LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Chicago Park Elementary School District

CDS Code: 29-66316-6027080

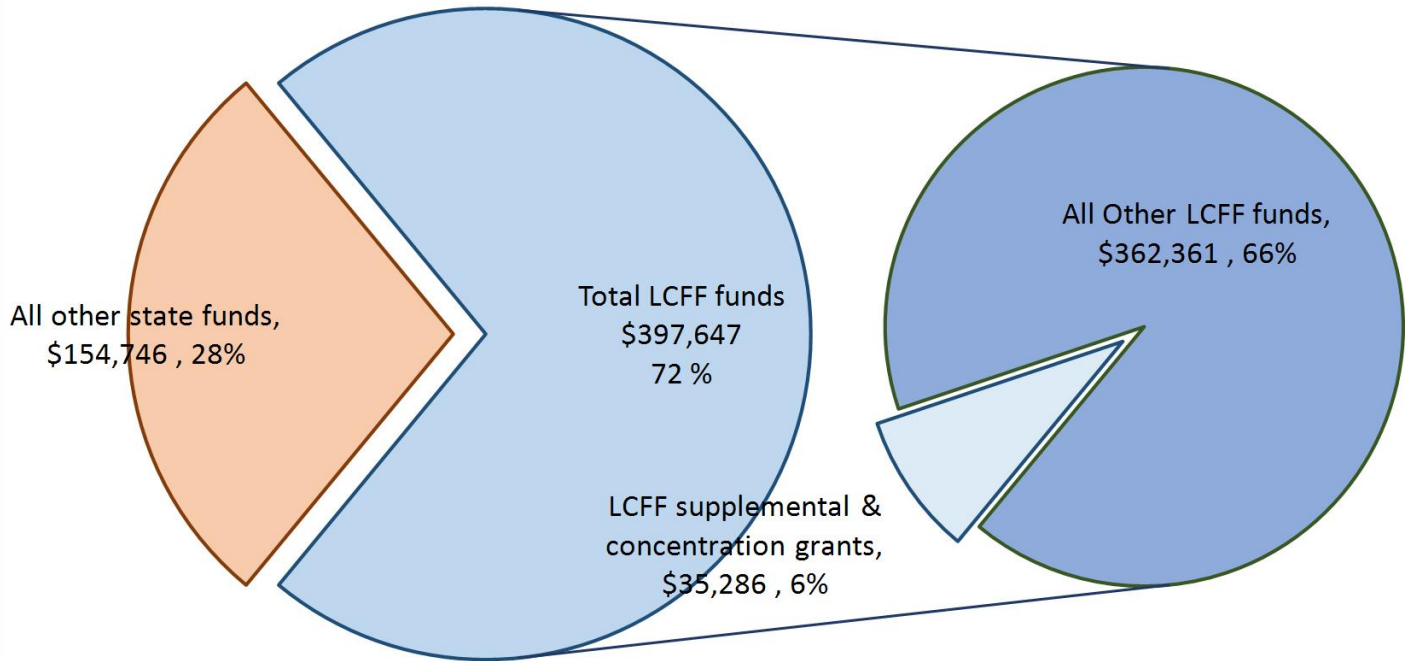School Year: 2023-24

LEA contact information:

Katie Kohler

Superintendent

530-346-2153

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

Budget Overview for the 2023-24 School Year

Projected Revenue by Fund Source

All other state funds, $154,746 , 28%

Total LCFF funds $397,647 72 %

LCFF supplemental & concentration grants, $35,286 , 6%
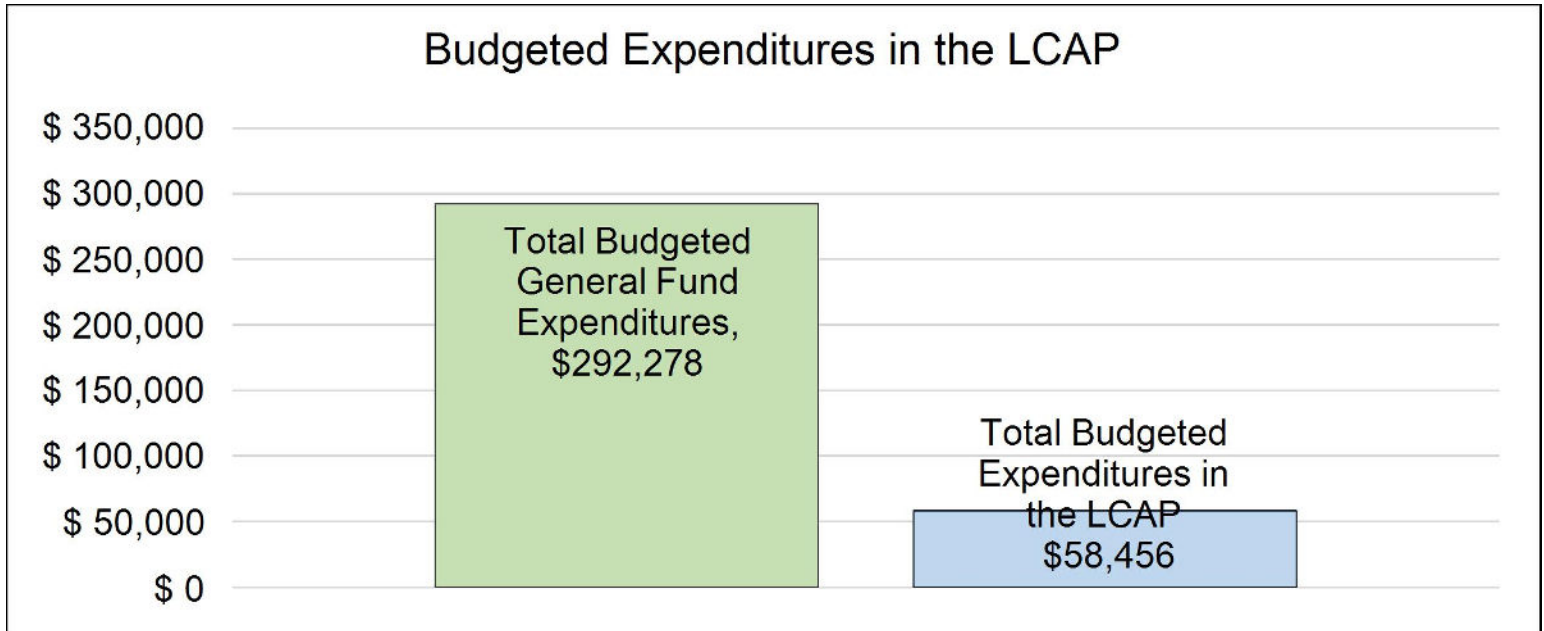
All Other LCFF funds, $362,361 , 66%

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

The text description for the above chart is as follows: The total revenue projected for Chicago Park Elementary School District is $552,393, of which $397,647.00 is Local Control Funding Formula (LCFF), $154,746.00 is other state funds, $0.00 is local funds, and $0.00 is federal funds. Of the $397,647.00 in LCFF Funds, $35,286.00 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.

Budgeted Expenditures in the LCAP

Total Budgeted General Fund Expenditures, $292,278

Total Budgeted Expenditures in the LCAP $58,456

This chart provides a quick summary of how much Chicago Park Elementary School District plans to spend for 2023-24. It shows how much of the total is tied to planned actions and services in the LCAP.
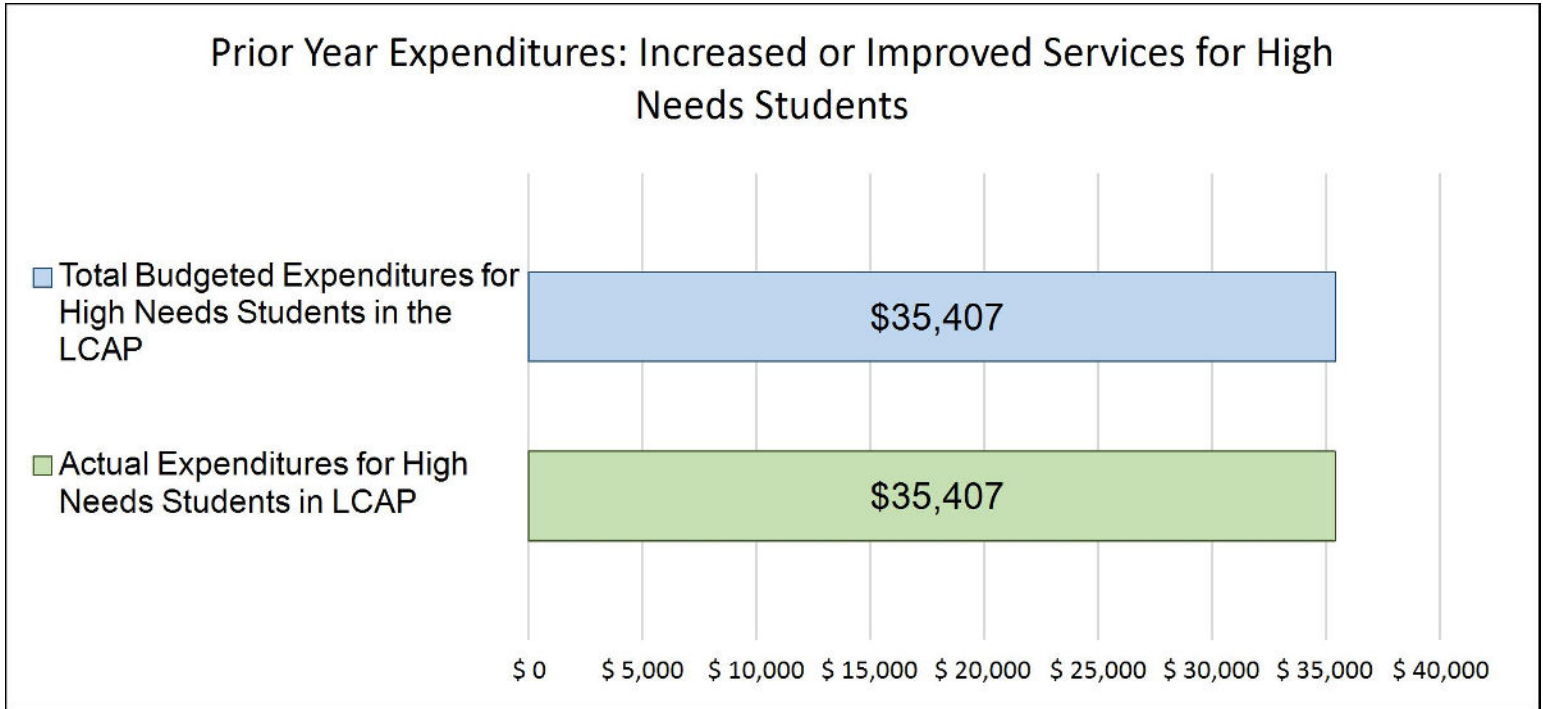
The text description of the above chart is as follows: Chicago Park Elementary School District plans to spend $292,278.00 for the 2023-24 school year. Of that amount, $58,456.00 is tied to actions/services in the LCAP and $233,822 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

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

In 2023-24, Chicago Park Elementary School District is projecting it will receive $35,286.00 based on the enrollment of foster youth, English learner, and low-income students. Chicago Park Elementary School District must describe how it intends to increase or improve services for high needs students in the LCAP. Chicago Park Elementary School District plans to spend $58,456.00 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 2022-23

Prior Year Expenditures: Increased or Improved Services for High Needs Students

Total Budgeted Expenditures for High Needs Students in the LCAP: $35,407

Actual Expenditures for High Needs Students in LCAP: $35,407

(Scale: $0, $5,000, $10,000, $15,000, $20,000, $25,000, $30,000, $35,000, $40,000)

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

The text description of the above chart is as follows: In 2022-23, Chicago Park Elementary School District's LCAP budgeted $35,407.00 for planned actions to increase or improve services for high needs students. Chicago Park Elementary School District actually spent $35,407.00 for actions to increase or improve services for high needs students in 2022-23.

Local Control and Accountability Plan

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Chicago Park Elementary School District	Katie Kohler Superintendent	katiek@chicagoparkschool.org 530-346-2153

Plan Summary [2023-24]

General Information

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

Chicago Park School is a community school that was established in 1898. It is located just off scenic Route 174 in the beautiful foothills of the Sierra Nevada Mountains. Chicago Park School is a small, public school for grades TK-8.

The educational team of 12 certificated professionals is lead by School Superintendent/Principal Katie Kohler, who has served in this position since January of 2020. There are trained Instructional Aides to support low performing and Special Education students where needed. The school is proud of its Gifted and Talented program, as well as its success in providing intensive remedial support for struggling students.

In addition to providing a strong educational foundation, our school provides programs such as music, sports, art, agriculture, computer literacy, and a variety of after-school enrichment opportunities. An intensive character development program is an important part of the Chicago Park experience and is weaved into the daily curriculum.

The school serves families mostly from Chicago Park, Grass Valley, Nevada City, Peardale, Colfax and Alta Sierra. We pride ourselves in maintaining a positive, safe, learning environment for all students enrolled in Chicago Park School.

Reflections: Successes

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

In the area of CAASPP, students tested higher than the County and State average in the area of Mathematics (41.17%), with the State average at 33% and County at 35%. In the area of CAST, students tested higher than the State average in the area of Science (34.62%) with the State average at 29.45%.

To maintain this positive rate, LEA implemented a District wide RtI programs and support program with an intervention aide with mathematics and ELA and will add a half time teacher for the 2023-2024 School Year. After analyzation of the CAASPP, low-income students are higher

achieving by 7.5% in ELA over the all students. In order to address the needs of our low-income student group first, we are maintaining small class sizes (17:1 ratio) for a lower teacher to student ratio.

Reflections: Identified Need

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

In the area of CAASPP, students tested lower than the County and State average in the area of English Language Arts (41%), with the State average at 47% and County at 48%. To help with this issue, LEA is hiring a part time teacher for intervention in the 2023-2024 school year and keeping the intervention aide position that was created in the 2022-2023 school year.

To maintain this positive rate, LEA implemented a District wide RtI programs and support program with an intervention aide with mathematics and ELA and will add a half time teacher for the 2023-2024 School Year. After analyzation of the CAASPP, low-income students are lower achieving by 2.5% in mathematics over the all students. In order to address the needs of our low-income student group first, we are maintaining small class sizes (17:1 ratio) for a lower teacher to student ratio.

LEA will continue to focus on Responsive Classroom to build classroom and school culture which in turn should improve the suspension rate of 3.1%, which is a high (white) rating according to the Dashboard.

Chronic Absenteeism rate is at 25.2%. To continue to stay on top of the Chronic Absenteeism rate, LEA will continue to review the SARB process to ensure they are following it with fidelity, as well as, continue the creative attendance incentives including but not limited too, weekly, trimester and whole year incentives.

LCAP Highlights

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

This LCAP's highlights include increasing CAASPP and CAST scores District wide by 2% each year, creating common RtI time programs and intervention, expanding playground opportunities, and increase School Counselor to provide students with Social and Emotional 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.

None

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.

Input gathering for LCAP took place during Site Council on September 7, 2022, October 5, 2022, November 2, 2022, December 7, 2022, January 4, 2023, February 1, 2023, April 12, 2023 and May 3, 2023. Input for the LCAP was also gathered at School Board Meeting on October 12, 2022, January 18, 2023, May 11, 2023 and June 15, 2023. Staff input for the LCAP was gathered at meeting on April 12, 2023 and May 2, 2023. 3rd through 8th grade students participated in a survey in April of 2023. Chicago Park School's parents participated in a community survey in April of 2023. Pubic Hearing for LCAP took place at the Board of Trustee's meeting on June 15, 2023 and the adoption of the LCAP took place at the Board of Trustee's meeting on June 22, 2023.

A summary of the feedback provided by specific educational partners.

Results from the LCAP Community Survey that took place in March 2023, showed that the community would like lower class sizes and not have the 7th and 8th grade combined in a class.

Results from the LCAP Student Survey that took place in March 2023, showed that the student population liked the recent playground improvements and are hoping for better lunches in the future.

At the January Board Meeting, a community member shared that they did not agree with counseling being included in the LCAP. They spoke that they did not feel that Social Emotional Learning should be taught in schools.

Staff input was gathered during the March 1, 2023 staff meeting. During the meeting it was shared the draft action items and draft projections of cost per actions. Staff were very happy to see the addition of staff to support lower class sizes.

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

Goal 1, Action Item 11: Class Size, with staff input, this action item was created to address student needs. Staff shared that they felt that reducing the combination class will support student learning.

Goals and Actions

Goal

Goal #	Description
1	Strengthen academic achievement of all students including special populations.

An explanation of why the LEA has developed this goal.

Chicago Park's mission is to provide a well-rounded program that prepares students for 21st century success in all areas of academics by offering unique and individualized services in math, science, technology, and character development. We emphasize a safe and nurturing environment and graduate responsible students who respect and advocate for the rights of others.

With focusing full efforts into the academic success of students, the students will have a higher success in quality of life and have more opportunities for future successes. Since these are the core values of Chicago Park School, it is critical that the LEA have a goal that is centered around student success.

Based on the CAASPP score, LEA scored below State and County average in ELA, therefore LEA is focusing on intervention and supporting the delivery of mathematics and ELA.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
The number of students in grades 3-8 that achieve standards met or exceed in Math and ELA CAASPP testing will increase by 2% or more each year. The number of students in grades 5th and 8th that achieve	Math 39.73% ELA 51.1% CAST no baseline data 2018/2019	Math 32% ELA 53% CAST 44% 2020/2021	Math 41.17% ELA 44.12% CAST 34.62% 2021/2022		Math 45% ELA 57% CAST 45%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
standards met or exceed on the CAST testing will increase by 2% or more each year. Priority 4					
Maintain EL Reclassification Rate. Priority 4	No baseline data 2020/2021	No EL students enrolled 2021/2022	No EL students enrolled 2022/2023		100%
Students will have access to iReady for support and intervention. Teachers will use pupil outcomes to determine increased or improved services for students. Priority 8	100% students have access to iReady 2020/2021	100% students have access to iReady 2021/2022	100% students have access to iReady 2022/2023		100% students have access to iReady
All students will have access to no less than 100% highly qualified teachers. District will have zero misassignments. Priority 1	100% Highly Qualified 2020/2021	100% Highly Qualified 2021/2022	100% Highly Qualified 2022/2023		100% Highly Qualified
100% of students will gain no less than one level towards English	No EL students currently enrolled	No EL students currently enrolled	No EL students enrolled		100% if students are enrolled

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
proficiency on their ELPAC. Priority 4	2020/2021	2021/2022	2022/2023		
Students have access to 100% current broad course of study of standard based curriculum in Mathematics, ELA, Science, Social Studies, Music and Physical Education, including unduplicated pupils and exceptional needs students. Priority 1 and 7	100% 2020/2021	100% 2021/2022	100% 2022/2023		100%
District will have 100% implementation of academic content and performance standards adopted by the state board. Priority 2	100% 2020/2021	100% 2021/2022	100% 2022/2023		100%
100% of English learners have access to CCSS and ELD standards for the purpose of gaining academic content knowledge and	100% 2020/2021	No EL students currently enrolled 2021/2022	No EL students enrolled 2022/2023		100%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
English language proficeincey. Priority 2					

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Professional Developement	On-going Professional Development throughout year including Classified and Certificated Staff to create an inclusive environment for all students such as Academic Intervention Strategies and MTSS. Will include three release days for Certificated Staff to focus on peer observation and Professional Development.	$415.00	No
1.3	iReady	iReady program used for intervention strategies, as well as, mathematics and ELA diagnostics and assessments.	$1,641.00	Yes
1.5	Library	Expand fiction and non-fiction literature in library, in addition to, providing library support staff.	$1,282.00	Yes
1.6	Rtl	Intervention specialist teacher and aide to implement intervention strategies.	$6,865.00	Yes
1.7	IT Specialist	Support services from an IT Specialist will be available to assist teachers four days a week in general maintenance of school equipment and to assure it is up and running efficiently.	$7,891.00	Yes

Action #	Title	Description	Total Funds	Contributing
1.8	Enrichment	Enrichment activities to improve student engagement. For example, Agriculture Education, Physical Education, Music and Art.	$13,662.00	Yes
1.9	English Learner Support	Provide Paraeducator support in EL language development.		Yes
1.10	Foster Youth Support	Coordinate efforts with County Office to provide services for Foster Youth.		Yes
1.11	Class Size	Lower class sizes in grades Tk-8th and reduce combination classes.	$20,220.00	Yes

Goal Analysis [2022-23]

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

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

Each of the actions items in goal 1 supports the strengthening academic achievement of all students including special populations which is the focus of goal 1.

Particular success in the 2022-2023 on this goal were in implementing actions 1.6 (RtI) and 1.8 (Enrichment). Having an intervention specialist aide was a huge help and resource for the teachers and students. We ended up finding there was more need then we thought which the district is resolving by hiring a teacher to lower class size in TK/K and have afternoon intervention. With enrichment, we found offering garden education to all classes once a week, except for 4th and 5th which participated every other week, supported mental health and offered enrichment within the school day.

LEA struggled with 1.8 (Enrichment) in regard to music enrichment. With the lack of workforce, LEA was not able to obtain a credentialed music teacher.

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.

Action 1.1 was not fully expended due to finding a more budget friendly professional development. Action 1.5 was not fully expended due to a change in renewal fees and library book cost. Action 1.8 was not fully implemented due to the lack of applicants for a music teacher.

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

With Action 1.8, the district allocating 2 hours worth of salary toward the Sierra Harvest Garden Education program, LEA kept the expanded grade levels (TK-3rd and 6th-8th) served weekly and 4th-5th biweekly in the 2022-2023 school year. Not only does garden education (Agriculture) support science standards, it also supported students in their social and emotional health. According the the March Student Survey, students listed garden education as one of their top three things at Chicago Park School.

Based on our iReady initial assessment vs our mid-year assessment, Actions 1.3 and 1.6, the district saw growth due to the use of iReady for RtI and the support of an RtI aide that would work with students in small groups. Currently, 47% of the whole student body are at grade level or above in ELA and 29% in mathematics. Growth according to iReady, however, was much greater. There has been a 84% average growth in ELA and 58% in mathematics. See below for grade level breakdowns on percent of students with Improved Placement:
K: ELA 67%, Math 33%
1st: ELA 31%, Math 33%
2nd: ELA 42%, Math 16%
3rd: ELA 43%, Math 43%
4th: ELA 53%, Math 41%
5th: ELA 54%, Math 62%
6th: ELA 42%, Math 37%
7th: ELA 56%, Math 27%
8th: ELA 58%, Math 20%
After reviewing the data, it is shown that more intervention supports are needed.

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

Changed why box to say "Based on the CAASPP score, LEA scored below State and County average in ELA, therefore LEA is focusing on intervention and supporting the delivery of mathematics and ELA" instead of "Based on the CAASPP score, LEA scored below State and County average in mathematics, therefore LEA is focusing on intervention and supporting the delivery of mathematics" since intervention will cover both ELA and mathematics.
Action 1.1 Changed "team goal development" to "Professional Development."
Action 1.6 Changed "Intervention specialist aide to implement intervention strategies." to "Intervention specialist teacher and aide to implement intervention strategies."

Added Action 1.11, Class Size, Lower class sizes in grades Tk-8th and reduce combination classes.

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	Support an environment that ensures students and staff are healthy, safe, engaged, supported and challenged.

An explanation of why the LEA has developed this goal.

Chicago Park's mission is to provide a well-rounded program that prepares students for 21st century success in all areas of academics by offering unique and individualized services in math, science, technology, and character development. We emphasize a safe and nurturing environment and graduate responsible students who respect and advocate for the rights of others.

Chicago Park's core value is student success. A supportive environment that ensures students and staff are healthy, safe, engaged, supported and challenged is critical for student success. Since this is a huge focus on the values of the District, it is critical for it to be its own goal.

LEA is focusing on supporting students by creating a more inclusive environment by continuing with Responsive Classroom and maintaining school counselor hours to support students' social-emotional . To encourage good attendance, LEA will continue with attendance incentives.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Maintain facilities in good repair. Priority 1	100% 2020/2021	100% according Facility Inspection Tool (FIT) 2021/2022	100% according Facility Inspection Tool (FIT) 2022/2023		100%
Continue scheduling parent/teacher conferences for all students in the first trimester including	100% 2020/2021	100% parents offered a conference in October 2021 2021/2022	100% parents offered a conference in October 2022 2022/2023		100%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
unduplicated students and students with special needs. Priority 3					
District will conduct two surveys with parents of the school at least twice a year requesting input on decision making. Priority 3	None 2020/2021	3 surveys (Healthy Kids Survey, Covid-19 Masking Survey and Site Council/LCAP Survey) 61% parent participation rate 2021/2022	2 surveys (Healthy Kids Survey, and Site Council/LCAP Survey) 42% parent participation rate 2022/2023		15% of parents participate in surveys
P2 ADA rates. Priority 5	94.75% 2020/2021	92.58% 2021/2022	89.11% 2022/2023		95%
Suspension rate. Priority 6	3.1% 2020/2021	2.47% 2021/2022	3.5% 2022 Dashboard		2%
Expulsion rate. Priority 6	0% 2020/2021	0% 2021/2022	1 student 0.006% 2022/2023		0%
Lower chronic absenteeism rate. Priority 5	17.8% 2020/2021	20.72% 2021/2022	25% 2022 Dashboard		Less than 10%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
On-going use and training in Responsive Classroom to create a positive culture. Priority 6	1 training in year 2020-2021	1 training (Responsive Classroom Advance Training) 2021/2022	1 Training 2022/2023		2 trainings a year
Maintain a Middle School drop-out baseline 0%. Priority 5	0% 2020/2021	0% 2021/2022	0% 2022/2023		0%
Promote parental participation in programs including unduplicated pupils and individuals with exceptional needs. Priority 3	None 2020/2021	100% participated in at last one event 2021/2022	100% participated in at last one event 2022/2023		40% of parents participate in an event
District will conduct surveys, including but not limited to, District Community Survey and Healthy Kids Survey, with parents, pupils and teachers yearly to collect data around the sense of safety and school connectedness. Priority 6	None 2020/2021	3 surveys (Healthy Kids Survey, Covid-19 Masking Survey and Site Council/LCAP Survey) 61% parent participation rate 2021/2022	2 surveys (Healthy Kids Survey, and Site Council/LCAP Survey) 42% parent participation rate 2022/2023		15% of parents participate in surveys

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	Responsive Classroom	On going training for staff in Responsive Classroom to create an inclusive environment for students.		Yes
2.2	Attendance Incentives	Attendance incentives to encourage improved attendance rates.	$100.00	Yes
2.3	Playground Improvements	Maintain and improve outdoor environment to create an inviting and inclusive school.	$200.00	No
2.4	School Counselor	Provide School Counselor at .40 FTE	$6,179.00	No

Goal Analysis [2022-23]

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

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

Each of the actions items in goal 2 supports creating an environment that ensures students and staff are healthy, safe, engaging, supported and challenged which is the focus of goal 2.

Particular success in 2022-2023 on this goal were in implementing actions 2.3 (Playground Improvements) and 2.7 (School Counselor). Improving the playground made a more welcoming and a safer space for students. Adding a play structure to the campus increased student engagement with each-other. District also maintained the increase for the 2021-2022 School Counselor on campus to .4 FTE to add support for students' social and emotional health. The School Counselor is utilized for the entire time. It may benefit the district to add more time on for future years.

LEA did not have any struggles with any actions associated with goal 2.

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.

Action 2.1 was not fully expended due to a staff member being unable to attend due to a schedule conflict.

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

The district was impacted with many storms and sicknesses this year. Due to this, many families could not get their children to school. The hope is with immune systems improving, there will be a decease in absences in the future. Below are the district's attendance rates from the past few years:
2018-2019 94.31%
2019-2020 94.73%
2020-2021 98.37%
2021-2022 92.58%
2022-2023 89.11%
Using an attendance incentive (Action 2.2) helped encourage improvement in attendance rates.

Adding a play structure to the campus under Playground Improvements (Action 2.3) created a more inclusive playground for students. According to the student survey, 98.2% of students feel the school is a welcoming place, and 89.7% feel safe at recess.

Having our School Counselor (Action 2.4) on campus for .4FTE has continued to provide support for our students. She was able to provide small group and individual support for students. With the continued added time, she had been able to work with 3rd, 4th and 6th though 8th graders in groups by grade level which helped support the school environment, and their social/emotional heath. According to the Community Survey that was completed in March 2023, guardians responded that 69% felt that their child's social/emotional health is being supported while on campus, 88.7% feel that their child is safe on campus, and 80% are happy with the school environment.

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.

Changed why box to say "LEA is focusing on supporting students by creating a more inclusive environment by continuing with Responsive Classroom and maintaining school counselor hours to support students' social-emotional . To encourage good attendance, LEA will continue with attendance incentives " instead of "LEA is focusing on supporting students by creating a more inclusive environment with a new play structure, continuing with Responsive Classroom and increasing school counselor hours to support students' social-emotional . To encourage good attendance, LEA will continue with attendance incentives" since the play structure was already installed.

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

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

Projected LCFF Supplemental and/or Concentration Grants	Projected Additional LCFF Concentration Grant (15 percent)
$35,286	$0

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
9.81%	1.62%	$4,687.00	11.44%

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.

After assessing the needs of our low income, foster youth and English Learner students, we determined that there is a need for our unduplicated students to have access to high quality academic intervention services, technology and enrichment opportunities and social/emotional services. This need has been identified based on academic metrics and parent and staff input through surveys and meetings.

Based on low-income subgroup data from the CAASPP that shows low-income students achieving 7.49% higher in mathematics and only 2.46% less in ELA compared to all students, the following actions have been developed in Goal 1 to support proficiency in ELA and mathematics. We anticipate that by providing additional academic resources, access and support, academic performance will improve as measured by state and local academic assessments.

Action 1.3, iReady: This online intervention and assessment program will be utilized to provide individualized lessons to students in math and ELA.

Action 1.5, Library: We will expand our non-fiction library and provide support staff for students to increase interest in reading.

Action 1.6, RtI: Intervention specialist teacher and aide to implement intervention strategies.

Action 1.7, IT Specialist: Support services from an IT Specialist will be available to assist teachers with technology in the classroom.

Action 1.8, Enrichment: Enrichment activities will be provided to improve student engagement.

Action 1.11, Class Size: Lower class sizes in grades Tk-8th and reduce combination classes.

Based on low-income data from the local attendance system shows LEA's unduplicated students chronic absenteeism rate is 8.1% higher than all students. To help lower the rate, the following actions have been developed in Goal 2. We anticipate that by providing social services and additional supports to improve school climate students mental health will improve as measured by local surveys and the Dashboard.

Action 2.1, Responsive Classroom: Ongoing training will be provided for three teachers in the Responsive Classroom curriculum to create an inclusive environment for students.

Action 2.2, Attendance Incentives: Incentives for students to encourage school participation and attendance rates.

The actions identified will be principally directed toward and effective in meeting our goals and the needs of our unduplicated students. While we target these services toward this population of students, we recognize that there are students not identified as low-income, EL or foster youth but have similar demographic and/or academic needs; therefore, all students have access to these services as needed on an LEA-Wide basis.

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

The services discussed created for our unduplicated pupil population are increased over services provided to all students by the minimum proportionality percentage required in the 23/24 of 9.03% or $100,652. The carryover of 6.03% or $60,326 from the 22/23 year will be incorporated into future plans as we identify additional services based on student needs.

Action 1.9, English Learner Support: is a targeted action. Para-educator support will be provided when needed. Although we do not have EL students currently, we know that English Learners have difficulty learning at the same pace as thier peers due to language barriers, additional support for them will help them to keep up with learning the established curriculum. Providing this support will lead to improved academic performance, a reduction in learning gaps and increased English language proficiency measured by state testing. This action item will also make use prepared when we get one.

Action 1.10, Foster Youth Support: is a targeted action. Foster Youth students will receive additional support through the coordination of services with the County Office of Education. Services such as instructional materials, tutoring and mental health supports will be provided by the County Office as needed. Based on the fact that Foster Youth students have unique social/emotional barriers, supplemental services will help keep them focused on education during transitional times. These supports will lead to improved academic performance, a reduction in learning gaps and increased mental health as measured by academic metrics and student surveys. We will maintain this action and will be able to offer this service when needed.

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.

LEA does not have a high concentration (above 55%) of foster youth, English learners, and/or low-income students.

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

2023-24 Total Expenditures Table

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$35,406.00	$9,938.00	$6,440.00	$6,671.00	$58,455.00	$52,424.00	$6,031.00

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1.1	Professional Developement	All		$415.00			$415.00
1	1.3	iReady	English Learners Foster Youth Low Income	$1,641.00				$1,641.00
1	1.5	Library	English Learners Foster Youth Low Income	$1,282.00				$1,282.00
1	1.6	RtI	English Learners Foster Youth Low Income	$6,865.00				$6,865.00
1	1.7	IT Specialist	English Learners Foster Youth Low Income	$1,578.00			$6,313.00	$7,891.00
1	1.8	Enrichment	English Learners Foster Youth Low Income	$3,720.00	$3,502.00	$6,440.00		$13,662.00
1	1.9	English Learner Support	English Learners					
1	1.10	Foster Youth Support	English Learners Foster Youth Low Income					
1	1.11	Class Size	Low Income	$20,220.00				$20,220.00
2	2.1	Responsive Classroom	English Learners Foster Youth Low Income					

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
2	**2.2**	Attendance Incentives	English Learners Foster Youth Low Income	$100.00				$100.00
2	**2.3**	Playground Improvements	All		$200.00			$200.00
2	**2.4**	School Counselor	All		$5,821.00		$358.00	$6,179.00

2023-24 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
$359,621	$35,286	9.81%	1.62%	11.44%	$35,406.00	0.00%	9.85 %	**Total:**	$35,406.00
								LEA-wide Total:	$35,406.00
								Limited Total:	$0.00
								Schoolwide Total:	$0.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1.3	iReady	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$1,641.00	
1	1.5	Library	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$1,282.00	
1	1.6	RtI	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$6,865.00	
1	1.7	IT Specialist	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$1,578.00	
1	1.8	Enrichment	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$3,720.00	
1	1.9	English Learner Support	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools		

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	1.10	Foster Youth Support	Yes	Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools		
1	1.11	Class Size	Yes	LEA-wide	Low Income	All Schools	$20,220.00	
2	2.1	Responsive Classroom	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		
2	2.2	Attendance Incentives	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$100.00	

2022-23 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$43,242.00	$39,636.00

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	Professional Developement	Yes	$1,126.00	$830.00
1	1.3	iReady	Yes	$1,542.00	$1,558.00
1	1.5	Library	Yes	$1,581.00	$1,276.00
1	1.6	RtI	No	$6,591.00	$6,477.00
1	1.7	IT Specialist	Yes	$7,296.00	$7,638.00
1	1.8	Enrichment	Yes	$3,814.00	$521.00
1	1.9	English Learner Support	Yes		
1	1.10	Foster Youth Support	Yes		
2	2.1	Responsive Classroom	Yes	$887.00	$652.00
2	2.2	Attendance Incentives	Yes	$100.00	$95.00

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)
2	2.3	Playground Improvements	Yes	$14,476.00	$14,410.00
2	2.4	School Counselor	Yes	$5,829.00	$6,179.00

2022-23 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
$26,012.00	$25,201.00	$21,325.00	$3,876.00	0.00%	0.00%	0.00%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.1	Professional Developement	Yes	$1,126.00	$830.00		
1	1.3	iReady	Yes	$1,542.00	$1,558.00		
1	1.5	Library	Yes	$1,581.00	$1,276.00		
1	1.7	IT Specialist	Yes	$722.00	$614.00		
1	1.8	Enrichment	Yes	$3,814.00	$521.00		
1	1.9	English Learner Support	Yes				
1	1.10	Foster Youth Support	Yes				
2	2.1	Responsive Classroom	Yes	$887.00	$652.00		
2	2.2	Attendance Incentives	Yes	$100.00	$95.00		
2	2.3	Playground Improvements	Yes	$9,600.00	$9,600.00		
2	2.4	School Counselor	Yes	$5,829.00	$6,179.00		

2022-23 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
$288,698.00	$26,012.00	0.00%	9.01%	$21,325.00	0.00%	7.39%	$4,687.00	1.62%

Instructions

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).

    o **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.

    o 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)

    o   This amount is the total of the Planned Expenditures for Contributing Actions (LCFF Funds) column

- 5. Total Planned Percentage of Improved Services

    o   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)

    o   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

    o   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)

    o   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

    o 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)

    o 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 (%)

    o This amount is the total of the Planned Percentage of Improved Services column

- 8. Total Estimated Actual Percentage of Improved Services (%)

    o 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)

    o 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 %)

    o 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)

    o 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)

    o 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)

    o 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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