

# LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Alum Rock Union School District: Aptitud Community Academy at Goss  
CDS Code: 43-69369-6046247

School Year: 2022-23

LEA contact information:

Rebecca Jensen

Principal

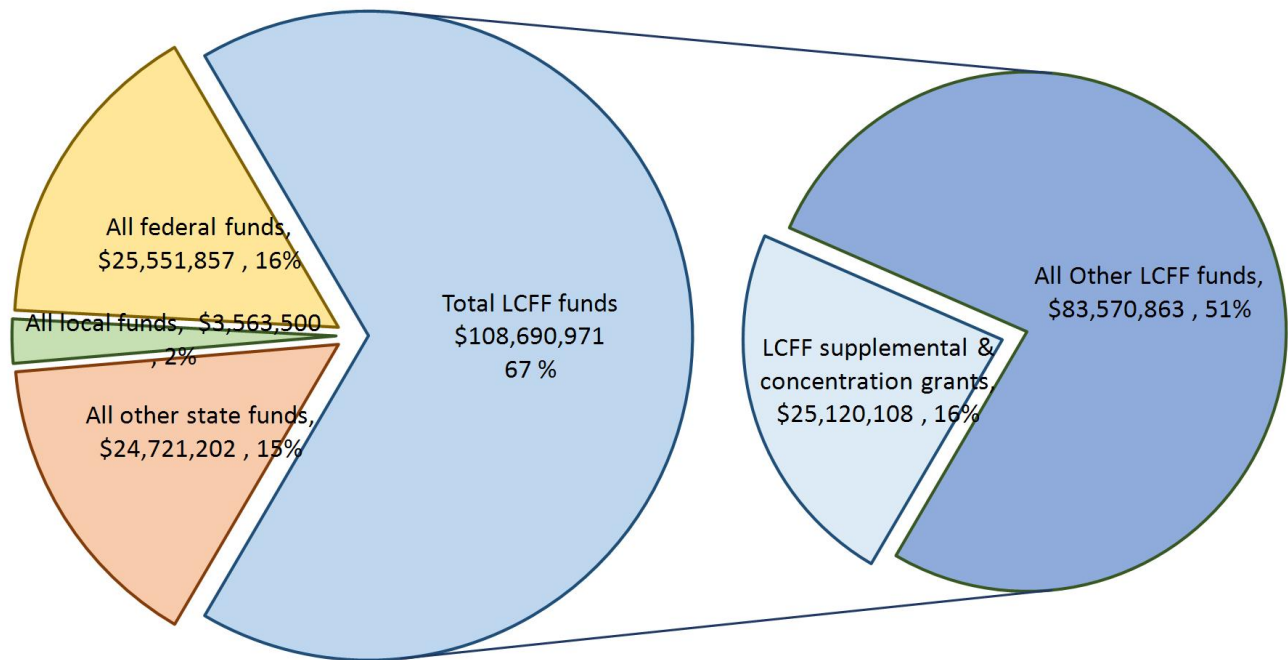
rebecca.jensen@arUSD.org

408-928-7650

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

## Budget Overview for the 2022-23 School Year

### Projected Revenue by Fund Source



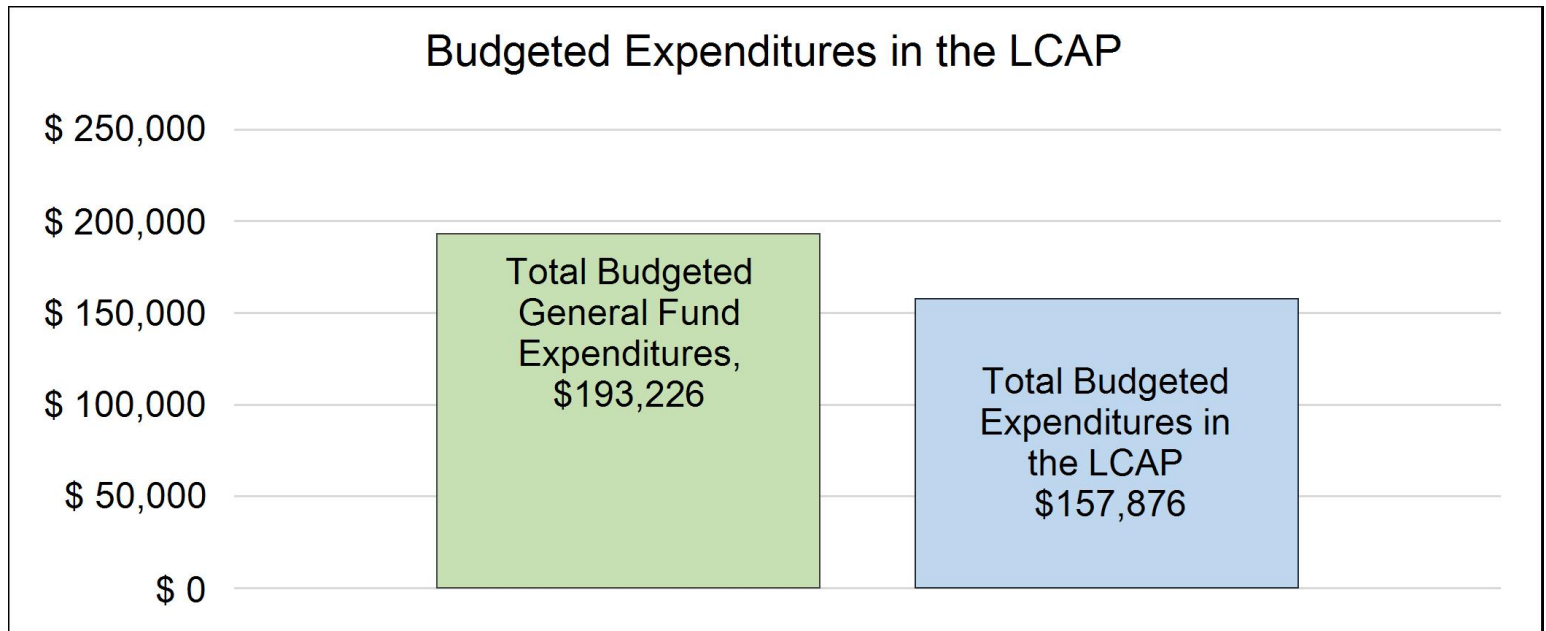
This chart shows the total general purpose revenue Alum Rock Union School District: Aptitud Community Academy at Goss expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Alum Rock Union School District: Aptitud Community Academy at Goss is \$162,527,530, of which \$108,690,971 is Local Control Funding

Formula (LCFF), \$24,721,202 is other state funds, \$3,563,500 is local funds, and \$25,551,857 is federal funds. Of the \$108,690,971 in LCFF Funds, \$25,120,108 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

## LCFF Budget Overview for Parents

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



This chart provides a quick summary of how much Alum Rock Union School District: Aptitud Community Academy at Goss plans to spend for 2022-23. It shows how much of the total is tied to planned actions and services in the LCAP.

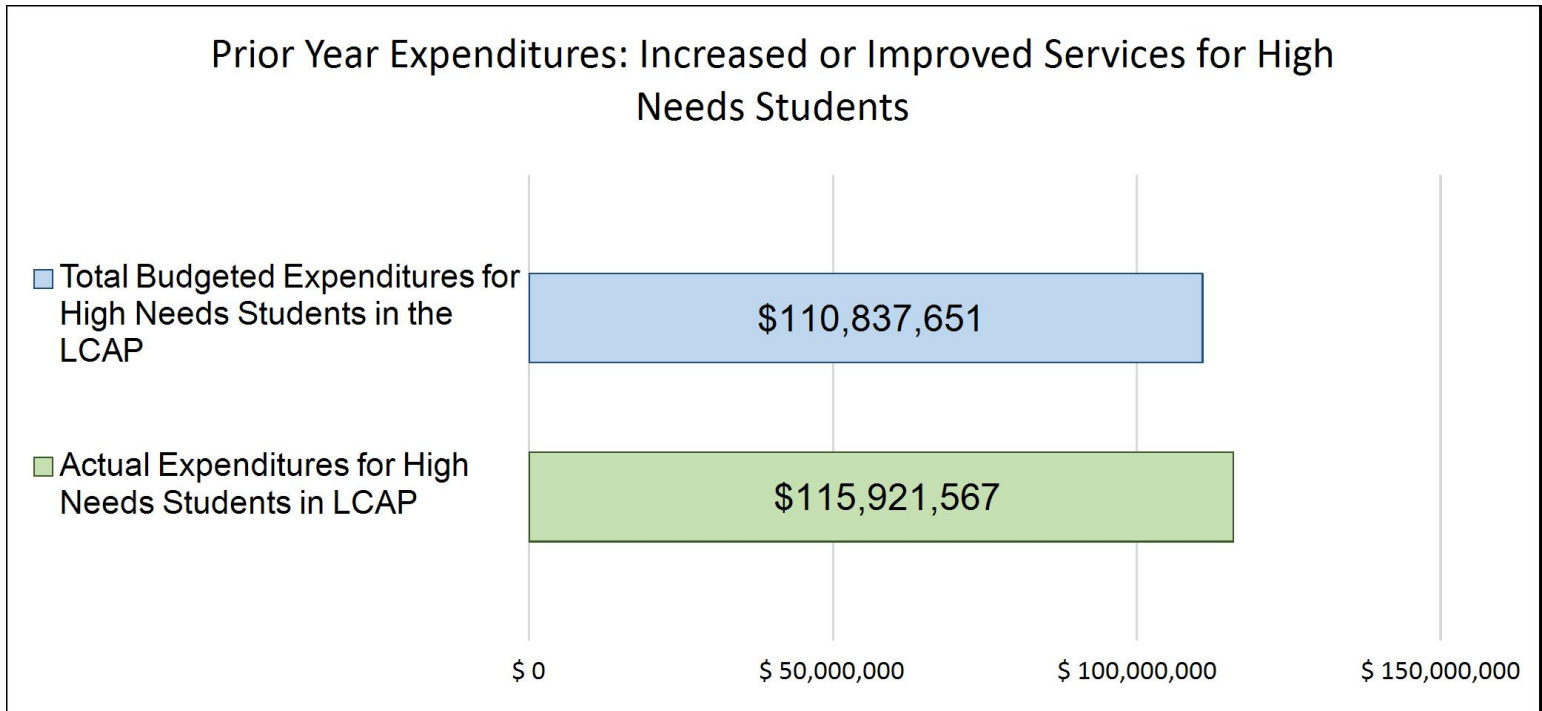
The text description of the above chart is as follows: Alum Rock Union School District: Aptitud Community Academy at Goss plans to spend \$193,226 for the 2022-23 school year. Of that amount, \$157,876 is tied to actions/services in the LCAP and \$35,350 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

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

In 2022-23, Alum Rock Union School District: Aptitud Community Academy at Goss is projecting it will receive \$25,120,108 based on the enrollment of foster youth, English learner, and low-income students. Alum Rock Union School District: Aptitud Community Academy at Goss must describe how it intends to increase or improve services for high needs students in the LCAP. Alum Rock Union School District: Aptitud Community Academy at Goss plans to spend \$29,623,610 towards meeting this requirement, as described in the LCAP.

## LCFF Budget Overview for Parents

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



This chart compares what Alum Rock Union School District: Aptitud Community Academy at Goss budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what Alum Rock Union School District: Aptitud Community Academy at Goss estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

The text description of the above chart is as follows: In 2021-22, Alum Rock Union School District: Aptitud Community Academy at Goss's LCAP budgeted \$110,837,651 for planned actions to increase or improve services for high needs students. Alum Rock Union School District: Aptitud Community Academy at Goss actually spent \$115,921,567 for actions to increase or improve services for high needs students in 2021-22.

The difference between the budgeted and actual expenditures of \$ had the following impact on Alum Rock Union School District: Aptitud Community Academy at Goss's ability to increase or improve services for high needs students:

The original plan that was adopted by the Board in June 2021 did not include \$3,017,924 of additional concentration \$ that the District received after budget adoption. These additional dollars were used for costs related to providing an Independent Study program, additional counselors and custodial sub and overtime that increased due to additional safety needs.

# Supplement to the Annual Update to the 2021–22 Local Control and Accountability Plan

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Alum Rock Union School District: Aptitud Community Academy at Goss	Rebecca Jensen Principal	rebecca.jensen@arUSD.org 408-838-3637

California's 2021–22 Budget Act, the federal American Rescue Plan Act of 2021, and other state and federal relief acts have provided local educational agencies (LEAs) with a significant increase in funding to support students, teachers, staff, and their communities in recovering from the COVID-19 pandemic and to address the impacts of distance learning on students. The following is a one-time mid-year report to the local governing board or body and educational partners related to engagement on, and implementation of, these Acts.

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

ESSER /ELOG/ Aptitud is benefiting from ELOP funds by extending afterschool care to anyone who needs it

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

Aptitud plans to hire classroom paras to support small group instruction for students identified as ELs. The school will adopt effective engaging language materials to build skills in the domains of reading, writing, speaking and listening.

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

Aptitud uses a variety of methods to collect input from its educational partners. A team of 10 educational partners, our school's School Site Council met monthly on the second Tuesday of the month to monitor needs, hear public comment and share data from student progress. In the fall (September 2021) and then again in the Spring (March 2022) we sent out a survey to collect input from the community. To meet the needs of our community these surveys were available digitally and in paper pencil form. In August of 2021 and again April of 2022 the

administrators held parent meetings to share data and solicit feedback from community members regarding school needs and plans. A final community forum was held in April 2022 to share out results of the surveys and input meetings.

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

Aptitud benefits from the plan instituted by our umbrella district, Alum Rock Union School District.

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

Based on needs identified by our outreach to educational partners we identified the following needs for the 21-22 school year. We used our fiscal resources to support an extended day for our 6th-8th grade English Language Learners. This included extended duty for three staff members and textbooks and workbooks to supply students with relevant materials to support instruction. For elementary school 1st - 3rd we funded an after school literacy intervention to support our students will closing the achievement gap intensified by distance learning. This program also included supports for families to continue their learning at home.

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

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

## **Introduction**

California’s 2021–22 Budget Act, the federal American Rescue Plan Act of 2021, and other state and federal relief acts have provided local 2022-23 Local Control Accountability Plan for Alum Rock Union School District: Aptitud Community Academy at Goss

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

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

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

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

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

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

## Instructions

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

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

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

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



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

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

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

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

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

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

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

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

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

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

**Prompt 5:** *“A description of how the LEA is using its fiscal resources received for the 2021–22 school year in a manner that is consistent with*



the applicable plans and is aligned with the LEA’s 2021–22 LCAP and Annual Update.”

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

California Department of Education  
November 2021

# Local Control Accountability Plan

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Alum Rock Union School District: Aptitud Community Academy at Goss	Rebecca Jensen Principal	rebecca.jensen@arUSD.org 408-928-7650

## Plan Summary [2022-23]

### General Information

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

Aptitud Community Academy at Goss serves the ethnically and economically diverse students of East San Jose. Aptitud is a community-oriented school deeply committed to serving the needs of all families. Aptitud Community Academy at Goss serves 435 students in grades TK to 8th, T4/TK 20 students/teacher K-3 24 students/teacher, 4th-8th 31 students/teacher.

Gender: Male - 52.53%, Female 47.47%.

Ethnicity: Hispanic - 84.4%, American Indian or Alaskan Native - 0.002%, Asian, Not Hispanic - 11.6%, African American .017%, White .013%, Multi-racial .007%

Language Proficiency: Initial Fluent English Proficient 3.74% Redesignated Fluent English Proficient 22.42%, English Learners 49.89%, and English only 23.3%.

100% of students receive free lunch.

Every student at Aptitud will be a tech-savvy, literate leader with the competencies that will enable him/her to thrive in a diverse and competitive world. Our four priority areas are: 1) Provide all students with a rigorous, challenging, and innovative instructional program that prepares them for college-readiness and for excellence in the 21st century 2)English Learners will have the required skills to reach English proficiency and obtain grade level standards 3) Provide all students and families a safe, welcoming, and caring environment conducive to learning. 4) Engage Stakeholders in a meaningful way that promotes a positive learning and community environment that is geared toward student achievement.

Aptitud Community Academy at Goss works hard to implement the structures and move all students toward success.

## Reflections: Successes

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

Aptitud's strength in mitigating learning loss could be found primarily in the achievements of our math benchmark, where we were able to grow our benchmark proficiency rates by 4% whole school. In the middle school, grades 6th-8th our ELs also showed to make 4% growth in math. Conversely, our ELA performance diverged between elementary and middle school, with the middle school scores showing a new gain of 9%, while elementary showed a net gain of 2%.

For early elementary, we saw an increase in students' independent reading levels as measured by our curriculum diagnostic. We began the academic year with 9.8% on or above grade level expectation. By end of the year that had increased to 22.11%.

Another area of success was in our SEL based metric, the Panorama Survey Data. We saw positive progress whole school in sense of belonging ,connectedness and safety.

## Reflections: Identified Need

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

Our elementary grades showed the most dramatic decline in elementary reading with a loss of 2% This is representative of our significantly high percentage of students designated EL. Collectively looking at data, conducting a needs assessment and listening to stakeholder we have identified significant need in addressing our EL population. We have allocated funds to offer professional development around best practices for literacy, embedding ELs instructional strategies and purchasing supplemental materials to support designated ELD time and offer collaboration time for grade levels to reflect and plan around implementation.

With such a large and growing percentage of our students designated as English Learners, above 50%, we intend to align our program implementation to represent greater attention to that student group. This means expanded alignment for literacy across all areas and more strategically focused teacher PLCs for content areas and grade levels to plan, assess, analyze data, and collaborate.

## LCAP Highlights

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

The school conducted a needs assessment with various stakeholders, starting with the evaluation of previous priority goals and areas. Our school priorities align with the Alum Rock Union School District. Being that we are a locally funded charter, our LCAP goals align with the goals of the Alum Rock Union School District. In conducting our needs assessments the majority of our needs still lie in the same 4 priorities. We did adjust our goals, to represent current metrics, set timely and attainable growth targets, and ensure we were responsive to the need.

A key feature that should be called out is the alignment of priorities and actions that support the reopening and return to full in-person instruction after an 18-month hiatus from campus. You will see actions in each priority area that support the restructuring and renewing of support; from aligned instructional plans, to strong support for ELs (our neediest subgroup) and PBIS structures to encourage a safe and supportive community for students and parents alike. During COVID19 school closures we learned a lot about needed resources, structures, and supports needed by our families. In this next LCAP plan, we strive to increase connected, aligned instructional plans, support teachers in growing as instructors of English Learners and create a welcoming school community. In 22-23, we are excited to deepen our instructional practices around supporting ELS and building language opportunities for all students.

## Comprehensive Support and Improvement

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

### ***Schools Identified***

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

N/A

### ***Support for Identified Schools***

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

### ***Monitoring and Evaluating Effectiveness***

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

# Engaging Educational Partners

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

Parents engage in stakeholder surveys, small focus groups during parent coffees, and Informational evenings with opportunities for comments and questions. A stakeholder survey went out in August 2021 and April 2022 as well as small focus groups at a parent coffee. For accessibility, all community meetings continued to be held via Zoom for the 2021-22 school year. The invitation and meeting info was shared via ParentSquare, Class Dojo, our website, and via automated calls. Surveys were also printed and available in the office for families that have trouble with connectivity or digital access. We held a similar process with staff over the course of April, looking at program data, parent survey feedback, Panorama survey data and soliciting their input around the work we engaged in this year. Staff was also invited to fill out the stakeholder survey mentioned above.

Once the feedback from community was gathered, Aptitud administration met with the staff and we looked at student performance data, SEL data from the Panorama Survey as well as the community feedback to incorporate in our staff small group discussions. We went through a multiple layered process beginning with data analysis. The staff was presented with benchmark data from the beginning of year and mid year to make informed data statements. From there we used a root cause analysis protocol to dig deeper. From there we were able to name problem statements to support us in developing an action plan moving forward. Each group then named key actions we could implement to address the need. These problem statements and key ideas supporting the development of the LCAP actions.

A summary of the feedback provided by specific educational partners.

The administration collected feedback from stakeholders in April and May to inform the creation of Aptitud Academy's LCAP.

Community results at this time showed that parents are overall pleased with the programming, they reported an overall sense of care and support for students. There was a constant displeasure mentioned around distance learning, and parents overwhelmingly prefer that services be in person whenever possible for the next school year. A common thread was a needed increase of support for our English Learners, specifically students that have little command of the spoken language. (Beginning Level English Learners). Parents named the need for additional classes, and after school programming to support their students in developing English. Another common thread was around priority 3, safe and welcoming community. Parents would like to see the school beautified, and a fence go up to protect the campus from Capitol Park and the greenbelt that runs along the back of the campus. Student feedback showed there was a desire the campus to look nicer and for there to be more students clubs and activities available for them.

Staff results showed these trends across the priorities:

Instructional programming: While there were professional developments this year, there was not enough implementation support. Teachers would like to see ongoing follow up with professional developments to support with implementation. They also asked for more time protected for collaboration, and for subject specific collaboration in middle school departments. An additional need that arose was for additional parent trainings to support with academics at home.

English Learners: Staff agreed and added to the agreement that our support of ELs needs to be developed. Middle School ELs that are identified as Long Term English Learners have specific needs that we should work to understand and address. There was a desire to explore additional supplemental materials, specifically for beginning students and newcomers.

Safe and Welcoming Environment: Staff trends showed strong support for continuing the PBIS work and deepening it so all students and staff have clear understanding of expectations and supports available to all. There was also a desire to continue on our restorative justice journey, will more implementation support as we move back to campus for in-person learning.

Stakeholder engagement: Connected to the PBIS structures, staff is looking to implement monthly community spirit events for students and families. To support with parent. engagement in academics and instruction, the recommendation was to do parent workshops and math/literacy nights for parents to learn new strategies to work at home with students.

All information was synthesized by administration and LCAP foci and supports were built by ensuring supports were present in all school structures. That includes, but is not limited to: professional learning, instructional programming, parent engagement and school community.

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

One aspect that shone through in teacher focus groups, parent groups and the survey was the need for more specific needs for our English Learners.

In planning supports and key actions for the LCAP plan, administration carefully considered the problem statements, needs assessment and key actions named through the process of staff feedback.

Staff and community feedback is present across all priorities areas, with a focus on English Learners because of the strong need present at all levels of stakeholder feedback. The plan is comprehensive in the supports that will be provide at all levels: staff, students, and parents. Careful consideration was given to ensure that not only are we providing materials and time for students to increase practice, that staff is supported. The plan includes professional development, but also collaboration time so teachers can work towards implementation goals. There is also parent education included to strengthen the home school connection.

# Goals and Actions

## Goal

Goal #	Description
1	Provide all students with a rigorous, challenging, and innovative instructional program that prepares them for college readiness and for excellence in the 21st century. Students will show 10% growth on the state dashboard performance indicators for Math and ELA

An explanation of why the LEA has developed this goal.

Aptitud Academy found that student outcomes were lacking in both core academic areas. We conducted a detailed root cause analysis and found several contributing factors. Some of the highlights were: students struggle with foundational skills, weak vocabulary, not enough instructional practice time and the teachers do not have adopted unit plans and standards mapped through out the year.

## Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Agendas for teacher collaboration days and unit plans	0 grade levels hold structured grade level collaboration with a unit map as a by product	1 grade levels held structured collaboration with unit maps			All grade levels TK- 8 will have regular collaboration meetings and adopted unit plans that drive their teaching.
FastBridge aReading and aMath	aReading MS: 28% on level Elem: 25% on level  aMath MS: 25% on level Elem: 24% on level	aReading MS: 38% on level Elem: 30% on level  aMath MS: 29% on level Elem: 29% on level			60% of all students will be on target in aReading and aMath



Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Independent Reading Levels	13.13% of elementary students are reading on grade level	22.11% of Elementary students are reading on grade level			50% of students will be reading on grade level as measured by their independent reading level
Classroom Observation of agreed upon look fors: for example student talk	3 classrooms have structured student talk opportunities	2 classrooms have opportunities for structured talk			All classrooms will have observable examples of the school agreed up instructional look fors

## Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Staff Development	1. Ongoing staff meetings and grade-level meetings provide opportunities for professional development in best practices Including: Utilizing District provided scope and sequence Quarterly/ unit planning to identify key standards for teaching Lesson planning to incorporate best practices The analysis of assessment data and the data management systems to inform planning, with deeper data dives after the 3 diagnostic periods (BOY, MOY, EOY)		No
1.2	Release Day Collaboration	Teachers are given release time or extended planning time to plan units, analyze data and collaborate with grade-level teams, view model lessons, and visit other classrooms.	\$3,258.98	No

Action #	Title	Description	Total Funds	Contributing
<b>1.3</b>	Teacher Workshops	Teachers, administrators and support staff are given opportunities to attend relevant professional development workshops and conferences.	\$2,000.00	No
<b>1.4</b>	Science Enrichment	Science from Scientists: STEAM experts will support 4th and 5th-grade teachers to give students hands-on experiences	\$5,000.00	
<b>1.5</b>	Little Heroes Enrichment	Little Heroes provides extended day homework support and enrichment activities to target at-risk students	\$31,000.00	No
<b>1.6</b>	Supplemental Digital Platforms	Provide Supplemental Materials that are conducive to a productive learning environment: 1. Teachers and students will have access to online platforms to supplement core curriculums	\$2,500.00	No
<b>1.7</b>	Supplemental Materials	Teachers and students will have access to supplemental materials to support in class instruction for Math, ELA, Science, PE and Music	\$15,158.37	No
<b>1.8</b>	Technology	Teachers have access to technology that supports full engagement of students (Promethean Boards, remote responders,laptops,copier etc.)	\$5,422.65	No
<b>1.9</b>	Student Devices	We are at a 1:1 ratio with student devices. All students will have access to a technology device to build digital literacy and support learning	\$15,000.00	No

Action #	Title	Description	Total Funds	Contributing
1.10	Literature	Classroom libraries are home to a wealth of literature and reference resources for students to use at school and to check out for home.	\$0.00	No
1.11	Family Nights	Host math and literacy nights, Read Across Aptitud Days, Under the Stars” and other events to get parents on campus and engaging with their children	\$0.00	Yes
1.12	Kinder Readiness	Kindergarten Orientation meetings in the spring and fall are a forum to inform parents of incoming Kindergarten students of the expectations we have of them and their children. Materials are provided at the meeting that facilitates them working at home with their children.		No
1.13	Achievement	Host semester academic achievement ceremonies to promote and celebrate student achievement		No
1.14	Reading Tutoring	Contract with Reading Partners to provide 1:1 reading tutoring for students reading below grade level	\$10,000.00	

## Goal Analysis [2021-22]

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

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

We were successfully able to begin in-person instruction. This included parent meetings, teacher pd's and planning for a safe in person return. We held professional development sessions around student language. In the primary grades we looked at small group reading instruction and interventions based on student need. We saw the largest growth in elementary reading data, as students received what they

needed in small groups throughout the day. We also saw increased achievement in math, which we attribute to in person learning and students having access to hands on manipulatives and various instructional practices rather than remote learning. There is a substantive difference in the planned action around teacher release days to enable collaborations and the creation of unit plans. With the ongoing staff shortage and sub crisis it was impossible to plan effective days out of the classroom for teachers in a meaningful way.

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

We were unable to give teachers release time for collaboration as laid out in our plan. Due to staffing shortages and sub shortages we could not strategically plan these days to happen regularly. Additionally because of personnel challenges we were not able to offer ongoing intervention afterschool as planned. Also, there was a difference in expenditures for intervention because the district was able to pay for the programming to support us.

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

Our most impactful growth shows in our elementary reading levels. Teachers were able to collaborate and study best practices for literacy to impact student growth.

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

We will adjust actions from teacher intervention to hiring an outside tutoring program to work with our highest need students to support learning loss.

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

# Goals and Actions

## Goal

Goal #	Description
2	20% of our EL's, ELPAC level 3 or higher, will be reclassified by the end of the year All EL's will grow from one percentile tier to the next as measured by the ELPAC assessment

An explanation of why the LEA has developed this goal.

Upon analyzing our student outcomes we found that our EL subgroup was the neediest of the student population. Students are not reclassifying at an appropriate rate and we have many students not making adequate progress in ELD nor academics. It was found that our implementation of ELD strategies was inconsistent and we did not have strong metrics to measure their growth in absence of the annual ELPAC.

## Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Classroom walkthroughs to measure use of visual and oral supports appropriate for ELs	46% of teachers are found to use visual or oral supports.	58% of teachers are found to use visual or oral supports			90% of classrooms visited will demonstrate evidence of best practice EL strategies as identified by staff (ie sentence frames, visuals, graphic organizers)
Professional Development Sign ins	2 teachers participated in extended duty EL training this year.	100% of general ed teachers participated in EL Toolkit Training			All teachers will have participated in EL Toolkit training
ELPAC	Less than 1% of our eligible ELs reclassified	40% of our eligible ELs (Level 3 and 4) reclassified			50% of eligible ELs will reclassify as English proficient

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
ELPAC	13.3% ELs grew 1 level or more	Data not out yet			All ELs will grow by one proficiency level

## Actions

Action #	Title	Description	Total Funds	Contributing
<b>2.1</b>	Professional Development	Teachers will be collaborate to implement EL Toolkit training around EL strategies to support rigorous instruction in grades TK-8		Yes
<b>2.2</b>	Collaboration	Teachers will engage in grade level collaboration to align best strategies per grade level for integrated ELD (ie sentence frames and graphic organizers)Teachers will identify goals based on students ELPAC performance and monitor that progress as measured by curricular tools. Teachers will analyze FastBridge and Local Assessment data to inform instructional decisions and unpack curricular supports for ELs to target instruction	\$3,258.98	Yes
<b>2.3</b>	Curricular Support: Newcomers	ELs, Level 1 and 2s will be offered a beginning ELD class with a supportive curriculum to develop their English Language Skills. (K-2, 3-5, 6-8)	\$4,000.00	Yes
<b>2.4</b>	Curricular Support LTELs	Long Term English Learners in grades 6th-8th will participate in an elective period using ELD focused curriculum to support them in the improvement of their language acquisition with the goal of being reclassified		Yes

Action #	Title	Description	Total Funds	Contributing
2.5	Supplemental Materials for Integrated ELD	Provide Supplemental Materials that are conducive to a productive learning environment: (ie CM discussion cards, talking sticks etc)		Yes
2.6	Family Engagement	Admin team and the community liaison will hold monthly ELAC meetings to support families of English Language Learners. ELAC meetings will offer academic supports, create feedback space around programing and inform parents of standards, testing requirements and programming available to ELs		Yes

## Goal Analysis [2021-22]

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

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

We utilized regular staff meetings to support teachers in developing their toolbelts in EL strategies. Aptitud partnered with SCCOE to train teachers in EL Toolkits. Furthermore, we purchased curricular supports for our ELs in grades 6-8. An additional period was funded to bring students daily practice in ELD.

Due to staffing challenges we were unable to bring in paraeducators to support small group practice with ELs. We also were unable to run an afterschool intervention for our beginning ELs in grades K-5.

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

Aptitud did not use the entire amount of budgeted expenditures

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

Action 1: EL Toolkits: All teachers were trained in EL toolkits. This proved to increase awareness around effective instructional practices. It created a starting point to grow practices in individual classrooms.

Action 3/4: Curricular supports were purchased to focus designated ELD time for our ELs in grades 6-8. Our data shows that ELs made more progress (6%) on district benchmarks than our general population (4%). Futhermore we saw an increase in redesignations this year.



--

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

For the 22-23 school year we will be continuing the supports in the middle school and working to implement them in grades 1-5th. We also plan to allocate staff time for collaborating around classroom practices to increase listening, speaking reading and writing.

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

# Goals and Actions

## Goal

Goal #	Description
3	We will cultivate a positive school culture by encouraging a Growth Mindset and see our students and teachers as agents of change. We will continue to implement SEL practices with a Restorative Justice lens. We will continue to increase our positive response scores on the Panoramic Survey amongst staff, students and families by 10%

An explanation of why the LEA has developed this goal.

The data from Panorama showed that we were making gains in elementary school, but not in middle school in the area of school connectedness and safety. There was a large drop in the staff data of feeling connected, through the pandemic. We also felt that we had a large enough number of students disengaged during distance learning (37.5%) that it was imperative to plan for strategies and school efforts around recreating safe space for students when returning to in person learning.

## Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
eSchool Discipline Data	241 incidents logged in 19-20	95 incidents logged			100 incidents logged
Attendance Data	37.5% chronically absent	32.85			5% chronically absent
Panorama Data: Safety	76% of elementary students feel safe  66% of middle school students feel safe  89% of ES staff feel safe  69% of MS staff feel safe	59% of elementary students feel safe  67% of middle school students feel safe  76% of ES staff feel safe  60% of MS staff feel safe			100% of staff and students will feel safe

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Panorama Data: School connectedness	76% of elementary students feel connected	72% of elementary students feel connected			100% of staff and students will feel connected
	63% of middle school students feel connected	64% of middle school students feel connected			
	91% of ES staff feel connected	82% of ES staff feel connected			
	63% of MS staff feel connected	73% of MS staff feel connected			

## Actions

Action #	Title	Description	Total Funds	Contributing
3.1	Staff Collaboration	1. Hold collaboration space during regularly scheduled staff meetings to explore restorative justice practices and practice holding equitable, respectful conversations amongst staff and students and examine school policies that do not embrace restorative practices	\$0.00	No
3.2	Extended Duty Engagement Committee	Host a staff led Student Engagement Committee to plan and implement student of the month, honor roll, and monthly student incentive and engagement events aligned to PBIS	\$0.00	No
3.3	ASB Engagement	Engage ASB officers into increasing participation student events and spirit activities to build a sense of belonging		No

Action #	Title	Description	Total Funds	Contributing
3.4	Kimochis	Equip teachers with Kimochi tools to deepen communication skills and strategies for elementary classrooms.		No
3.5	PBIS	Align PBIS practices with RJ and implement whole school with posters, social media presence and school wide assemblies		No
3.6	Academic Study Trips	Academic study trips and assemblies including Science Camp for 5th grade students to reinforce standards-based concepts, themes from the curriculum, and build necessary background knowledge by giving students a variety of life experiences.	\$34,300.00	No
3.7	Counselor Support	Counselors will work with families to connect with community resources such as: SLS Community resources, ARCC, NHFY, Sacred Heart financial support, Rock n' Learn at the SJ Public Libraries, Counselor-based outreach etc.		No
3.8	Expect Respect	Partner with Project Cornerstone to bring "Expect Respect" A team of student leaders will be charged with running anti-bullying and kindness campaigns to increase positive student interactions		

## Goal Analysis [2021-22]

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

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

As a plan of action when returning to in person instruction we held strategic staff meetings quarterly to discuss effective PBIS structures, plan positive interactions with students and model positive behaviors. We were able to bring on a full time counselor who was able to support restorative conversations and small groups to help build social skills.

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

We did not utilize our budgeted funds for field trips because travel was on hold due to COVID19 infection rates. In December of 2021 School Site Council approved to spend the allocated money on technology to ensure that classroom projectors, doc cams and student devices were up to date.

Also due to staffing challenges we were unable to run an ASB or develop much time to unfold Kimochi's as a program.

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

Action 1: Collaboration, As a whole staff we had quarterly meetings to take a look at our PBIS practices and the effects of behavior on campus. Also in ILT we continued these conversations, rewriting our student parent handbook and planning for deeper implementation of SEL practices in the 22-23 school year.

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

For the 22-23 school year we will continue with working towards building out SEL programming for our students. Our data also shows that we need to address student safety and relations on campus. An increasing number of students are experiencing harmful student interactions. An additional action for the 22-23 school year will be to partner with Project Cornerstone to build out Expect Respect, a program to build awareness campaigns and student leadership on campus.

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

# Goals and Actions

## Goal

Goal #	Description
4	Engage Stakeholders in a meaningful way that promotes a positive learning and community environment that is geared toward student achievement. Increase parent engagement, parent participation and volunteer hours by 50%

An explanation of why the LEA has developed this goal.

During stakeholder sessions it was a constant theme, to share ideas about how to raise parent knowledge of academic programming, strategies and results as well as gain more participation. For night event meetings, we had an average of 5 parents per meeting.

## Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Agendas/sign ins for school committee meetings (SSC/ELAC)	2- 4 parents per meeting participated	0-1 parents per meeting			10 parents, representing the grades equally, will participate in school committees
Sign ins for parent information nights	5 - 7 parents per meeting participated	5-9 parents per meeting			50% of parents will participate in informational nights
Sign ins for academic nights	0 parents participated	0 nights held			50% of targeted audience will participate in the academic nights

## Actions

Action #	Title	Description	Total Funds	Contributing
4.1	Parent Communication	Maintain school's webpage, parent square, monthly calendar of events, bi-weekly newsletter and use parent link to inform parents of school events		No
4.2	Informative Nights	Schedule informative and enrichment events for parents: Coffees with the principal, Walk-a-thons, English Classes, STAR Night, ELAC, School Site Council, LCAP Meetings, Back-to-School Night, Open House, Math/Literacy Night, tech training	\$0.00	No
4.3	Celebratory Engagement	Conduct monthly student of the month recognition assemblies to praise students for their attendance, behavior, and academic performance.		No
4.4	Los Dichos	Host monthly Los Dichos Reading where parents introduce students to cross cultural stories and books as well as activities		No
4.5	Advertisement	Encourage parent volunteer hours with family friendly events: 1. Community Liaison will advertise on all channels, make calls and promote events on school marquee		No
4.6	Enrichment Activities	Create bi-monthly enrichment activities to celebrate school cultures and engage families (such as Pumpkin Contest, Walk-a-thon, End of year Carnival, STAR Night, Reading Nights, Math Nights)	\$0.00	No



Action #	Title	Description	Total Funds	Contributing
4.7	After School Sports	We will run 5 sports seasons with an Elementary and Middle school team for each sport.	\$26,978.00	

## Goal Analysis [2021-22]

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

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

Parent Engagement has been the most challenging goal to work towards in the 21-22 school year. Staff was stretched thin with the understaffing and attendance challenges of staff and students alike. Per local COVID19 protocols, parents were not allowed to gather on campus, therefore we continued to schedule all parent engagement activities virtually. All of our stakeholder surveys reported the same trends: parents prefer on-campus, in-person activities. Many of the planned actions were not implemented due to the virtual environment and connectivity challenges.

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

N/A

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

Per our data, parent engagement and attendance were low for all activities. We also struggled to hold all intended meetings because the admin was regularly pulled into the classroom to substitute for missing teachers. We can show if our planned actions were effective from what was planned because they were not implemented as planned.

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

For the 22-23 school year the goals will stay the same, but the intention is to bring parents back on campus to engage in these activities.

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

# Goals and Actions

## Goal

Goal #	Description
5	

An explanation of why the LEA has developed this goal.

## Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24

## Actions

Action #	Title	Description	Total Funds	Contributing

## Goal Analysis [2021-22]

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

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

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

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.**

# Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2022-23]

Projected LCFF Supplemental and/or Concentration Grants	Projected Additional LCFF Concentration Grant (15 percent)
1305368.00	146245.00

## 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
	0.00%	\$0.00	

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

## Required Descriptions

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

As we reflected on our programming for the 20-21 school year and gathered feedback from our stakeholders it was clear that the specific needs and programming for English Learners. In each of our actions, specifically in planning our instructional program, we will be working to implement supports and plans known to be effective for English Learners. Teachers and staff will be engaging in regular data analysis, where we will look at disaggregated data by Language status, to monitor the progress of our programming for general population but for English Learners as well.

For Foster Youth and Low income students, they will be our target group for invitation to after school tutoring and extended day supports. By ensure that these populations have first access to our structured after school time be can ensure that they have access to homework centers, a safe place afterschool, and tutoring as needed.

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

One of our priorities within our LCAP is the support and success of English Learners. We have set the following goals to support the progress of our English learners and have aligned actions and costs.

Goals:

- 20% of our EL's, ELPAC level 3 or higher, will be reclassified by the end of the year
- All EL's will grow from one percentile tier to the next as measured by the ELPAC assessment

Actions:

- 1. Teachers will be offered EL Toolkit training around EL strategies to support rigorous instruction in grades K-8
- 2. Teachers will engage in grade level collaboration to align best strategies per grade level for integrated ELD (ie sentence frames and graphic organizers) Teachers will identify goals based on students ELPAC performance and monitor that progress as measured by curricular tools. Teachers will analyze FastBridge and Local Assessment data to inform instructional decisions and unpack curricular supports for ELs to target instruction
- 3. ELs, Level 1 and 2s will be offered a beginning ELD class with a supportive curriculum to develop their English Language Skills. (K-2, 3-5, 6-8)
- 4. Long Term English Learners in grades 6th-8th will participate in an elective period using ELD focused curriculum to support them in the improvement of their language acquisition with the goal of being reclassified
- 5. Provide Supplemental Materials that are conducive to a productive learning environment: ie CM discussion cards, talking sticks etc

For Priority 1, Instructional Programming:

Students will have access to high quality interventions and additional supports to engage in the instructional program

- 1. Foster youth, low income, ELs and At-risk students are targeted for extended learning time after school provided by community partners and teachers

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

Staff-to-student ratios by type of school and concentration of unduplicated students	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of classified staff providing direct services to students		2.93%
Staff-to-student ratio of certificated staff providing direct services to students		5.38%

## 2022-23 Total Expenditures Table

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	\$104,076.98			\$53,800.00	\$157,876.98	\$54,316.98	\$103,560.00

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1.1	Staff Development	All					
1	1.2	Release Day Collaboration	All	\$3,258.98				\$3,258.98
1	1.3	Teacher Workshops	All	\$2,000.00				\$2,000.00
1	1.4	Science Enrichment		\$5,000.00				\$5,000.00
1	1.5	Little Heroes Enrichment	All	\$15,500.00			\$15,500.00	\$31,000.00
1	1.6	Supplemental Digital Platforms	All	\$2,500.00				\$2,500.00
1	1.7	Supplemental Materials	All	\$15,158.37				\$15,158.37
1	1.8	Technology	All	\$5,422.65				\$5,422.65
1	1.9	Student Devices	All	\$15,000.00				\$15,000.00
1	1.10	Literature	All					\$0.00
1	1.11	Family Nights	English Learners Foster Youth Low Income					\$0.00
1	1.12	Kinder Readiness	Kindergarten All					
1	1.13	Achievement	All					
1	1.14	Reading Tutoring		\$10,000.00				\$10,000.00
2	2.1	Professional Development	English Learners					
2	2.2	Collaboration	English Learners	\$3,258.98				\$3,258.98



Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
2	2.3	Curricular Support: Newcomers	English Learners				\$4,000.00	\$4,000.00
2	2.4	Curricular Support LTELs	English Learners					
2	2.5	Supplemental Materials for Integrated ELD	English Learners					
2	2.6	Family Engagement	English Learners					
3	3.1	Staff Collaboration	All					\$0.00
3	3.2	Extended Duty Engagement Committee	All					\$0.00
3	3.3	ASB Engagement	All					
3	3.4	Kimochis	All					
3	3.5	PBIS	All					
3	3.6	Academic Study Trips	All				\$34,300.00	\$34,300.00
3	3.7	Counselor Support	All					
3	3.8	Expect Respect						
4	4.1	Parent Communication	All					
4	4.2	Informative Nights	All					\$0.00
4	4.3	Celebratory Engagement	All					
4	4.4	Los Dichos	All					
4	4.5	Advertisement	All					
4	4.6	Enrichment Activities	All					\$0.00
4	4.7	After School Sports		\$26,978.00				\$26,978.00

## 2022-23 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
	1305368.00		0.00%		\$3,258.98	0.00%	0.00 %	<b>Total:</b>	\$3,258.98
								<b>LEA-wide Total:</b>	\$3,258.98
								<b>Limited Total:</b>	\$3,258.98
								<b>Schoolwide Total:</b>	\$0.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1.11	Family Nights	Yes	LEA-wide	English Learners Foster Youth Low Income			
2	2.1	Professional Development	Yes	LEA-wide Limited to Unduplicated Student Group(s)	English Learners			
2	2.2	Collaboration	Yes	LEA-wide Limited to Unduplicated Student Group(s)	English Learners		\$3,258.98	
2	2.3	Curricular Support: Newcomers	Yes	LEA-wide Limited to Unduplicated Student Group(s)	English Learners			
2	2.4	Curricular Support LTELs	Yes	LEA-wide Limited to Unduplicated Student Group(s)	English Learners			

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
2	2.5	Supplemental Materials for Integrated ELD	Yes	LEA-wide Limited to Unduplicated Student Group(s)	English Learners			
2	2.6	Family Engagement	Yes	LEA-wide Limited to Unduplicated Student Group(s)	English Learners			

## 2021-22 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	\$199,914.00	\$100,694.98

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1.1	Staff Development	No		
1	1.2	Release Day Collaboration	No	\$15,075.00	0
1	1.3	Teacher Workshops	No	\$2,700.00	1885.00
1	1.4	Intervention	Yes	\$79,638.00	2974.82
1	1.5	Little Heroes Enrichment	No	\$28,000.00	30,000.00
1	1.6	Supplemental Digital Platforms	No	\$2,326.00	2,326.00
1	1.7	Supplemental Materials	No	\$7,828.00	7,536.45
1	1.8	Technology	No	\$4,397.00	25,451.33
1	1.9	Student Devices	No	\$15,000.00	15,000.00
1	1.10	Literature	No		

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1.11	Family Nights	Yes		
1	1.12	Kinder Readiness	No		
1	1.13	Achievement	No		
2	2.1	Professional Development	Yes	\$7,300.00	6,071.45
2	2.2	Collaboration	Yes	\$4,000.00	2378.87
2	2.3	Curricular Support: Newcomers	Yes	\$4,000.00	4692.19
2	2.4	Curricular Support LTELs	Yes		
2	2.5	Supplemental Materials for Integrated ELD	Yes		
2	2.6	Family Engagement	Yes		
3	3.1	Staff Collaboration	No	\$3,300.00	1378.87
3	3.2	Extended Duty Engagement Committee	No	\$2,500.00	1,000.00
3	3.3	ASB Engagement	No		
3	3.4	Kimochis	No		

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
3	3.5	PBIS	No		
3	3.6	Academic Study Trips	No	\$21,700.00	0
3	3.7	Counselor Support	No		
4	4.1	Parent Communication	No		
4	4.2	Informative Nights	No	\$1,350.00	0
4	4.3	Celebratory Engagement	No		
4	4.4	Los Dichos	No		
4	4.5	Advertisement	No		
4	4.6	Enrichment Activities	No	\$800.00	0

## 2021-22 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
	\$0.00	\$0.00	\$0.00	0.00%	0.00%	0.00%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.4	Intervention	Yes				
1	1.11	Family Nights	Yes				
2	2.1	Professional Development	Yes				
2	2.2	Collaboration	Yes				
2	2.3	Curricular Support: Newcomers	Yes				
2	2.4	Curricular Support LTELs	Yes				
2	2.5	Supplemental Materials for Integrated ELD	Yes				
2	2.6	Family Engagement	Yes				

## 2021-22 LCFF Carryover Table

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



# Instructions

[Plan Summary](#)

[Engaging Educational Partners](#)

[Goals and Actions](#)

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

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

## Introduction and Instructions

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

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

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

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

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

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

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

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

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

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

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

## Plan Summary

### Purpose

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

## Requirements and Instructions

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

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

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

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

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

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

## Engaging Educational Partners

## Purpose

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

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

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

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

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

## Requirements and Instructions

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

### **Local Control and Accountability Plan:**

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

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

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

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

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

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

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

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

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

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

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

## Goals and Actions

### Purpose

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

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

### Requirements and Instructions

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

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

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

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

### **Focus Goal(s)**

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

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

### **Broad Goal**

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

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

### **Maintenance of Progress Goal**

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

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

### **Required Goals**

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

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

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

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

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

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

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

### **Measuring and Reporting Results:**

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



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

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

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

Complete the table as follows:

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

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

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

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

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

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

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

## Goal Analysis:

Enter the LCAP Year.

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

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

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

### Purpose

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

### Requirements and Instructions

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

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

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

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

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

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

**Required Descriptions:**

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

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

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

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

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

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

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

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

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

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

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

## **For School Districts Only:**

### **Actions Provided on an LEA-Wide Basis:**

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

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

### **Actions Provided on a Schoolwide Basis:**

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

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

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

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

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

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

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

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

Provide the following descriptions, as applicable to the LEA:

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

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

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

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

Complete the table as follows:

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

## Action Tables

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

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

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

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

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

## Data Entry Table

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

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

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

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



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

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

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

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

## Contributing Actions Table

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

## Annual Update Table

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

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

## Contributing Actions Annual Update Table

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

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

## LCFF Carryover Table

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

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

## Calculations in the Action Tables

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

### Contributing Actions Table

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

### Contributing Actions Annual Update Table

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

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

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

### **LCFF Carryover Table**

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

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

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

California Department of Education  
January 2022