and implement grade-level NGSS standards, with a particular focus on key standards within the scope and sequence across grades.	Yes	$6,000.00	12,000
1	1.6	Teachers are appropriately credentialed and assigned, students have access to instructional materials, facilities are maintained	No	$265,000.00	235,000
2	2.1	Implement STAR 360 pre-assessment and progress monitoring assessment, and use MTSS for supporting student needs	No		
2	2.2	RTI teacher 50%	Yes	$45,500.00	40,000
2	2.3	Math tutoring, ELL tutors, and after school tutors	Yes	$49,000.00	46,343
2	2.4	Instructional Aides	No	$663,715.00	$ 661,570.00
3	3.1	SBCS will establish a leadership team for Justice, Equity, Diversity, and Inclusion (JEDI) work, with a goal of establishing a framework for	No		

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)
		curriculum articulation, as well as initial JEDI staff and teacher training, by the end of 2021/22 school year.			
3	**3.2**	Continue providing interpreters for meetings and parent education events, and maintain and update translation of website and key documents in Spanish.	Yes	$6,000.00	1,200
3	**3.3**	Continue providing free childcare for parent education events.	Yes	$1,000.00	50
3	**3.4**	Continue offering scholarships for enrichment programs and school-based field trips	Yes	$3,500.00	4,000

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)
92,996	$100,500.00	$0.00	$0.00	0.00%	0.00%	0.00%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.5	Classroom-based teachers will work with our science consultant to articulate and implement grade-level NGSS standards, with a particular focus on key standards within the scope and sequence across grades.	Yes	$6,000.00			
2	2.2	RTI teacher 50%	Yes	$45,500.00			
2	2.3	Math tutoring, ELL tutors, and after school tutors	Yes	$49,000.00			
3	3.2	Continue providing interpreters for meetings and parent education events, and maintain and update translation of website and key documents in Spanish.	Yes				
3	3.3	Continue providing free childcare for parent education events.	Yes				
3	3.4	Continue offering scholarships for enrichment programs and school-based field trips	Yes				

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)
2,235,480	92,996	0	4.16%	$0.00	0.00%	0.00%	$92,996.00	4.16%

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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