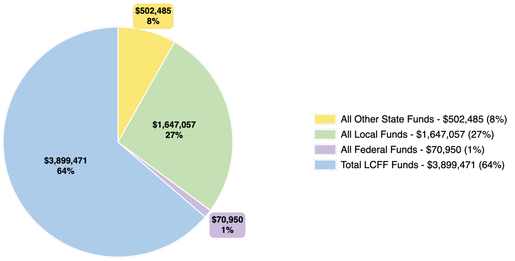
LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: San Carlos Charter Learning Center
CDS Code: 41690216112213
School Year: 2023-24
LEA Contact Information: Francis Dickinson | fdickinson@scclc.net | 650-508-7343

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).

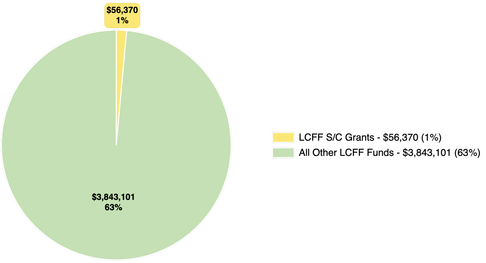
Budget Overview for the 2023-24 LCAP Year

Projected Revenue by Fund Source



Source	Funds	Percentage
All Other State Funds	$502,485	8%
All Local Funds	$1,647,057	27%
All Federal Funds	$70,950	1%
Total LCFF Funds	$3,899,471	64%

Breakdown of Total LCFF Funds



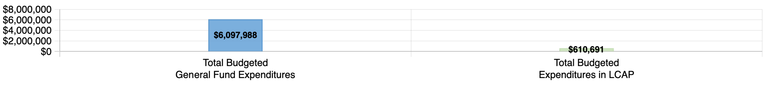
Source	Funds	Percentage
LCFF S/C Grants	$56,370	1%
All Other LCFF Funds	$3,843,101	63%

These charts show the total general purpose revenue San Carlos Charter Learning Center expects to receive in the coming year from all sources.

The total revenue projected for San Carlos Charter Learning Center is $6,119,963, of which $3,899,471 is Local Control Funding Formula (LCFF), $502,485 is other state funds, $1,647,057 is local funds, and $70,950 is federal funds. Of the $3,899,471 in LCFF Funds, $56,370 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

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



This chart provides a quick summary of how much San Carlos Charter Learning Center plans to spend for 2023-24. It shows how much of the total is tied to planned actions and services in the LCAP.

San Carlos Charter Learning Center plans to spend $6,097,988 for the 2023-24 school year. Of that amount, $610,691 is tied to actions/services in the LCAP and $5,487,297 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

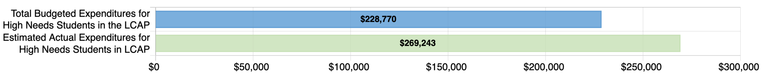
Our General Fund Budget is approximately $6m. Of this amount, only $610,691 is included in the LCAP (roughly 10%). The remaining 90% of our expenditures can be attributed to planned staffing and benefit expenses, books and supplies, district oversight fees, insurance, contracted services, and other operating expenses.

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

In 2023-24, San Carlos Charter Learning Center is projecting it will receive $56,370 based on the enrollment of foster youth, English learner, and low-income students. San Carlos Charter Learning Center must describe how it intends to increase or improve services for high needs students in the LCAP. San Carlos Charter Learning Center plans to spend $343,377 towards meeting this requirement, as described in the LCAP.

Update on Increased or Improved Services for High Needs Students in 2022-23

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



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

In 2022-23, San Carlos Charter Learning Center's LCAP budgeted $228,770 for planned actions to increase or improve services for high needs students. San Carlos Charter Learning Center actually spent $269,243 for actions to increase or improve services for high needs students in 2022-23.

Instructions

LCFF Budget Overview for Parents Data Entry Instructions

These instructions are for the completion of the Local Control Funding Formula (LCFF) Budget Overview for Parents.
**NOTE:* The "High Needs Students" referred to below are Unduplicated Students for LCFF funding purposes.

LEA Information

The LEA must enter the LEA name, county district school (CDS) code (14 digits), and LEA contact information (name, phone number and email address) in the corresponding blue boxes.

Coming School Year: This information is automatically generated.

Current School Year: This information is automatically generated.

Projected General Fund Revenue for the 2022–23 School Year

All amounts should be entered in the boxes below the corresponding amount title. The coming school year (as indicated above) means the fiscal year for which an LCAP is adopted or updated by July 1.

- *Total LCFF Funds:* This amount is the total amount of LCFF funding (including supplemental & concentration grants) the LEA estimates it will receive pursuant to California Education Code (EC) sections 2574 (for county offices of education) and 42238.02 (for school districts and charter schools), as applicable for the coming school year. This amount is the amount indicated in the Standardized Account Code Structure (SACS) Budget Fund Form 01, Column F, row A.1 (LCFF Sources).
- *LCFF Supplemental & Concentration Grants:* This amount is the total amount of LCFF supplemental and concentration grants the LEA estimates it will receive on the basis of the number and concentration of low income, foster youth, and English learner students as determined pursuant to California Code of Regulations, Title 5 (5 CCR) Section 15496(a)(5), pursuant to EC sections 2574 and 42238.02, as applicable for the coming school year.
- *All Other State Funds:* This amount is the total amount of other state funds (do not include LCFF funds) the LEA estimates it will receive.
- *All Local Funds:* This amount is the total amount of local funds and entitlements the LEA estimates it will receive.
- *All Federal Funds:* This amount is the total amount of federal funds (including all Every Student Succeeds Act Title funds) the LEA estimates it will receive.

The total of the Projected General Fund Revenue should equal the amount indicated in the SACS Budget Fund Form 01, Column F, row A.5 (Total Revenues).

- *Brief description for General Fund Expenditures:* Briefly describe any of the General Fund Budget Expenditures for the current school year that are not included in the Local Control and Accountability Plan. The LEA's response for this prompt is limited to 450 characters.

Total Budgeted Expenditures for the 2022–23 School Year

- *Total Budgeted General Fund Expenditures:* This amount is the LEA's total budgeted General Fund expenditures for the coming school year as indicated on SACS Budget Fund Form 01, column F, Row B.9 (Total Expenditures). The General Fund is the main operating fund of the LEA and accounts for all activities not accounted for in another fund. All activities are reported in the General Fund unless there is a compelling reason to account for an activity in another fund. For further information please refer to the California School Accounting Manual (http://www.cde.ca.gov/fg/ac/sa/). (Note: For some charter schools that follow governmental fund accounting, this amount is the total budgeted expenditures in the Charter Schools Special Revenue Fund. For charter schools that follow the not-for-profit accounting model, this amount is total budgeted expenses, such as those budgeted in the Charter Schools Enterprise Fund.)
- *Total Budgeted Expenditures in the LCAP:* This is the total amount of budgeted expenditures for the planned actions to meet the goals included in the LCAP for the coming school year.
- *Total Budgeted Expenditures for High Needs Students in the LCAP:* This is the total amount of the LCFF funds budgeted to implement the planned actions and services included in the LCAP that are identified as contributing to the increased or improved services for high needs students pursuant to EC Section 42238.07.
- *Expenditures Not in the LCAP:* This amount is automatically calculated.
- *Brief description for High Needs Students:* If the amount in "Total Budgeted Expenditures for High Needs Students in the LCAP" is less than the amount in "LCFF Supplemental & Concentration Grants", a prompt will appear and the LEA must provide a brief description of the additional actions it is taking to meet its requirement to increase or improve services for high needs students.
  Note: If no prompt appears, the LEA is not required to supply a description.

Expenditures for High Needs Students in the 2021–22 School Year

- *Total Budgeted Expenditures for High Needs Students in the LCAP:* This is the total amount of the LCFF funds budgeted to implement the planned actions and services included in the LCAP that are identified as contributing to the increased or improved services for high needs students pursuant to EC Section 42238.07 for the current school year.
- *Actual Expenditures for High Needs Students in the LCAP:* This is the total of the estimated actual expenditures of LCFF funds to implement the actions and services included in the LCAP that are identified as contributing to the increased or improved services for high needs students pursuant to EC Section 42238.07, as reflected in the Annual Update for the current LCAP year.
- *Brief description for actual expenditures for high needs students:* If the amount in "Total Budgeted Expenditures for High Needs Students in the LCAP" for the 2021–22 school year is greater than the amount in "Actual Expenditures for High Needs Students in LCAP", a prompt will appear and the LEA must provide a brief description of how the difference impacted the actions and services and overall increased or improved services for high needs students in the current fiscal year pursuant to EC Section 42238.07.
  Note: If no prompt appears, the LEA is not required to supply a description.

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
San Carlos Charter Learning Center	Jessica Gomez-Ortiz Executive Director	jessicagomez@slcsd.org 650-508-7243

Plan Summary 2023-24

General information

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

San Carlos Charter (SCC) is a K-8 Public Charter School with a constructivist philosophy. We are a community that cultivates a lasting love of learning and encourages people to be their authentic selves with meaningful impact.

At San Carlos Charter, we are at heart and soul a community. We believe that our students thrive in a safe, caring environment where they are known and supported by their teachers and peers. We believe that our students are capable of meaningful work and are ready to take on challenges that are relevant to their lives and communities. We believe that our students are curious, creative, and capable of self-directed learning, and have a natural curiosity. Our community fosters a sense of belonging and trusts learners to exercise their voice.

Our students are prepared for the 21st Century and beyond, a time when we are in a rapidly changing world. The 21st Century presents many challenges and opportunities for our students. We believe that our students are capable of meaningful work and are ready to take on challenges that are relevant to their lives and communities. We believe that our students are curious, creative, and capable of self-directed learning, and have a natural curiosity. Our community fosters a sense of belonging and trusts learners to exercise their voice.

Reflections: Successes

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

SCC continued to implement the majority of actions listed in our LCAP, including further development of our MTSS program that includes universal screening that sets interventions and support for students, Social and an Ed Specialist team hired to provide support for students, and a Director of Student Services.

Despite relocating circumstances such as COVID-19 and multiples, parents remained engaged in with a strength of our school, allowing us to implement enrichment and experiential learning opportunities for our students. We also continued our efforts to provide our students with a high quality, rigorous, and relevant curriculum. We continued our efforts to provide a critical environment for our students to be successful.

Reflections: Identified Need

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

According to our Dashboard, our English Learners (EL) and Hispanic students fell back in the 22-23 school year. While COVID-19, SVU, and EL substitutes were large contributing factors (lower and more frequent substitute teachers), we believe that our EL students need more support in their English learning and have hired a bilingual Instructional Aide to support EPC and most highest number of English Learners.

Although our Dashboard shows a decline in chronic absenteeism, our Dashboard shows that our students need more support feeling seen by their educators (EPC) and most highest number of English Learners.

LCAP Highlights

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

As we enter the third and final year of the LCAP cycle, we'll continue our work toward the following organizational goals:
GOAL 1: CONTINUE EXPLORING OUR MISSION AND VISION TO ENSURE LEARNING, LEADERSHIP, AND EQUITY
GOAL 2: ENGAGE STAKEHOLDERS
GOAL 3: FAMILIES feel connected to the SCC community and serve as partners and co-collaborators in their child's learning and development
GOAL 4: STAFF feel connected to the SCC community and thrive
GOAL 5: ENSURE our students, staff, and community members have access to materials and equipment to be advocates for themselves and for others.
GOAL 6: DEVELOPING AND IMPLEMENT SCC's sustainable vision 2030

Comprehensive Support and Improvement

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

Schools Identified

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

N/A

Support for Identified Schools

A description of how the LEA 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 description of the process in which educational partners were informed and how their engagement was considered before finalizing the LCAP.

As a new school LEA, our stakeholder involvement is very targeted and we have been very intentional about our efforts to solicit feedback on our different needs and initiatives. The Director of Operations, Director of Student Services, and Executive Director have been meeting with our Leadership Team, Staff, Parents, and Board members to solicit feedback on our current initiatives, organizational collaboration, and what we need to identify the needs and strategies leading into innovation and improvement.

A summary of the feedback provided by specific educational partners.

Our Leadership Team identified the following needs: Student mental health and social emotional learning, Staff reported seeking more professional development around teaching about race and equity, Parents reported seeking more communication and more opportunities to be involved, Board reported feeling seen by their educators (EPC) and most highest number of English Learners.

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

Goals were derived from the strategic planning process that involved extensive stakeholder input. The goals were selected, refined, and tweaked based on initial feedback from stakeholders over the summer of 2022, with additional feedback being solicited and incorporated throughout the year with ongoing and cyclical process and organizational sustainability.

Goals and Actions

Goal

Goal #	Description
Goal 1	GOAL 1: CONTINUE EXPLORING our mission and vision through innovation, collaboration, and critical thinking. By implementing this goal, our learners will better understand themselves as people who can make a difference in their community. This goal will ensure that our students are prepared for the 21st Century and beyond, a time when we are in a rapidly changing world. The 21st Century presents many challenges and opportunities for our students. We believe that our students are capable of meaningful work and are ready to take on challenges that are relevant to their lives and communities. We believe that our students are curious, creative, and capable of self-directed learning, and have a natural curiosity. Our community fosters a sense of belonging and trusts learners to exercise their voice.

An explanation of why the LEA has developed this goal.

Problem solving, collaboration, and critical thinking are essential 21st century competencies according to the World Economic Forum. The Future Jobs Report findings include complex problem solving, critical thinking and analysis, and creativity as three of the top 10 skills needed in the workplace by 2025. We believe that our students need more opportunities to practice these skills and have identified as our highest need. We also believe that our students need more opportunities to be creative and to see themselves as people who can make a difference in their community.

While Project/Problem Based Learning (PBL) problem-solving, collaboration, and critical thinking are happening throughout SCC classrooms, practices are varied and not all implementation practices are equitable. We want to ensure that our students have access to high quality PBL opportunities that are equitable and aligned to our mission and vision. In order to create equitable opportunities for all students, we need to be curating current best practices, creating common definitions, and baseline practices. Therefore, while these practices currently exist, we start with a baseline of zero as we develop our common practices.

Due to the shift in school leadership and staff turnover, our team is starting or recrafting our multi-year assessment configurations and curating curriculum for each configuration, as well as incorporating our vision and research into the curriculum. We are also starting to align curriculum and tasks to the intersection of academic standards (school, district, state) and our mission and vision. We want to ensure that our students are prepared for the 21st Century and beyond, a time when we are in a rapidly changing world. The 21st Century presents many challenges and opportunities for our students.

Measuring and Reporting Results

Metric #	Description	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023-24
Grade-level configuration alignment to mission/vision and California Standards	2021-22 grade-level configuration	Grade-level configuration recommendation	Grade-level configuration recommendation and collaboration plan completed for 2022-23 school year	Grade-level configuration recommendation and collaboration plan completed for 2023-24 school year		Implementation of year-specific grade-level configuration and curriculum
Record curriculum alignment to academic standards and mission/vision	2021-22 curriculum sample	Preparing to pilot standards-aligned curriculum	Grade 6 educators piloted standards-aligned curriculum	(Intermediate) (Blank)		K-8 Standards-based report card and curriculum
PBL Teams aligned with new grade-level configuration	Current PBL implementation calendar (date & standards)	(Blank)	Units and associated projects mapped to 2022-23 school year	(Intermediate) (Blank)		Implement problem/project based learning (PBL) that includes the integration of 21st Century skills, social emotional learning, and equitable practices

Actions

Action #	Title	Description	Total Funds	Contributing
Action #1	Curriculum Advocates	Educators will meet as a K-8 team to realign curricular backing K-8 competencies and norming on rigorous, standards-based, and equitable curriculum and implementation practices.	$1,200.00	No
Action #2	Outcomes	Determine learner outcomes for each configuration, rubrics, etc.	$1,200.00	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.

We were able to implement most of our actions as planned. We did have to shift our focus to the grant in slightly different ways. We grade-associate (school-wide/cross-grade) planning, our PD, and our curriculum alignment work all ended up being more focused on our Science of Reading work than we had initially planned for our focus in 22-23.

Last year's LCAP mentioned the grant but specifically our PBL and aligning them to grade-level standards. While identifying projects for our entry to grades 6-8 and 9-12 was a part of the implementation process, our development and implementation focused more on our grade-level and school-wide collaboration and curriculum alignment, which was the foundation for our PBL work. We plan to begin our PBL work in 23-24 with our 6th grade teams, and we'll continue to scale up our work in 24-25 and beyond.

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

We were able to hone our school-wide curriculum and our school-wide collaboration and we move into the 2023-24 school year. We intended discussions to collaborate on integrating our two-year cycles for the new 23 and 4th grade level cohort. It is amazing that our professionals could put off this configuration change the school year.

We were able to create our Science of Reading plan and our 6th grade PBL plan. We were able to create our 6th grade PBL plan and our Science of Reading plan, which is a foundation for our 3rd grade work, in K.

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.

SCC engaged deeply reflection around our strategic plan process in 2022. Some of last year's LCAP goals, metrics, etc. will appear in the new LCAP however, our primary objective is to align the LCAP and the strategic plan work moving forward.

Goal

Goal #	Description
Goal 2	GOAL 2: ENGAGE STAKEHOLDERS to ensure our students are prepared for the 21st Century and beyond, a time when we are in a rapidly changing world. The 21st Century presents many challenges and opportunities for our students. We believe that our students are capable of meaningful work and are ready to take on challenges that are relevant to their lives and communities. We believe that our students are curious, creative, and capable of self-directed learning, and have a natural curiosity. Our community fosters a sense of belonging and trusts learners to exercise their voice.

An explanation of why the LEA has developed this goal.

Our students, our families, our staff, our community members, our partners, our board members, and our leadership team are all stakeholders in our school community. We want to be able to provide our learners with a high quality, rigorous, and relevant curriculum. We want our students to be able to provide our learners opportunities and experiences that are meaningful and relevant to our students. We want our students to be able to provide our learners with a safe, caring, and supportive environment. We want our students to be able to provide our learners with a school community that is a critical environment that is willing to be self-reflective. We want our students to be able to provide our learners with a school community that is a critical environment that is willing to be self-reflective.

Measuring and Reporting Results

Metric #	Description	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023-24
Universal Screening	Implementation of MTSS, Tiered 1-3 participation in all students	50% of students participate in Tiered 1-3 interventions	100% of students participate in Tiered 1-3 interventions	100% of students participate in grades 2-8 (Intermediate) (Blank)	(Intermediate) (Blank)	100% universal screening and intervention for all students
Record curriculum alignment to academic and ethnic studies standards	2021-22 report cards	Preparing to pilot standards-aligned curriculum	The 6th-grade educators piloted standards-aligned curriculum	(Intermediate) (Blank)	(Intermediate) (Blank)	K-8 Standards-based report card and curriculum
Grade-level growth	(Blank)	(Blank)	100% of learners made grade-level growth in ELA and math	(Intermediate) (Blank)	(Intermediate) (Blank)	100% of learners make grade-level growth in ELA and math

Actions

Action #	Title	Description	Total Funds	Contributing
Action #1	MTSS	Implement a robust Multi-Tiered Systems of Support Team and Program.	$73,961.00	Yes
Action #2	Universal Screening	Provide universal screening to all students to identify learner needs and inform instructional practices.	$10,000.00	Yes
Action #3	Universal Screening	Continue utilizing software system to incorporate longitudinal data from multiple sources to inform instructional practices. Provide training and support for educators to use data to inform instructional practices.	$10,000.00	Yes
Action #4	Needs Assessment	Complete a needs assessment for inclusion instructional practices.	$0.00	Yes
Action #5	Professional Development	Provide professional development around inclusion practices to support the development of strategies, differentiation, restorative practices, engagement strategies, and other inclusion practices.	$12,000.00	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.

We were able to implement most of our actions as planned. We did have to shift our focus to the grant in slightly different ways. We grade-associate (school-wide/cross-grade) planning, our PD, and our curriculum alignment work all ended up being more focused on our Science of Reading work than we had initially planned for our focus in 22-23.

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

Expenditures on an MTSS coordination and specialist were budgeted to be in the amount of $100,000 but actual expenditures were in the amount of $73,961.

Universal Screener fees were purchased for math intervention, but we didn't open the full $10,000 set aside for math intervention programs.

We were able to use our Universal Screener to inform our MTSS coordination and Learner Team work on Grade Levels.

We spent well over budget on professional development as we pushed to have all educators K-2 trained in Orton Gillingham, a structured literacy program. ($11,200 spent versus a budget of $5000.)

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

We are a free region rather than the small cohort we were grant-funded with program. We are working with and developing learner-to-intervention to all students regardless through the use of our universal screener.

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.

At the end of the school year, we evaluated the software packages we are using for instruction and intervention. The staff identified two tools we no longer need to purchase and will look to reallocate those funds toward more needed supports.

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.

Goal

Goal #	Description
Goal 3	GOAL 3: FAMILIES feel connected to the SCC community and serve as partners and co-collaborators in their child's learning and development. Families are essential to our students' success and we want our families to feel connected to our community. We want our families to be able to provide our learners with a safe, caring, and supportive environment. We want our families to be able to provide our learners with a school community that is a critical environment that is willing to be self-reflective. We want our families to be able to provide our learners with a school community that is a critical environment that is willing to be self-reflective. Supporting our parents, our families, our learners, their parents, and other household members will be engaged in and feel a sense of belonging in our community. We want our families to be able to provide our learners with a school community that is a critical environment that is willing to be self-reflective.

An explanation of why the LEA has developed this goal.

Our students need their families to be connected to our community and serve as partners and co-collaborators in their child's learning and development. Families are essential to our students' success and we want our families to feel connected to our community. We want our families to be able to provide our learners with a safe, caring, and supportive environment. We want our families to be able to provide our learners with a school community that is a critical environment that is willing to be self-reflective. Supporting our parents, our families, our learners, their parents, and other household members will be engaged in and feel a sense of belonging in our community. We want our families to be able to provide our learners with a school community that is a critical environment that is willing to be self-reflective.

Measuring and Reporting Results

Metric #	Description	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023-24
Number of families who self-identify as being connected to SCC	3rd quarter survey	(Blank)	Not learned first specifically	Not learned first specifically (Intermediate) (Blank)	(Intermediate) (Blank)	50% or more of families self-identify as being connected to SCC
Number of parent volunteer hours	3rd quarter survey	(Blank)	Not learned first specifically	Not learned first specifically (Intermediate) (Blank)	(Intermediate) (Blank)	100 or more hours

Actions

Action #	Title	Description	Total Funds	Contributing
Action #6	Family Connection	Continue to leverage a volunteer coordinator to organize active parent participation in SCC events and activities. Volunteer Coordinator: $45,000	$45,000.00	No
Action #7	New Family Onboarding Process	Revise new family onboarding process to include family education series, regular together gatherings, and a mentor family program that facilitates the high connection with veteran families and the greater school community.	$11,000.00	No
Action #8	Family Engagement Opportunities	Provide meaningful ways for families to connect with the school and each other and support their participation in school events and activities. Provide a minimum of 3 events per year. Provide a minimum of 3 Coffee Conversations. Budget for 2023 Media Newsletter, MAD Communication subscription, and other materials.	$5,000.00	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.

Action 7: Family Engagement Committee
Although we did not have a volunteer coordinator working in concert with our Parent Association Team (PPC) and other groups such as the enrichment team and seminar leads to support engagement, it did not happen.

Action 2: New Family Onboarding Process
We were able to begin our new onboarding process whereby our enrichment process and record keepers for volunteers brought us $10, $50,000 (planned: $15,000 spent)

Action 3: Family Engagement Opportunities
Although we did not have a volunteer coordinator, SCC spent to keep our families up to date with school information and information. We budgeted $10,000 for a family survey but were unable to complete the survey. We budgeted $5,000 for a family engagement event, but we did not have the staff bandwidth to host this event. We were able to host a gather-back event. We were able to host an enrichment and student presentations for the creation of the school.

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

Planned survey funds were not used and were a flat survey tool.
Although we did not have a volunteer coordinator, we were able to hold to provide a night other. Great volunteer education evenings on volunteering were hosted by administrators and recruitment on such to the school.

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

Our volunteer coordinator continues to be a vital piece to our engagement and support. This year the total number of volunteer hours recorded by our families required 10 before employee support. Yet the volunteer coordinator without our volunteer meals program lost most of the 2022-23 school year with parent retention.

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.

It is worth noting that the volunteer meals program was a bottom in our volunteering system this year, as much as that we hoped it would bolster another end of the school year. We are budgeting for a volunteer meals program.

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.

Goal

Goal #	Description
Goal 4	GOAL 4: STAFF feel connected to the SCC community and thrive. Our students are prepared for the 21st Century and beyond, a time when we are in a rapidly changing world. The 21st Century presents many challenges and opportunities for our students. We believe that our students are capable of meaningful work and are ready to take on challenges that are relevant to their lives and communities. We believe that our students are curious, creative, and capable of self-directed learning, and have a natural curiosity. Our community fosters a sense of belonging and trusts learners to exercise their voice.

An explanation of why the LEA has developed this goal.

Our students need their teachers to be able to provide our learners with a safe, caring, and supportive environment. We want our teachers to be able to provide our learners with a school community that is a critical environment that is willing to be self-reflective. We want our teachers to be able to provide our learners with a school community that is a critical environment that is willing to be self-reflective. We want our teachers to be able to provide our learners with a school community that is a critical environment that is willing to be self-reflective.

Measuring and Reporting Results

Metric #	Description	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023-24
Percent of staff, learners, families demonstrating a sense of belonging to the community	Staff survey	(Blank)	(Blank)	(Intermediate) (Blank)	(Intermediate) (Blank)	100%
Percent of core time model implemented to support student and staff wellness	Set yet tracked	Core run yet available	Core run yet available	Core run yet available	(Intermediate) (Blank)	100%

Actions

Action #	Title	Description	Total Funds	Contributing
Action #9	Professional Development/Coaching	Provide professional development and/or parent education to support the development of a growth mindset and other professional development.	$5,000.00	No
Action #10	Policy and Practice Review	Review key policies, and practices with an anti-racist, inclusive, and culturally responsive lens. Budgeting $2,000 is entirely set for the center of our charter renewal process in the 23-24 school year.	$2,000.00	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.

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

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

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.

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.

Goal

Goal #	Description
Goal 5	GOAL 5: ENSURE our students, staff, and community members have access to materials and equipment to be advocates for themselves and for others. By fulfilling this goal, we will improve staff and learner retention and increase a sense of belonging among all our stakeholders. Long-term, by improving this goal, we will increase our school's reputation and our ability to attract and retain students, families, and staff members.

An explanation of why the LEA has developed this goal.

Our students need their teachers to be able to provide our learners with a safe, caring, and supportive environment. We want our teachers to be able to provide our learners with a school community that is a critical environment that is willing to be self-reflective. We want our teachers to be able to provide our learners with a school community that is a critical environment that is willing to be self-reflective. We want our teachers to be able to provide our learners with a school community that is a critical environment that is willing to be self-reflective.

Measuring and Reporting Results

Metric #	Description	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023-24
Chronic and Acute absences	22-23 data	(Blank)	(Blank)	(Intermediate) (Blank)	(Intermediate) (Blank)	5%

Actions

Action #	Title	Description	Total Funds	Contributing
Action #11	Leadership Pipeline	Provide leadership opportunities for staff that engage learners in house teams to foster peer support and leadership. Budget for professional development for 23-24 school year is $20,000.	$18,214.00	No
Action #12	Educator Pipeline	Create a "pipeline" for existing and future community members to pursue a teaching credential and become educators at our school. Budget for 23-24 school year is $10,000 for a cohort model. Budget for 24-25 is to increase that professional capacity to staff and learners who teach. Teacher Induction: $7,000 - $10,000 per teacher. Budget for 23-24 school year is $7,000 for one teacher. Budget for 24-25 is $10,000 for 2 teachers.	$19,000.00	No
Action #13	Compensation Review	Review our current educator and staff compensation systems to ensure equity and alignment to our core values.	$0.00	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.

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

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

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.

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.

2023-24 Contributing Actions Tables

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the School Year
$2,761,111.00	$96,639.00	3.5%	0.00%	$0.00	3.5%

The Additional Concentration Grant Add-on Funds Calculation

Staff to enrolled students for Low Income, English Learners, and Foster Youth students	Schools with a student enrollment of 55 students or less	Schools with a student concentration of 55 percent or more
1:27		

Staff to enrolled students for all students	Schools with a student enrollment of 55 students or less	Schools with a student concentration of 55 percent or more
1:22		

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

Projected LCFF Base Grant	Projected LCFF Supplemental and/or Concentration Grants	Projected Additional LCFF Concentration Grant (15 percent)
$2,761,111.00	$96,639.00	$0.00

Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
3.5%	0.00%	$0.00	3.5%

The Additional Concentration Grant Add-on Funds Calculation

Staff to enrolled students for Low Income, English Learners, and Foster Youth students	Schools with a student enrollment of 55 students or less	Schools with a student concentration of 55 percent or more
1:27		

Staff to enrolled students for all students	Schools with a student enrollment of 55 students or less	Schools with a student concentration of 55 percent or more
1:22		

2023-24 Total Planned Expenditures Table

LCAP Year	1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the School Year
2023-24	$2,761,111.00	$96,639.00	3.5%	0.00%	$0.00	3.5%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$1,200,000.00	$0.00	$0.00	$0.00	$1,200,000.00	$1,200,000.00	$0.00

Goal #	Action #	Action Title	Student Group(s)	Location	Time span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1	Curriculum Advocates	All	All schools	2023-24	$1,200.00	$0.00	$1,200.00	$0.00	$0.00	$0.00	$1,200.00
1	2	Outcomes	All	All schools	2023-24	$1,200.00	$0.00	$1,200.00	$0.00	$0.00	$0.00	$1,200.00

2022-23 Annual Update Table

Totals	Prior Year Total Estimated Actual Expenditures	Prior Year Total Estimated Actual Percentage of Improved Services
Totals	$444,417.00	0.00%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Prior Year Expenditures: Estimated Actual Expenditures	Prior Year Estimated Actual Percentage of Improved Services
1	1	MTSS	Yes	$73,961.00	0%
1	2	Universal Screening	Yes	$10,000.00	0%
1	3	Universal Screening	Yes	$10,000.00	0%
1	4	Needs Assessment	No	$0.00	0%
1	5	Professional Development	Yes	$12,000.00	0%
2	6	Family Connection	No	$45,000.00	0%
2	7	New Family Onboarding Process	No	$11,000.00	0%
2	8	Family Engagement Opportunities	No	$5,000.00	0%
3	9	Professional Development/Coaching	No	$5,000.00	0%
3	10	Policy and Practice Review	No	$2,000.00	0%
4	11	Leadership Pipeline	No	$18,214.00	0%
4	12	Educator Pipeline	No	$19,000.00	0%
4	13	Compensation Review	No	$0.00	0%

2022-23 Contributing Actions Table

4. Projected LCFF Base Grant	5. Projected LCFF Supplemental and/or Concentration Grants	6. LCFF Carryover — Percentage	7. Total Percentage to Increase or Improve Services for the School Year	8. Total Estimated Actual Expenditures for Contributing Actions	9. Total Estimated Actual Percentage of Improved Services	Planned Percentage of Improved Services for the School Year (Subtract 7 from 8)
$2,761,111.00	$96,639.00	0.00%	3.5%	$97,961.00	0.00%	3.5%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Prior Year Expenditures: Estimated Actual Expenditures	Prior Year Estimated Actual Percentage of Improved Services
1	1	MTSS	Yes	$73,961.00	0%
1	2	Universal Screening	Yes	$10,000.00	0%
1	3	Universal Screening	Yes	$10,000.00	0%
1	4	Needs Assessment	No	$0.00	0%
1	5	Professional Development	Yes	$12,000.00	0%
2	6	Family Connection	No	$45,000.00	0%
2	7	New Family Onboarding Process	No	$11,000.00	0%
2	8	Family Engagement Opportunities	No	$5,000.00	0%
3	9	Professional Development/Coaching	No	$5,000.00	0%
3	10	Policy and Practice Review	No	$2,000.00	0%
4	11	Leadership Pipeline	No	$18,214.00	0%
4	12	Educator Pipeline	No	$19,000.00	0%
4	13	Compensation Review	No	$0.00	0%

Year's Goal #	Year's Action #	Action Title	Contributed to Increased or Improved Services?	Last Year's Total Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1	Curriculum Articulation	No	$8,500.00	$0.00
1	2	Outcomes	No	$0.00	$0.00
2	1	MTSS: Implement a robust Multi-Tiered Systems of Support Team and Program.	Yes	$68,000.00	$68,000.00
2	2	Intervention: Provide academic and mental health supports to respond to needs assessed through the MTSS process.	Yes	$141,220.00	$169,387.00
2	3	Assessment and Universal Screening: Provide benchmark assessments to progress monitor learner grade level performance and inform instruction and intervention.	Yes	$9,300.00	$11,858.00
2	4	Technology: Continue utilizing software system to incorporate longitudinal data from multiple sources to support data analysis disaggregated at different levels to inform instruction and intervention and create a digital portfolio system to capture key learner work.	Yes	$5,000.00	$4,770.00
2	5	Needs Assessment: Complete needs assessment for inclusive instructional practices.	Yes	$0.00	$0.00
2	6	Professional Development: Provide professional development on universal design for learning/tier one instructional strategies, differentiation, restorative practices, engagement strategies, and other inclusive instructional strategies.	Yes	$5,250.00	$11,319.00
3	1	Family Engagement Committee: Establish a Family Engagement Committee to compile and assess the current family education curriculum.	No	$20,400.00	$0.00
3	2	New Family Onboarding Process: Revise new family onboarding process to include family education series, regular targeted communication throughout the first year at Charter, and events and activities that foster connection with veteran families and the greater school community.	No	$5,000.00	$10,599.05
3	3	Family Engagement Opportunities: Provide meaningful ways for families to connect with the school and each other and support effective communication between the school and families.	No	$3,400.00	$1,652.00
4	1	Professional Development: Provide professional development to support the development of anti-racist/antibias curriculum, strategies, and policies.	Yes	$10,000.00	$2,950.00
4	2	Curriculum, Policy, & Practice Review: Review key policies, practices, and curricula with an anti-racist, inclusive, and culturally responsive lens.	Yes	$10,000.00	$0.00
5	1	Professional Development and Leadership Pipeline	No	$10,000.00	$0.00
5	2	Teacher Pipeline: New Teacher Induction	No	$14,500.00	$0.00
5	3	Compensation Review	No	$0.00	$0.00

2022-23 Contributing Actions Annual Update Table

Totals	6. Estimated Actual LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 4 from 7)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Actual Percentage of Improved Services (%)	Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)
Totals	$37,283.00	$248,770.00	$272,193.00	$-23,423.00	0.00%	0.00%	0.00%

Last Year's Goal #	Last Year's Action #	Action Title	Contributed to Increased or Improved Services?	Last Year's Total Planned Expenditures for Contributing Actions(LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services (%)	Estimated Actual Percentage of Improved Services (Input Percentage)
2	1	MTSS: Implement a robust Multi-Tiered Systems of Support Team and Program.	Yes	$68,000.00	$71,909.00	0.00%	0.00%
2	2	Intervention: Provide academic and mental health supports to respond to needs assessed through the MTSS process.	Yes	$141,220.00	$169,387.00	0.00%	0.00%
2	3	Assessment and Universal Screening: Provide benchmark assessments to progress monitor learner grade level performance and inform instruction and intervention.	Yes	$9,300.00	$11,858.00	0.00%	0.00%
2	4	Technology: Continue utilizing software system to incorporate longitudinal data from multiple sources to support data analysis disaggregated at different levels to inform instruction and intervention and create a digital portfolio system to capture key learner work.	Yes	$5,000.00	$4,770.00	0.00%	0.00%
2	5	Needs Assessment: Complete needs assessment for inclusive instructional practices.	Yes	$0.00	$0.00	0.00%	0.00%
2	6	Professional Development: Provide professional development on universal design for learning/tier one instructional strategies, differentiation, restorative practices, engagement strategies, and other inclusive instructional strategies.	Yes	$5,250.00	$11,319.00	0.00%	0.00%
4	1	Professional Development: Provide professional development to support the development of anti-racist/antibias curriculum, strategies, and policies.	Yes	$10,000.00	$2,950.00	0.00%	0.00%
4	2	Curriculum, Policy, & Practice Review: Review key policies, practices, and curricula with an anti-racist, inclusive, and culturally responsive lens.	Yes	$10,000.00	$0.00	0.00%	0.00%

2022-23 LCFF Carryover Table

Totals	9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover - Percentage (Input Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 plus 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)
Totals	$3,281,475.00	$37,283.00	0.00%	1.14%	$272,193.00	0.00%	8.29%	No carryover	No carryover

Instructions

- Plan Summary
- Engaging Educational Partners
- Goals and Actions
- Increased or Improved Services

For additional questions or technical assistance related to the completion of the LCAP template, please contact the local 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 districtlevel 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.

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.

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

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%:
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%:
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% 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% 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 action tables are required to be included in the LCAP as 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 2024-25 LCAP, 2024-25 will be the coming LCAP Year and 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 inpidual school or a subset of schools or grade spans (e.g., all high schools or grades K-5), 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".
Personnel Expense:
This column will be automatically calculated based on information provided in the following columns:

Total Personnel:
Enter the total amount of personnel expenditures utilized to implement this action.
Total Non-personnel:
This amount will be automatically calculated based on information provided in the Total Personnel column and the Total Funds column.
LCFF Funds:
Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA's total LCFF target (i.e., base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).

- *Note:* For an action to contribute towards meeting the increased or improved services requirement it must include some measure of LCFF funding. The action may also include funding from other sources, however the extent to which an action contributes to meeting the increased or improved services requirement is based on the LCFF funding being used to implement the action.

Other State Funds:
Enter the total amount of Other State Funds utilized to implement this action, if any.
Local Funds:
Enter the total amount of Local Funds utilized to implement this action, if any.
Federal Funds:
Enter the total amount of Federal Funds utilized to implement this action, if any.
Total Funds:
Enter the total amount of Federal Funds utilized to implement this action, if any.

Planned Percentage of Improved Services:
For any action identified as contributing, being provided on a Limited basis to unduplicated students, and that does not have funding associated with the action, enter the planned quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%). A limited action is an action that only serves foster youth, English learners, and/or low-income students.

- As noted in the instructions for the Increased or Improved Services section, when identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

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

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

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

LCFF Carryover Table

- *9. Estimated Actual LCFF Base Grant:* Provide the total amount of LCFF funding the LEA estimates it will receive for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Grant Program and the Home to School Transportation Program, pursuant to 5 CCR Section 15496(a)(8).
- *10. Total Percentage to Increase or Improve Services for the Current School Year:* This percentage will not be entered. The percentage is calculated based on the amounts of the Estimated Actual LCFF Base Grant (9) and the Estimated Actual LCFF Supplemental and/or Concentration Grants (6), pursuant to 5 CCR Section 15496(a)(8), plus the LCFF Carryover – Percentage from the prior year. This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the current LCAP year.

Calculations in the Action Tables

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

Contributing Actions Table

4. Total Planned Contributing Expenditures (LCFF Funds)

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

5. Total Planned Percentage of Improved Services

- This percentage is the total of the Planned Percentage of Improved Services column

Planned Percentage to Increase or Improve Services for the coming school year (4 divided by 1, plus 5)

- This percentage is calculated by dividing the Total Planned Contributing Expenditures (4) by the Projected LCFF Base Grant (1), converting the quotient to a percentage, and adding it to the Total Planned Percentage of Improved Services (5).

Contributing Actions Annual Update Table

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

6. Estimated Actual LCFF Supplemental and Concentration Grants

- This is the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on of the number and concentration of unduplicated students in the current school year.

4. Total Planned Contributing Expenditures (LCFF Funds)

- This amount is the total of the Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)

7. Total Estimated Actual Expenditures for Contributing Actions

- This amount is the total of the Estimated Actual Expenditures for Contributing Actions (LCFF Funds)

Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)

- This amount is the Total Estimated Actual Expenditures for Contributing Actions (7) subtracted from the Total Planned Contributing Expenditures (4)

5. Total Planned Percentage of Improved Services (%)

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

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

- This amount is the total of the Estimated Actual Percentage of Improved Services column

Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)

- This amount is the Total Planned Percentage of Improved Services (5) subtracted from the Total Estimated Actual Percentage of Improved Services (8)

LCFF Carryover Table

10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)

- This percentage is the Estimated Actual LCFF Supplemental and/or Concentration Grants (6) divided by the Estimated Actual LCFF Base Grant (9) plus the LCFF Carryover – Percentage from the prior year.

11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)

- This percentage is the Total Estimated Actual Expenditures for Contributing Actions (7) divided by the LCFF Funding (9), then converting the quotient to a percentage and adding the Total Estimated Actual Percentage of Improved Services (8).

12. LCFF Carryover — Dollar Amount LCFF Carryover (Subtract 11 from 10 and multiply by 9)

- If the Estimated Actual Percentage of Increased or Improved Services (11) is less than the Estimated Actual Percentage to Increase or Improve Services (10), the LEA is required to carry over LCFF funds.

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

13. LCFF Carryover — Percentage (12 divided by 9)

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