

LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Chico Country Day School

CDS Code: 04-61424-6113773

School Year: 2022-23

LEA contact information:

Wendy Fairon

Director of Education

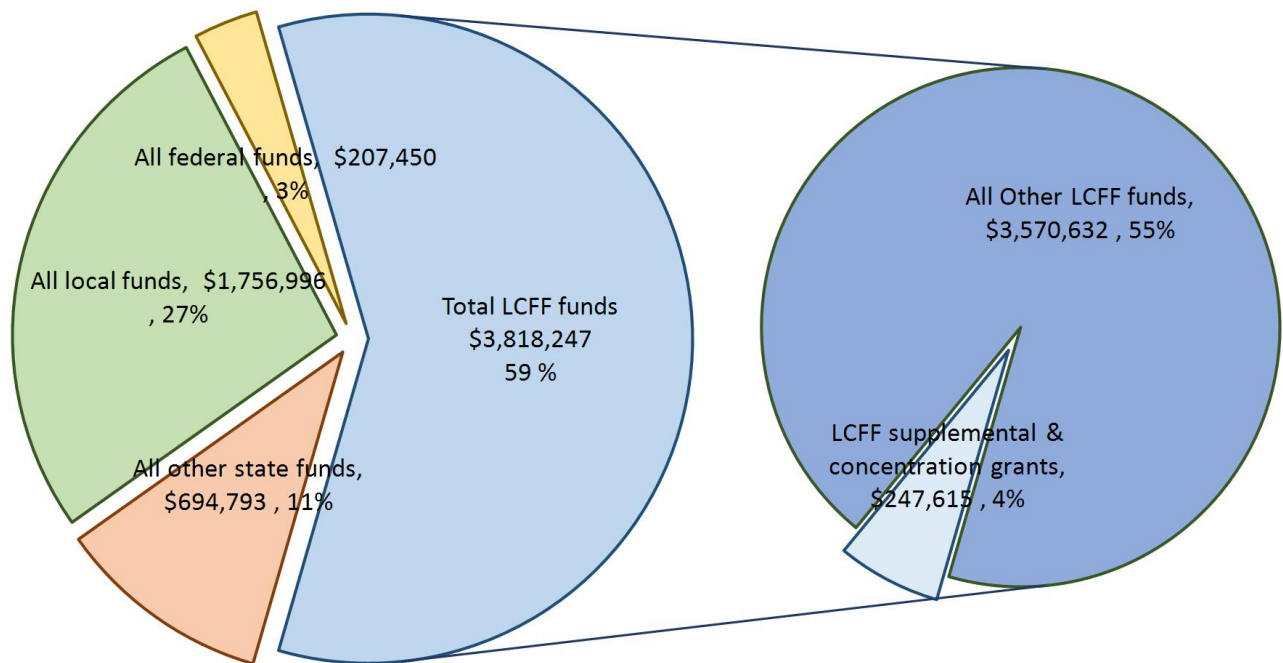
ctrout@chicocountryday.org

(530) 895-2650 x866

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

Budget Overview for the 2022-23 School Year

Projected Revenue by Fund Source



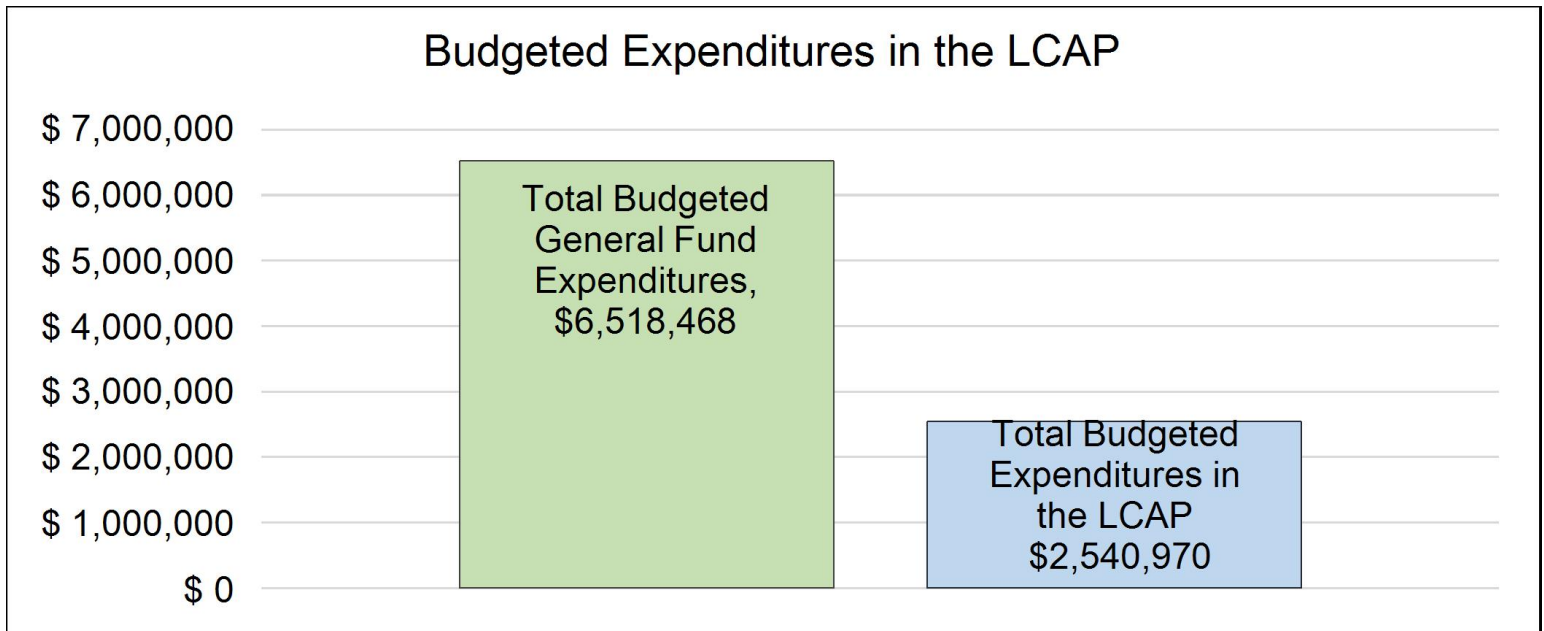
This chart shows the total general purpose revenue Chico Country Day School expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Chico Country Day School is \$6,477,486.00, of which \$3,818,247.00 is Local Control Funding Formula (LCFF), \$694,793.00 is other state

funds, \$1,756,996.00 is local funds, and \$207,450.00 is federal funds. Of the \$3,818,247.00 in LCFF Funds, \$247,615.00 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 Chico Country Day 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: Chico Country Day School plans to spend \$6,518,467.91 for the 2022-23 school year. Of that amount, \$2,540,970.00 is tied to actions/services in the LCAP and \$3,977,497.91 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

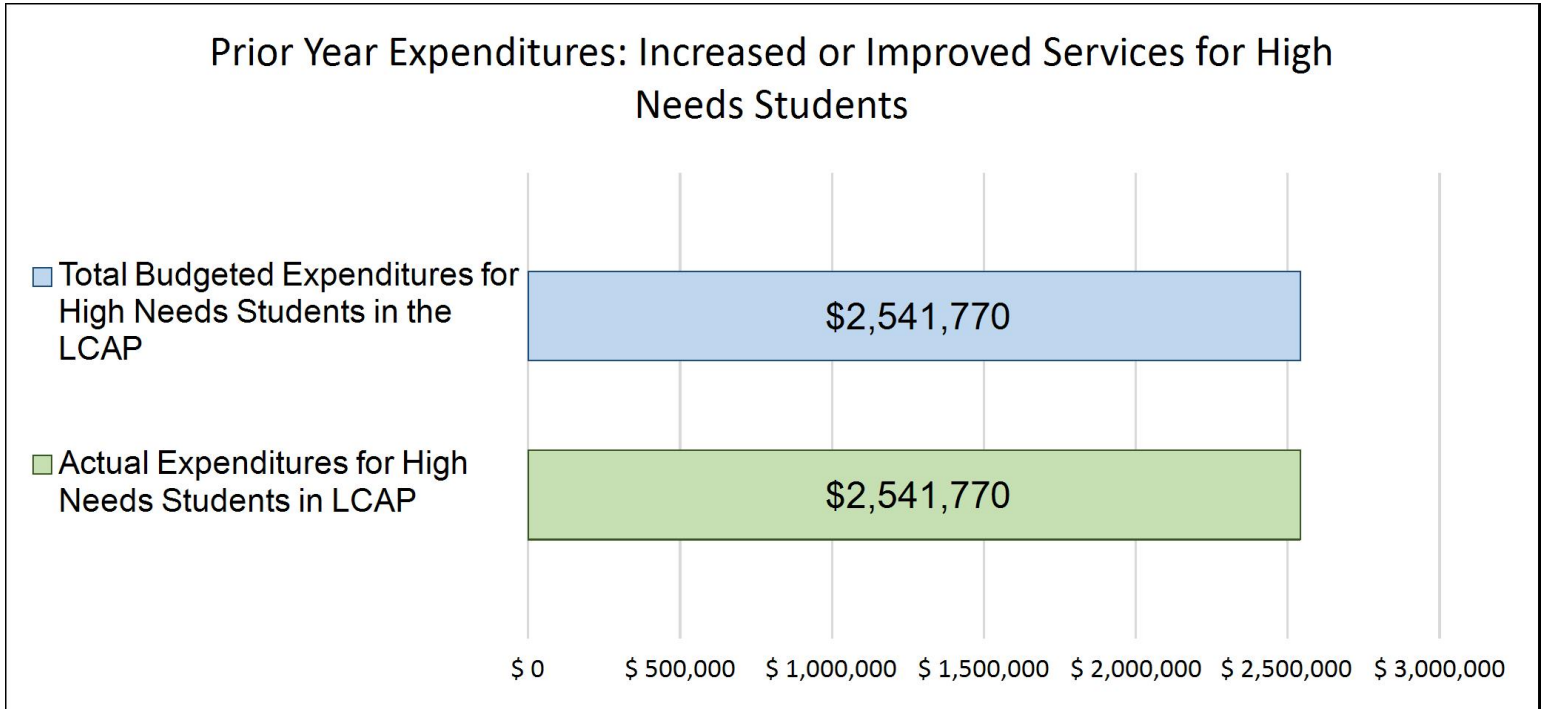
Student intervention, student support services, staff professional development, and technology improvement

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

In 2022-23, Chico Country Day School is projecting it will receive \$247,615.00 based on the enrollment of foster youth, English learner, and low-income students. Chico Country Day School must describe how it intends to increase or improve services for high needs students in the LCAP. Chico Country Day School plans to spend \$247,615.00 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

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



This chart compares what Chico Country Day School budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what Chico Country Day 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, Chico Country Day School's LCAP budgeted \$2,541,770 for planned actions to increase or improve services for high needs students. Chico Country Day School actually spent \$2,541,770 for actions to increase or improve services for high needs students in 2021-22.

The difference between the budgeted and actual expenditures of \$0 had the following impact on Chico Country Day School's ability to increase or improve services for high needs students:

RTI, Social Worker/Counselor, Math Professional development, anti-racist and bias training for all staff, attendance monitoring support staff and, administrators implementing restorative practices.

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 |
|-------------------------------------|---------------------------------------|--|
| Chico Country Day School | Wendy Fairon Director of Education | wfairon@chicocountryday.org (530) 895-2650 x866 |

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).

LEA will hold Family Collaboratives to engage educational partners 4 times a year . CCDS will uses Kelvin pulses to survey families, and all board meetings are open to the public.

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.

We currently don't meet the criteria for concentration grant add-on funding. Not applicable at this time.

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.

Parent survey for summer needs

1/14/22, 1/18/22 1/24/22

Survey sent to parents to determine interest in extended summer enrichment program and after school program

Focus groups on LCAP goal 3- Community Partner Needs

11/30/21, 12/2/21

Parents voiced increase in communication from school, transparency and more opportunities to be involved in their child's educational experience

Family Collaborative Meetings

12/3/21

Two family collaboratives were held to gather input on school inclusion and belonging goal

CCDS All Staff Meeting

12/7/21

To gather input on inclusion and belonging goals

Parent Survey on Culture and Climate at CCDS

To be sent on 2/7/22

In progress

Student Survey on Student Climate

2/7/22

In progress

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.

Funds being used to pay staff to support tier 2 and 3 students in academic and behavior needs. Staff provides direct instructional services for students for all academic areas.

Professional development in Cognitively Guided Instruction for certificated and classified staff, with continued coaching throughout the year.

Providing programming to foreign language, foreign language instruction, arts and music

Successes: We were able to hire a fully credentialed teacher to support our tier 2 and 3 students. Our certificated and classified staff will have had a total of 15 days of Cognitively Guided Instruction in math. We have two credentialed teachers providing foreign language and art

instruction and one in the process of becoming fully credentialed providing music education. This is important to note due to national teacher shortages during this pandemic.

Challenges: Due to quarantine requirements during the pandemic, services have been inconsistent across all grade levels to our tier 2 and 3 students. In addition, due to quarantine requirements and the need for independent study, teachers need additional time to create a cohesive educational experience for all students, regardless of where they are learning. One challenge we really hope to address, is to determine a way to maintain consistent engagement with our educational partners while following the guidance from our public health department.

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.

To ensure high quality work, we are continuing to support exhibitions, student led conferences, and providing appropriate instructional materials to optimize learning. We are continuing with professional development in math as outlined in LCAP goal 2. We are also funding staff to support the social-emotional needs of students on campus consistent with our LCAP goal 3. In addressing LCAP goal 4, we are coordination tier 2 and 3 academic and social-emotional supports for our students.

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

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

Introduction

California’s 2021–22 Budget Act, the federal American Rescue Plan Act of 2021, and other state and federal relief acts have provided local educational agencies (LEAs) with a significant increase in funding to support students, teachers, staff, and their communities in recovering from the COVID-19 pandemic and to address the impacts of distance learning on students. Section 124(e) of Assembly Bill 130 requires LEAs

to present an update on the Annual Update to the 2021–22 LCAP and Budget Overview for Parents on or before February 28, 2022, at a regularly scheduled meeting of the governing board or body of the LEA. At this meeting, the LEA must include all of the following:

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

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

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

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

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

Instructions

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

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

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

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

Prompt 2: *“A description of how LEA used, or plans to use, the concentration grant add-on funding it received to increase the number of staff*

who provide direct services to students on school campuses with an enrollment of students who are low-income, English learners, and/or foster youth that is greater than 55 percent.”

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

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

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

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

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

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

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

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

Describe the LEA’s implementation of its efforts to maintain the health and safety of students, educators, and other staff and ensure the continuity of services, as required by the federal American Rescue Plan Act of 2021, and its implementation of the federal Elementary and Secondary School Emergency Relief (ESSER) expenditure plan to date, including successes and challenges.

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

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

California Department of Education
November 2021

Local Control Accountability Plan

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

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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.

Chico Country Day School, a public charter school, serves approximately 560 students in the city and surrounding areas of Chico, California. Enrollment at this school is by lottery and the student population represents the many diverse neighborhoods of Chico. Our demographic breakdown is approximately 69.03% White (Non-Hispanic), 24% Socio-economically Disadvantaged, 9.7% Students with Disabilities, and 14.51% Hispanic. CCDS offers a broad and enriched K-8 curriculum. Our instructional strategies include project-based learning and a focus on deeper learning competencies. Relationships are at the core of what we do, an essential function of schooling is to foster the creation of deep and meaningful relationships. Traditional core subjects: math, science, history, and English will be integrated into projects.

Chico Country Day School values the following:

- Collaboration – We believe that people have a voice and that collaboration between teachers, parents, students, and staff will produce the best results for our students
- Deeper Learning – We believe in utilizing Innovative Educational Practices to deepen learning because we want students to learn how to learn. Our teaching styles are driven by current educational research. We foster an environment where both students and teachers are committed to high expectations for quality work and character/citizenship.
- Joyful learning – We value joy in our learning environment and it starts with our staff being joyful learners. Students can only catch the “joy of learning” from how we lead and teach.
- Responsiveness – We value responsiveness as an organization. Our goal is to shift and change as quickly as we can when we face challenges or find opportunities to change for the better
- Community Connection – We value connection to each other, to the broader community of Chico, and to the world.

Reflections: Successes

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

21-22 Success

Please note: Due to factors surrounding the novel coronavirus (COVID-19) pandemic, testing participation in 2020–21 varied. Care should be used when interpreting results.

During the 2020-2021 school year CCDS 3rd-8th grade students participated in the Smarter Balanced Summative State assessment (CAASPP) in ELA and Math. In ELA 59.83% of all students met or exceeded the standard. This was higher than the State average which was 49.01% of all students who met or exceed the standard statewide. Twenty-one percent of CCDS students nearly met the standard while 18% did not meet the standard in ELA.

In Math, 46.41% of all CCDS students met or exceeded the standard. The State average for Math was 33.76%.

In both ELA and Math CCDS students are meeting or exceeding the standard at a higher rate than all students in the State.

In Science, 38.79% of our 5th and 8th-grade students met or exceeded the standard for science. THIs

21-22 Fastbridge LEA local assessment

This is our first year of full implementation with Fastbridge. We used it to progress monitor our RTI students and also to create intervention groups. Teachers used it to target student areas of need. During our SST process, Fastbridge data was used to create goals for students. Our reading assessment for 2nd-8th grade students shows that 10% of our students are at high risk and in math, we have 8% of students at high risk. In reading 70% of students are at low risk and in math, 60% are at low risk. For students in Tk-1st grade, we have 71% of them at low risk in early math and 36% of Tk-1st grade students at low risk in early reading. As we continue to put systems to support the implementation of our local assessment students and teachers will feel more comfortable administering and taking the test.

District Fastbridge Spring Benchmark (End of year) Results

Low-risk/College Pathway students fall within the 40th-99th percentile

Some risk students fall between the 15th-39th percentile

High-risk students fall below the 15th percentile

aReading 2nd-8th grade

Low-risk/college pathway- 70%

Some risk-20%

High risk-10%

aMath 2ns-9th grade

Low-risk/College Pathway-60%

Some Risk- 23%
High risk-8%

Early Math TK-1st
Low risk- 71%
Some risk-20%
High-risk- 12%

Early Reading Tk-1st
Low risk- 36%
Some risk- 38%
Hight risk-26%

20-21 Success

CCDS has committed to providing high-quality work and a culture of belonging for all students. As we implement Project-Based Learning, this allows CCDS to focus on adapting to students' needs in preparing them for high school and beyond. Our educational program is designed to challenge, engage, and empower students. We aim to do work that matters in this world because our students are living life now, not merely preparing for something they will encounter once their formal education years have finished. In measuring this, our successes are as follows.

Chico Country Day's student data from our LCFF evaluation rubrics for English Language Arts and mathematics show that overall, academic performance has improved. For overall students, ELA is currently blue and math is currently green. As the 2018 and 2019 SBAC results were compared and analyzed by stakeholder groups at Chico Country Day, the findings were extremely positive. 2018/2019 SBAC results showed us that 72% of the students overall are in the "Standard Met or Exceeded" category in ELA and 60% of the students are in the "Standard Met or Exceeded" category in Math. Student performance in ELA is 47.2 points above standard with an increase of 8.8 points and 15.5 points above standard in math with an increase of 4.7 points from the previous year. Our Hispanic and socioeconomically disadvantaged student subgroups are in the blue performance group for ELA and the green performance group for math.

Response to Intervention for academic performance is in the fourth year of practice with fidelity. Classroom teachers are working closely with the RTI teams to provide improved services. A team approach to identifying targeted students and providing as many tiered services for them in the classroom has happened as a result. Our local performance indicator, AIMSWEB, shows that our students' reading levels are above the average in California.

We continue to support students through our MTSS model as we see areas of concern through data collection with our Kelvin pulse, counseling referrals, and coordinated family outreach. Additional administrative and counseling staff were allocated this year as a result of the COVID-19 pandemic and continued supports were available for those impacted by the Campfire. We have provided trauma-informed

practices and the staff has learned about ACES as well as working with students in trauma. PBIS practices continue being implemented as we transitioned to our hybrid and in person model. Targeted social-emotional learning has continued this year with a focus on tier 3 students.

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.

21-22 Identified needs

Dashboard

In ELA and Math for each of the area achievement level descriptors, we had a high percentage of students who were in the near-standard performance level. This means we have an opportunity to target these students and move them to standards met or standards exceeded.

ELA

Reading: 62% of all students were near-standard

Writing: 59% of all students were near-standard

Listening: 74% of students were near-standard

Research and Inquiry: 61% of students were near-standard

Math

Concepts and Procedures: 52% of students were near-standard

Problem Solving and Modeling and Data Analysis: 56% of students were near-standard

Communicating Reasoning: 65% of students were near-standard

Fastbridge

Based on our data we saw a 19% decline from fall to spring in our early reading assessment for TK-1st grade. In our early math assessment we show a 7% decline from the fall to spring benchmark however we have a consistent 70% or higher of students meeting the math benchmark. Students in 2nd-8th had a 1% decline from fall to spring in their ELA scores. In math students in 2nd-8th grade had a 5% decline from fall to spring. In both ELA and Math, we had about 33% of students who fell below the benchmark.

20-21 Identified Needs

CCDS continues to develop continuous improvement cycles by developing data points and the human capacity for analysis of progress and needs. Through the LCAP process and our Western Association of Schools and Colleges (WASC) accreditation, our stakeholders have identified math instruction as an area of need. While the CCDS Dashboard showed math scores increased last year and the LCFF evaluation

rubric for math is at the green, we feel the school could improve for specific subgroups including students with disabilities and socioeconomically disadvantaged students. Both of these groups are performing below standard. In addition, the math curriculum has been voiced as an area of need from stakeholders.

Our latest CA Dashboard indicators from 2019 show our socioeconomically disadvantaged subgroup made significant progress in math, increasing by 26.7 points to only 3.5 points below standard. Our students with disabilities declined 6.8 points to 59.8 points below standard. While this improvement for socioeconomically disadvantaged students is significant, we think both subgroups can improve with curricular changes, focused intervention efforts, and professional learning for staff. As a result of these trends, our focus will be on increasing student learning in math. The primary focus will be on providing training for all staff on Cognitively Guided Instruction which has shown to increase teachers' ability to teach math. We will also be piloting and adopting a new curriculum in the upcoming school years. Of course, this will be dependent upon the COVID-19 response and campus re-openings guidelines from the state.

Our local assessment indicator Aimsweb was administered in the Winter and Spring for students in Tk-8th grade. End-of-year results show that CCDS students in Literacy/Reading scored 74% average to well above average. With only 26% scoring in the well below average to the below-average range. In math, 75% of students scored in the average to well above average range, and 25% of them scored in the well below average to the below-average range. Aimsweb Spring results indicated that our grade levels with needs in literacy/reading are our TK students since 77% of them were well below or below average. Our Kindergarten students were 66.5% well below average and below average. In math, our grade levels who showed the most need were Tk, Kindergarten, and fourth grade. Seventy percent of Tk students scored in the well below average to the below-average range. In Kindergarten 48% of the students were in the well below average to the below-average range. Thirty-six percent of our 4th-grade students were in the well below average to the below-average range. A possible factor to our grade levels who were identified is the length of the assessment as well as the impact that the COVID pandemic had on our younger students. Aimsweb is one data point used at CCDS to align intervention services to students. Next year we will be using Fastbridge which will allow us to assess students' discrete skills in reading and math.

Other areas that we are actively monitoring are Chronic Absenteeism and Suspension rates. The changes reflected in the LCFF evaluation rubrics for the 2018/2019 school year where those colors are yellow and orange respectively, is thought to be a reflection of the Campfire disaster and the trauma that ensued for some students. Over half of the students that were Chronically Absent had an 88.5% to 89.9% attendance rate, where the cut-off is 90% attendance for being considered Chronically Absent. Suspension rates increased by 0.7% to 1.5%. We believe this is a reflection of students managing trauma related to the Campfire disaster. Total students suspended increased by 4 students, some of which were Campfire victims. The percentage of students suspended at least once over the past three years has minimally changed. As a result of the small number of suspensions and the size of our subgroups, one or two students can make a significant impact on our LCFF evaluation rubric performance level. We continue to support students through our MTSS model as we see areas of concern. Additional administrative and counseling staff were allocated this year as a result of the COVID-19 pandemic. We have provided trauma-informed practices and trained the staff in ACES as well as working with students in trauma. PBIS is continued and targeted social-emotional learning groups have continued this year with a focus on tier 3 students.

To date, California has not established standardized definitions of "student success" or "college and career readiness" As such the metrics included in the CA School Dashboard and the UC/CSU A-G requirements have become the de facto definition of success. To better serve

our community and to ensure that each and every student has an equitable opportunity to develop and demonstrate a broader set of competencies that will increase their opportunities for success in college and/or career, we will partner with stakeholders to develop a holistic definition of student success that will be adopted as the LEA's graduate profile. This will help ensure each and every CCDS student has an equitable opportunity to develop and demonstrate a set of competencies articulated in the graduate profile.

After analysis of stakeholder's feedback and local Kelvin pulses, two significant themes were identified: mental health and social-emotional needs. Research has demonstrated how trauma significantly impacts learning. By appropriately addressing trauma, social-emotional, and behavioral needs of students, specifically, those disproportionately impacted by the COVID-19 pandemic and Campfire, student educational outcomes can be improved, including academic outcomes. Identifying and creating practices and policies to increase access to school-based social-emotional resources and positive behavior intervention systems and/or restorative justice programs, including trauma-informed mental health services, as well as extracurricular and after-school/enrichment programs will help address our mental health and social-emotional needs.

LCAP Highlights

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

Through stakeholder meetings and analysis of our state and local data, four goals have been identified:

Goal 1- Ensure High-Quality Work: Begin implementation of our Graduate Profile to ensure every student has equitable opportunity to create high-quality work characterized by complexity, authenticity, and craftsmanship that invites family and community members to participate in student learning and reflection.

Goal 2- Enhance Student-Centered Instruction: CCDS teachers design classroom instruction that provides access and challenge for all students, encouraging them to grapple, share their thinking, and construct knowledge together.

Goal 3: Nurture a Culture of Belonging and Connection: CCDS will create a safe, inclusive, and equitable environment where all students feel a sense of belonging, are supported with social-emotional needs, develop strong relationships, and experience joy.

Goal 4: Support For Struggling Students: CCDS provides targeted interventions to students in need of additional support.

Comprehensive Support and Improvement

An LEA with a school or schools eligible for comprehensive support and improvement must respond to the following prompts.

Schools Identified

A list of the schools in the LEA that are eligible for comprehensive support and improvement.

N/A

Support for Identified Schools

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

N/A

Monitoring and Evaluating Effectiveness

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

N/A

Engaging Educational Partners

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

21-22 Engagement

Opportunities for educational partner engagement:

September 9th, 2021 LCAP overview Educational partners meeting

October 26th, 2021 LCALP goal 3 Educational partners meeting

November 30, 2021, Focus Group about LCAP goal 3

December 2, 2021, Focus Group about LCAP goal 3

December 3, 2021, Family Collaborative with educator partners regarding LCAP goal 3 held two sessions (morning and evening)

December 6, 2021, Shared the graduate profile through our e-flier

December 18, 2021 Board meeting LCAP update

January 13, 2022, Parent Coffee Social- open discussion

January 14, 2022, Summer Enrichment survey was sent out to educational partners

February 9th, Board Meeting Mid-year LCAP report

March 7, 2022, Focus group for LCAP goal 1 and 2

March 28, 2022, Summer Enrichment update to families

May 11, 2022 LCAP survey results and LCAP goal 4 updates shared

May 19, 2022, Family Collaborative regarding WASC process and overall school goals

42 CCDS Parent E-liners sent out every Monday via Parent Square communication information includes:

Surveys, admin updates, safety, school events, student-led conferences, exhibition, PBL academic programs, etc.

Surveys sent out via Kelvin

January 31, 2022 -February 13, 2022, Student Climate Survey

March 4, 2022-March 11, 2022, All Staff Climate and Culture Survey

April 16, 2022-April 29, 2022 Parent Climate Survey

May 12, 2022-May18, 2022 Graduate Profile Awareness survey

May 18, 2022-May 31, 2022, Family Community Engagement rubric and California State Standard Implementation survey sent to teachers and staff

Staff meetings:

October 27, 2021, Discussion on LCAP goal 3

November 17, 2021, Discussion on LCAP goal 3 and focus groups

December 8 & 15, 2021 Inclusion planning and sharing out with staff

January 19, 2022, Fastbridge assessment implementation and Altitude progress reports check-in

February 16, 2022, Graduate Profile ongoing feedback
April 13, 2022, Altitude Assessment and WASC alignment with LCAP goals

2020-2021 Engagement

Board meetings

September 23, 2020:

At this meeting, the administrative team conducted an informational presentation about the Learning Continuity and Attendance plan local indicators, goals and actions. Parents, teachers and board members were present to discuss and provide feedback.

October 9, 2020:

At this meeting, the administrative team conducted an informational presentation about the LCAP and local indicators, goals, and actions. Learning Continuity and Attendance data were presented. Dashboard progress was not available due to school shutdowns in March 2019. Parents, teachers, and board members were present to discuss and provide feedback.

March 24, 2021:

At this meeting, the administrative team presented on Graduate Profile development and collaboration with Silicon Schools grant Parents and teachers and board members were present to discuss and provide feedback.

Parent Communications, Meetings, and Surveys:

October 9, 2019: LCAP/WASC Stakeholder meeting

At this meeting, the administrative team presented progress towards goals regarding WASC and the LCAP. Discussion and input were facilitated with the group. Survey results, test scores, discipline data, attendance rates, and information on the educational program were provided. Parents and teachers were present. Due to school closures because of the pandemic, the 19/20 LCAP was not adopted however this meeting helped guide the work and establish a foundation for the direction of the 21/22 LCAP.

Sept- LCP posted on the website

February 2, 2021

A family survey was sent out to Tk-3rd grade parents to gather input on family and student needs. Families identified reading support, counseling, and socialization as a need.

February 19, 2021

A teacher pulse was sent via Kelvin to gather input on teacher needs.

4/14/21

Director of Education, Wendy Fairon, sent out a communication regarding the Graduate Profile with a link for stakeholder comments.

March 12, 2021

A family survey was sent out to 4th-8th grade parents to gather input on family and student needs.

April 12, 2021

Newsletter/Eflyer: Invitations for Stakeholder meetings and information about the LCAP progress provided.

April 19, 2021

At this meeting, the admin team lead an interactive brainstorming session with parents regarding the Expanded Learning and LCAP Goals

Surveys

Parents were provided a climate and input survey in April, gathering 76% of our family's responses. Data gathered and analyzed by the team to determine actions and services.

Staff and student surveys were sent out in February and April and analyzed by the team to determine actions and services provided as a result of the COVID-19 campus closures.

Staff Meetings

February 17, 2021

At this meeting, the Director of Education and Bryanna Hanson, from Altitude Learning, presented a breakdown of progress report data and competence-based score.

February 3, 2021: Staff meetings

At this meeting, the administrative team and Altitude Learning presenter discussed the Graduate Profile design process.

April 21, 2021

At this meeting, the administrative team leads a brainstorming session to collect ideas on mental health and social-emotional learning, academic student support services, family needs, equity, diversity, and inclusion.

A summary of the feedback provided by specific educational partners.

The themes that emerged in reviewing the data collected from stakeholder input were the continuation of high-quality work through project work, exhibitions, and the development of attributes that enable us to interact effectively and harmoniously with other people. In addition, parents supported our continued work with implementing equitable and inclusive practices.

These themes led to the identification of needs resulting in future actions or services in this Local Control Accountability Plan.

- Continued support in project-based learning, ensuring students participate in high-quality work and adapt to student's needs in preparing them for high school and beyond. (Goal 1 and 2)
- Continued support for struggling students. (Goal 4)
- Continued focus on an inclusive environment. (Goal 3)

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

Continued support in project-based learning, ensuring students participate in high-quality work and adapt to student's needs in preparing them for high school and beyond. (Goal 1 and 2)

- Continued support for struggling students. (Goal 4)
- Continued focus on an inclusive environment. (Goal 3)

Goals and Actions

Goal

| Goal # | Description |
|--------|---|
| 1 | Ensure High Quality Work: CCDS students create high-quality work characterized by complexity, authenticity and craftsmanship that invites family and community members to participate in student learning and reflection. |

An explanation of why the LEA has developed this goal.

All learners benefit from creating high-quality and authentic work which entails frequent feedback targeting students' learning needs, while providing students with information to develop their work. As the process, effort and strategies involved in accomplishing this work are focused upon, students come to understand that learning is the result of cumulative effort. This, in turn, improves their resilience and academic achievement (Dweck, 2000) State priorities 1,3,7,8

Measuring and Reporting Results

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|---|----------|----------------|----------------|----------------|-----------------------------|
| Student project exhibitions include evidence of reading, writing, or mathematical reasoning skills aligned with CCSS. | 95% | 95% | | | 100% |
| Students engage in project based learning or exhibition | 95% | 95% | | | 100% |
| Families attending a student led conference (which includes our unduplicated) | 95% | 95% | | | 100% |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|--|----------|---|----------------|----------------|-----------------------------|
| Family survey responses indicate strongly agree and agree with: "CCDS provides a high quality educational program for all students." | 79% | 87% | | | 100% |
| Percent of credentialed teachers | 100% | email, surveys, in person meetings, virtual meetings, focus groups, family collaboratives | | | 100% |
| Percent of students with access to CCSS aligned curricular materials | 100% | 100% | | | 100% |
| Percent of students with access to CCSS aligned curricular materials. | 100% | 100% | | | 100% |

Actions

| Action # | Title | Description | Total Funds | Contributing |
|----------|--------------------------------------|--|-------------|--------------|
| 1.1 | Exhibits and Student-Led Conferences | Continue to host exhibitions and invite community members to participate. Demonstrate conditions of learning are met. Additionally, CCDS will continue to implement student-led conferences where families will hear from their children about their learning, reflection on academic and social-emotional learning (SEL) growth, and goals for the year.2 | \$2,500.00 | No |

| Action # | Title | Description | Total Funds | Contributing |
|----------|----------------|---|----------------|--------------|
| 1.2 | Basic Services | Provide high-quality credentialed teachers, appropriate instructional materials, and well-maintained facilities to optimize learning. | \$4,001,888.00 | 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.

No substantive differences in planned actions

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

No difference between budgeted expenditures and estimated actual expenditures

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

Action 1.1 and 1.2 allowed us to continue doing student exhibitions and student lead conferences. Each grade level hosted an exhibition and offered multiple times for families and the students to participate. We held exhibitions in the fall and the spring. Student led conferences took place twice this year.

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

No changes were made to this goal or metrics.

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 | Enhance Student-Centered instruction: CCDS teachers design classroom instruction that provides access and challenge for all students, encouraging them to grapple, share their thinking, and construct knowledge together. |

An explanation of why the LEA has developed this goal.

Our educational program is designed to challenge, engage and empower students and in supporting Project-based Learning. CCDS intends to provide equity and access to curriculum while challenging diverse learners. Research show that a pedagogy that asserts that students learn best by experiencing and solving real-world problems increases engagement, deepens learning and provides access to all students (Barron & Darling-Hammond, 2008) . State priorities 2,4,6,8

Measuring and Reporting Results

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|---|---|--|----------------|----------------|-----------------------------|
| CA Dashboard ELA indicator will maintain or increase | All student group: 18-19 school year Blue (47 points above standard) | All student group: 20-221 school year students meeting or above standard 60% | | | Maintains or improve |
| CA Dashboard Math indicator will maintain or increase | All student group: 18-19 school year Green (15 points above standard) | All student groups: 20-21 school year students meeting or above standard 46% | | | Maintain or improve |
| Number of faculty trained and participating in Project Based Learning | 100% | 100% | | | 100% |
| English language learner progress (CA Dashboard) and ELPAC reclassification rates | N/A (Too few students to report publicly) | N/A (Too few students to report publicly) | | | |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|--|----------|---|----------------|----------------|-----------------------------|
| Number of student survey responses positively indicate the statement "Adults at my school believe that I can be successful." And answer positively to the question "Do you work that matters?" | 86% | Survey question: My teacher believes in my ability to learn. 93% positive response Survey question: I feel challenged by the work I do at school. 73% positive response. | | | 100% |
| Number of students meeting end of year Fast Bridge benchmarks | N/A | End of year results Early reading Tk-1st at benchmark: 36% Early math Tk-1st at benchmark: 71% ELA 2nd-8th at benchmark: 70% Math- 2nd-8th at benchmark: 66% | | | 75% |
| Number of students who are "Meeting " and "Advanced" in competency based measures used in Altitude (EPMA) | 75% | 75%- will not use this metric next year | | | 100% |
| CA Dashboard Science (CAST) will maintain or increase | N/A | All students groups 20-21 school year students meeting or above standard: 39% | | | maintain or increaseUtilizn |
| Utilizing CSSI standards rubric: current staff self | 90% | ELA/Literacy- 80% Math-76% Science/NGSS-55% | | | 100% |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|--|----------|--|----------------|----------------|-----------------------------|
| analysis (implementation of CCSS) | | | | | |
| School communiity knowledge of CCDS graduate profile | 15% | Parents/Guardians: 63% Students: 79% CCDS Staff: 86% | | | 100% |

Actions

| Action # | Title | Description | Total Funds | Contributing |
|----------|---|---|--------------|--------------|
| 2.1 | Professional Learning (ELA, PBL) and Graduate profile | Provide professional learning experiences aligned with EL Curriculum ad PBL for staff, Director of Education will spend 10% of her time implementing, revising and engaging stakeholders with the graduate profile. | \$28,130.00 | No |
| 2.2 | Math-professional development and Curriculum | Professional development on cognitively guided instruction and research, pilot, train staff and implement a new math curriculum. | \$10,000.00 | No |
| 2.3 | Project Work | Project design will reflect meaningful, interdisciplinary projects and students will be able to explain the learning goals and the purpose behind their work while applying their skills and content knowledge to produce purposeful, meaningful work. Support staff to implement our science camp for grades 6th and 7th | \$27,500.00 | No |
| 2.4 | Specialist | Continue to support enrichment opportunities through our specialists (Art, Spanish, STEM) | \$233,172.00 | 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.

This year was our first implementation of our local assessment system. We tested students To=8th grade.

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

No material differences between budgeted expenditures and estimated actual expenditures

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

Action 2.1 2.2, 2.3 2.4 had a direct impact towards our goals. Our teachers participated in professional development throughout year and implemented EL curriculum that supports project based learning. Staff participated in on going coaching for CGI math and had professional development days through out he school year. This year we had our 6th and 7th grade students participate in our science camp. We also held a fall and a spring exhibition with Tk-8 grade students engaging in project design and presentation.

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.

As we learn our new survey system called Kelvin pulses we have made adjustments to the survey question for students. This year we asked them "My teacher believes in my ability to learn" and "I feel challenged by the work I do at school". This changed the metric reported above, "Adults at my school believe that i can be successful" and "Do you do work that matters". An increase of positive COVID cases limited the ability of CCDS to report out on EPMA percentages. This metric will be removed from our LCAP report for next year. This year we gave staff a survey on implementation of CASS rubrics. This means we reported out on ELA, Math, and Science standards implementation.

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 | Nurture a Culture of Belonging and Connection: CCDS will create a safe, inclusive environment where all students feel a sense of belonging, are supported with socio-emotional needs, develop strong relationships and experience joy. |

An explanation of why the LEA has developed this goal.

Over the past few years, the LEA has implemented Restorative Practices, MTSS, along with sustained positive discipline. Additionally, efforts have been made to respond to chronic absenteeism, students in crisis, and creating a joyful environment. In doing so, students' social-emotional needs are better met and relationships are at the forefront. CCDS is committed to continuing this effort with students, families, and teachers and in order to respond to future needs. Creating an inclusive environment is paramount for student learning and a strong school community. (State priorities 1,5,6)

Measuring and Reporting Results

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|--|----------|----------------|----------------|----------------|-----------------------------|
| Rate of chronic absenteeism | 4% | 4.8% | | | 3% |
| Rate of chronic absenteeism SED students | 6% | 8.1% | | | 4.5% |
| P2 attendance rate | 96% | 94.91 | | | 98% |
| Suspension rate | 1.5% | 0.2% | | | 1.0% |
| Percent of facility inspections that are in "good repair" | 95% | | | | 98% |
| Student respond to the statements: "I feel happy to be at CCSS", "I want to do | 85% | | | | 95% |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|--|----------|---|----------------|----------------|-----------------------------|
| my best", and "I feel safe at school." | | | | | |
| Expulsion rate | 0% | 95% | | | 0% |
| Middle school drop out | 0% | I enjoy learning at a school- 79% positive response I feel safe at school- 85% positive response | | | 0% |
| Expulsion rate | 0% | 0% | | | 0% |
| Middle school drop out | 0% | 0% | | | 0% |

Actions

| Action # | Title | Description | Total Funds | Contributing |
|----------|--|--|--------------|--------------|
| 3.1 | Student Services | Continue to fund administrative and social-emotional supportive time to support the development and maintenance of a happy, healthy, student community. All three directors will spend 10% each of their time dedicated to social emotional support. | \$105,120.00 | No Yes |
| 3.2 | Professional learning for student services | Provide ongoing professional learning to all staff to collaborate and improve implementation of restorative practices and to maintain MTSS and PBIS structures for the student community. | \$8,000.00 | No Yes |
| 3.3 | Support for Continuous | Support collaborative staff time to gather and examine data regarding sense of belonging from student surveys and social-emotional | \$11,500.00 | No |

| Action # | Title | Description | Total Funds | Contributing |
|------------|-------------------------|---|-------------|--------------|
| | Improvement Data review | wellness in order to identify and implement best practices through the school. Support staff for attendance monitoring. | | |
| 3.4 | | | | No |
| 3.5 | | | | |

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.

There were not substantive differences in planned actions

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

There were not material differences between budgeted expenditures and estimated actual expenditures

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

Action 3.1, 3.2, 3.3 had a direct impact on goal 3. The school directors implemented restorative practices and we used circles in Tk-6th grade classroom. As discipline issues came up CCDS Directors focuses on using trauma informed practices. Our Kelvin pulse showed that 85% of students feel safe at school and this could be a result of continued social emotional support for students. CCDS partnered with BCOE to provide ongoing professional development about anti-racist practices.

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 are using a new survey system and changed one of the student questions in our metric to "I enjoy learning at school" .

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

Goals and Actions

Goal

| Goal # | Description |
|--------|--|
| 4 | Support for Struggling Students: CCDS schools provides targeted interventions to students in need of additional support. |

An explanation of why the LEA has developed this goal.

CCDS recognizes that students encounter difficulties that hinder their success in school and that early intervention can help increase student achievement and self-confidence resulting in the likelihood of graduation. Academic, social-emotional, behavioral difficulties and inconsistent attendance all contribute to a student's challenges in school. Research shows that unaddressed skill gaps can negatively impact some subgroups more than their peers. Therefore, CCDS stays committed to supporting all students while targeting those subgroups to ensure all students perform at their personal best. (State priorities 8,6)

Measuring and Reporting Results

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|--|----------------------------|--|----------------|----------------|------------------------------|
| Number of students receiving RTI services | 10% of student population | Fall: 17% of students served in Tk-5 Winter: 22% of students served in TK-5 Spring: 21.2% of students served in Tk-5 | | | maintain or improve |
| Number of students who exit RTI services | 30% of all students served | 21% of students served in Tk-5th grade have been exited | | | Maintain or improve |
| Number of students who receive direct instruction in SEL | 3% of student population | 100% Second Step TK-5 | | | 5% of the student population |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|---|------------------------------|--|----------------|----------------|------------------------------|
| | | Advisory groups: 6th-8th with monthly SEL topics | | | |
| Number of students who participate in SEL intervention groups | 3% of the student population | 27% in intervention groups Tk-8 | | | 5% of the student population |

Actions

| Action # | Title | Description | Total Funds | Contributing |
|----------|------------------------------------|--|--------------|--------------|
| 4.1 | RTI Support Team | Intervention services will be coordinated and improved upon through best practices in a three-tier model of academic intervention by providing RTI staff. | \$264,890.00 | No Yes |
| 4.2 | Outreach | Improve support services to identified students by providing social emotional classroom supports, transportation passes, family outreach and administrative support. | \$77,210.00 | No Yes |
| 4.3 | Instructional coaching and support | Substitute time to support math and assessment coaching | \$15,500.00 | No 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.

No substantive differences in planned actions and actual implementation.

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

There was no difference between budgeted expenditures and estimated actual expenditures.

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

Actions 4.1, 4.2 and 4.3 had a direct impact on student academic and social-emotional learning. Our RTI staff monitored student progress and was able to exit students as they showed improvement. We also modified their instructional intervention program if progress monitoring data showed they were not making improvements. RTI staff were trained in researched based intervention programs and also participated in school-wide training and coaching in CGI math. Our school social work collaborated with teachers and implemented social-emotional lessons to support our tier 2 and 3 students. They also provide outreach for our foster families and collaborated with Butte County agencies to support our students and families. They also implemented a Gay-Straight Alliance (GSA) club on campus with our 6th-8th grade students. All staff received instruction coaching to support struggling students in CGI Math and anti-racist practices.

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.

No changes were made to the plan or metrics.

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) |
| 247,615.00 | 0.00 |

Required Percentage to Increase or Improve Services for the LCAP Year

| Projected Percentage to Increase or Improve Services for the Coming School Year | LCFF Carryover — Percentage | LCFF Carryover — Dollar | Total Percentage to Increase or Improve Services for the Coming School Year |
|---|-----------------------------|-------------------------|---|
| 5.25% | 0.00% | \$0.00 | 5.25% |

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.

In goals 3 and 4 we specifically aligned staff to foster needs by having a trained and certified social worker bridge County resources with the needs of foster and homeless students. This looked like transportation to agencies, coordinating mental health services, and attending foster transition meetings. We also targeted services for those unduplicated students who needed tier 2 and tier 3 academic intervention. Our staff received antiracists and bias training to support our low-income students as well.

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

Our latest CA Dashboard indicators from 2019 show our low-income students showed an increase of 2.8% in the chronic absenteeism indicator with a total of 6% of our low-income students being identified as chronically absent. This put us in the orange performance level. In all other areas (suspensions, ELA and Math) low-income students were in the blue and green performance level. In response, our school will put together an attendance team to identify and put resources in place for students who are chronically absent. We will also hire additional staff to ensure appropriate tracking and communication between the school and families. We've seen success during our 2020-2021 school

year in implement an attendance team to help reduce absences and help families feel connected to the school. As a result of the continued and increased support, we expect to see chronic absenteeism rates of low-income students decline.

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 | N/A | N/A |
| Staff-to-student ratio of certificated staff providing direct services to students | N/A | N/A |

2022-23 Total Expenditures Table

| Totals | LCFF Funds | Other State Funds | Local Funds | Federal Funds | Total Funds | Total Personnel | Total Non-personnel |
|--------|----------------|-------------------|-------------|---------------|----------------|-----------------|---------------------|
| Totals | \$4,442,202.00 | \$182,408.00 | \$6,000.00 | \$154,800.00 | \$4,785,410.00 | \$2,244,440.00 | \$2,540,970.00 |

| Goal | Action # | Action Title | Student Group(s) | LCFF Funds | Other State Funds | Local Funds | Federal Funds | Total Funds |
|------|----------|---|---|----------------|-------------------|-------------|---------------|----------------|
| 1 | 1.1 | Exhibits and Student-Led Conferences | All | \$2,500.00 | | | | \$2,500.00 |
| 1 | 1.2 | Basic Services | All | \$3,675,180.00 | \$175,908.00 | | \$150,800.00 | \$4,001,888.00 |
| 2 | 2.1 | Professional Learning (ELA, PBL) and Graduate profile | All | \$28,130.00 | | | | \$28,130.00 |
| 2 | 2.2 | Math-professional development and Curriculum | All | \$10,000.00 | | | | \$10,000.00 |
| 2 | 2.3 | Project Work | All | \$22,500.00 | | \$5,000.00 | | \$27,500.00 |
| 2 | 2.4 | Specialist | All | \$228,172.00 | \$5,000.00 | | | \$233,172.00 |
| 3 | 3.1 | Student Services | All English Learners Foster Youth Low Income | \$105,120.00 | | | | \$105,120.00 |
| 3 | 3.2 | Professional learning for student services | All English Learners Foster Youth Low Income | \$8,000.00 | | | | \$8,000.00 |
| 3 | 3.3 | Support for Continuous Improvement Data review | All | \$11,500.00 | | | | \$11,500.00 |
| 3 | 3.4 | | All | | | | | |
| 4 | 4.1 | RTI Support Team | All English Learners Foster Youth Low Income | \$264,890.00 | | | | \$264,890.00 |
| 4 | 4.2 | Outreach | All English Learners Foster Youth | \$76,210.00 | | \$1,000.00 | | \$77,210.00 |

| Goal | Action # | Action Title | Student Group(s) | LCFF Funds | Other State Funds | Local Funds | Federal Funds | Total Funds |
|------|----------|------------------------------------|---|-------------|-------------------|-------------|---------------|-------------|
| | | | Low Income | | | | | |
| 4 | 4.3 | Instructional coaching and support | All English Learners Foster Youth Low Income | \$10,000.00 | \$1,500.00 | | \$4,000.00 | \$15,500.00 |

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 |
|------------------------------|--|---|--|---|---|--|--|--------------------------|------------------|
| 4,716,992.00 | 247,615.00 | 5.25% | 0.00% | 5.25% | \$464,220.00 | 0.00% | 9.84 % | Total: | \$464,220.00 |
| | | | | | | | | LEA-wide Total: | \$464,220.00 |
| | | | | | | | | Limited Total: | \$464,220.00 |
| | | | | | | | | Schoolwide Total: | \$464,220.00 |

| Goal | Action # | Action Title | Contributing to Increased or Improved Services? | Scope | Unduplicated Student Group(s) | Location | Planned Expenditures for Contributing Actions (LCFF Funds) | Planned Percentage of Improved Services (%) |
|------|----------|--|---|--|--|-------------|--|---|
| 1 | 1.1 | Exhibits and Student-Led Conferences | | | | All Schools | \$2,500.00 | |
| 1 | 1.2 | Basic Services | | | | All Schools | \$3,675,180.00 | |
| 3 | 3.1 | Student Services | Yes | LEA-wide Schoolwide Limited to Unduplicated Student Group(s) | English Learners Foster Youth Low Income | All Schools | \$105,120.00 | |
| 3 | 3.2 | Professional learning for student services | Yes | LEA-wide Schoolwide Limited to Unduplicated Student Group(s) | English Learners Foster Youth Low Income | All Schools | \$8,000.00 | |
| 4 | 4.1 | RTI Support Team | Yes | LEA-wide Schoolwide Limited to Unduplicated Student Group(s) | English Learners Foster Youth Low Income | All Schools | \$264,890.00 | |

| 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 (%) |
|------|----------|------------------------------------|---|--|--|-------------|--|---|
| 4 | 4.2 | Outreach | Yes | LEA-wide Schoolwide Limited to Unduplicated Student Group(s) | English Learners Foster Youth Low Income | All Schools | \$76,210.00 | |
| 4 | 4.3 | Instructional coaching and support | Yes | LEA-wide Schoolwide Limited to Unduplicated Student Group(s) | English Learners Foster Youth Low Income | All Schools | \$10,000.00 | |

2021-22 Annual Update Table

| Totals | Last Year's Total Planned Expenditures (Total Funds) | Total Estimated Expenditures (Total Funds) |
|---------------|--|--|
| Totals | \$2,541,770.00 | \$0.00 |

| 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 | Exhibitions and Student-Led Conferences | No | \$2,500.00 | |
| 1 | 1.2 | Basic Services | No | \$2,135,259.00 | |
| 2 | 2.1 | Professional Learning (ELA, PBL) and Graduate profile | No | \$14,065.00 | |
| 2 | 2.2 | Math - professional development and Curriculum | No | \$5,000.00 | |
| 2 | 2.3 | Project Work | No | \$15,000.00 | |
| 2 | 2.4 | Specialist | No | \$119,086.00 | |
| 3 | 3.1 | Student Services | Yes | \$53,560.00 | |
| 3 | 3.2 | Professional learning for student services | Yes | \$6,500.00 | |
| 3 | 3.3 | Support for Continuous Improvement data review | No | \$6,500.00 | |
| 3 | 3.4 | | 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) |
|--------------------|----------------------|------------------------------------|--|--|---|
| 4 | 4.1 | Rtl Support Team | Yes | \$134,945.00 | |
| 4 | 4.2 | Outreach | Yes | \$40,855.00 | |
| 4 | 4.3 | Instructional coaching and support | Yes | \$8,500.00 | |

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) |
|--|---|---|--|--|--|--|
| | \$239,860.00 | \$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) |
|--------------------|----------------------|--|---|--|---|---|---|
| 3 | 3.1 | Student Services | Yes | \$53,560.00 | | | |
| 3 | 3.2 | Professional learning for student services | Yes | \$6,500.00 | | | |
| 4 | 4.1 | Rtl Support Team | Yes | \$134,945.00 | | | |
| 4 | 4.2 | Outreach | Yes | \$39,855.00 | | | |
| 4 | 4.3 | Instructional coaching and support | Yes | \$5,000.00 | | | |

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) |
|---|---|--|---|--|---|--|--|---|
| | | | 0.00% | \$0.00 | 0.00% | 0.00% | \$0.00 | 0.00% |

Instructions

[Plan Summary](#)

[Engaging Educational Partners](#)

[Goals and Actions](#)

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

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

Introduction and Instructions

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

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

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

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

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

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

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

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

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

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

Engaging Educational Partners

Purpose

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

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

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

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

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

Requirements and Instructions

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

Local Control and Accountability Plan:

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

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

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

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

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

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

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

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

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

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

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

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

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

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

Focus Goal(s)

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

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

Broad Goal

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

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

Maintenance of Progress Goal

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

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

Required Goals

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

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

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

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

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

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

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

Measuring and Reporting Results:

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

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

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

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

Complete the table as follows:

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

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

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

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

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

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

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

Goal Analysis:

Enter the LCAP Year.

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

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

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

Purpose

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

Requirements and Instructions

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

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

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

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

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

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

Required Descriptions:

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

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

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

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

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

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

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

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

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

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

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

For School Districts Only:

Actions Provided on an LEA-Wide Basis:

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

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

Actions Provided on a Schoolwide Basis:

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

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

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

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

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

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

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

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

Provide the following descriptions, as applicable to the LEA:

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

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

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

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

Complete the table as follows:

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

Action Tables

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

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

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

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

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

Data Entry Table

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

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

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

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

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

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

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

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

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

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

LCFF Carryover Table

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

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

Calculations in the Action Tables

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

Contributing Actions Table

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

Contributing Actions Annual Update Table

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

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

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

LCFF Carryover Table

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

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

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

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