



LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: JCS-Pine Hills

CDS Code: 33 10330 0138602

School Year: 2023-24

LEA contact information:

Jillian Tonkin

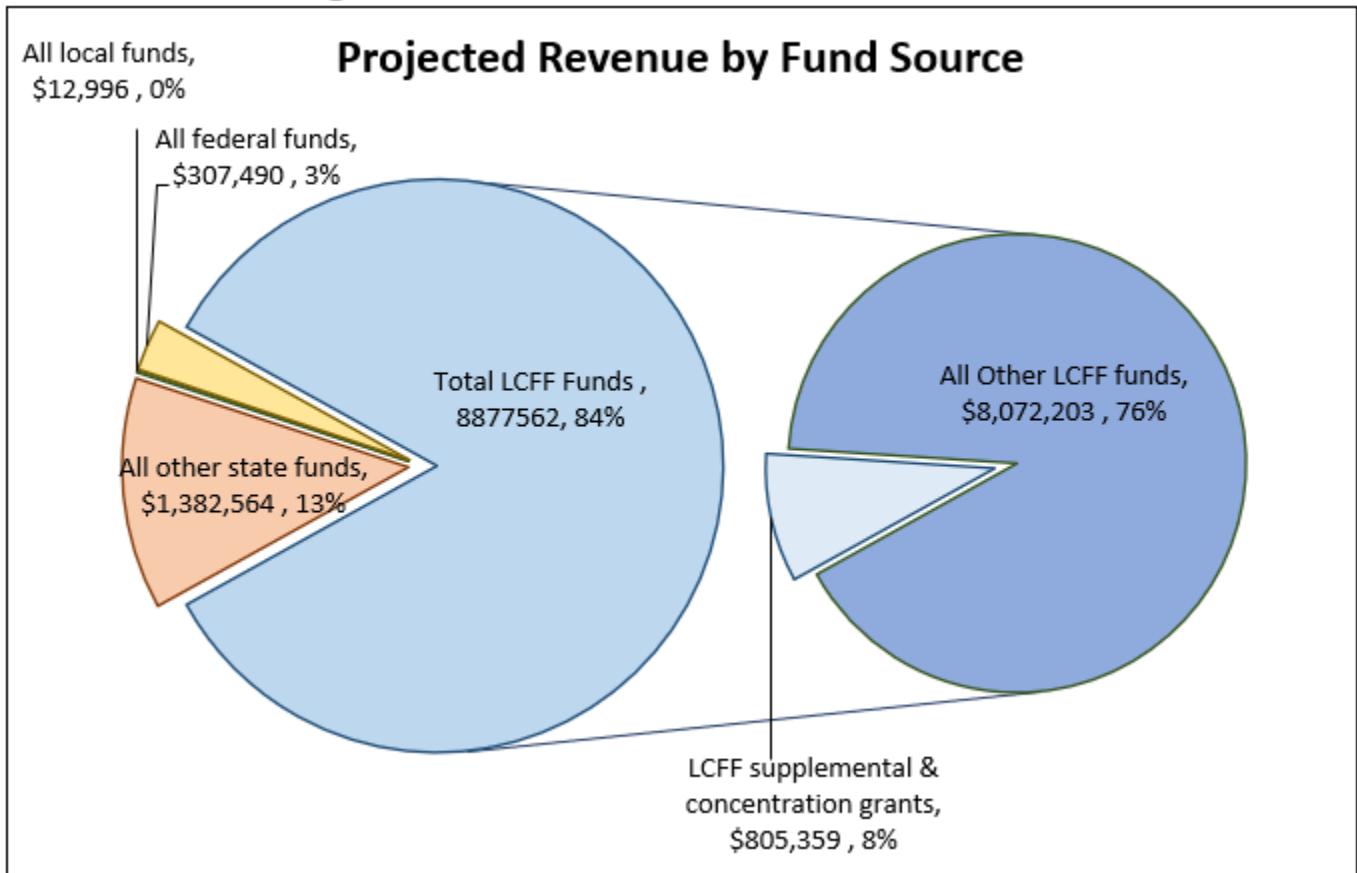
Principal

jtonkin@jcs-inc.org

619-346-3560

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

Budget Overview for the 2023-24 School Year

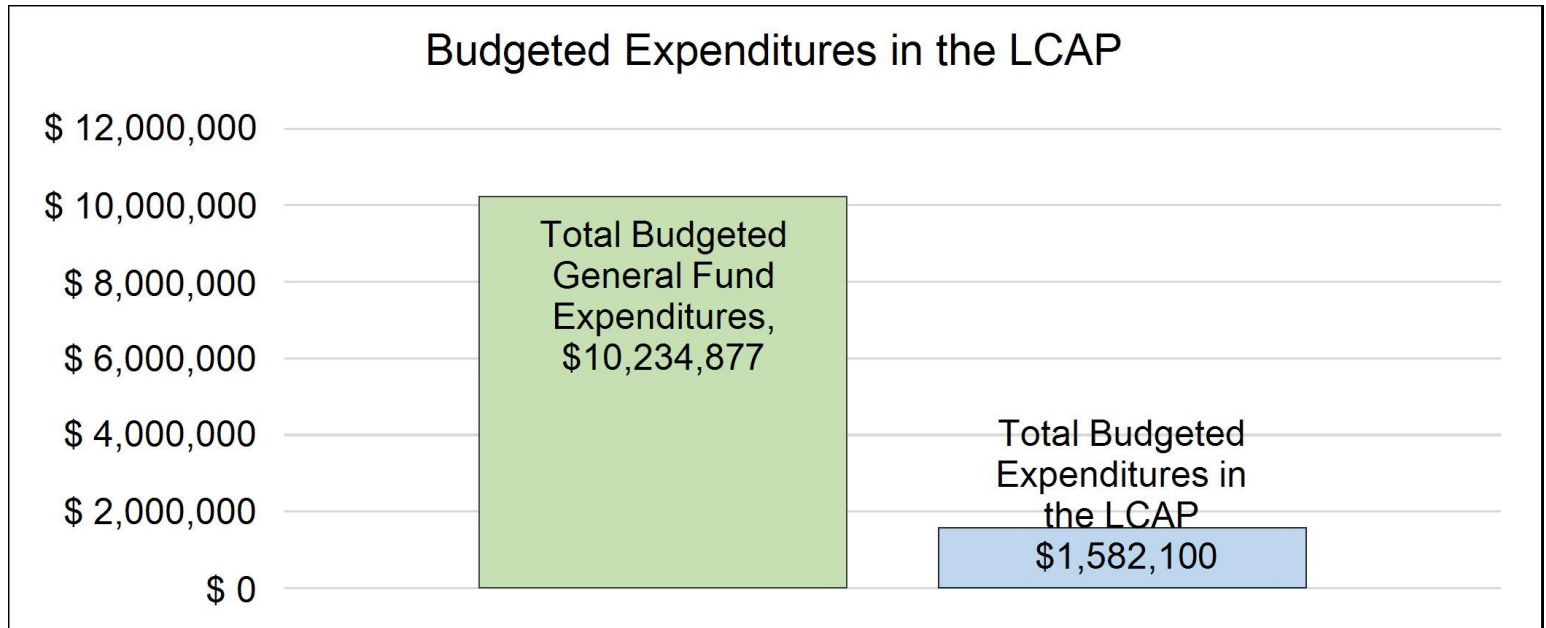


This chart shows the total general purpose revenue JCS-Pine Hills expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for JCS-Pine Hills is \$10,580,612.66, of which \$8,877,562 is Local Control Funding Formula (LCFF), \$1,382,563.76 is other state funds, \$12,996.48 is local funds, and \$307,490.42 is federal funds. Of the \$8,877,562 in LCFF Funds, \$805,359 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 JCS-Pine Hills plans to spend for 2023-24. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: JCS-Pine Hills plans to spend \$10,234,877 for the 2023-24 school year. Of that amount, \$1,582,100 is tied to actions/services in the LCAP and \$8,652,777 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

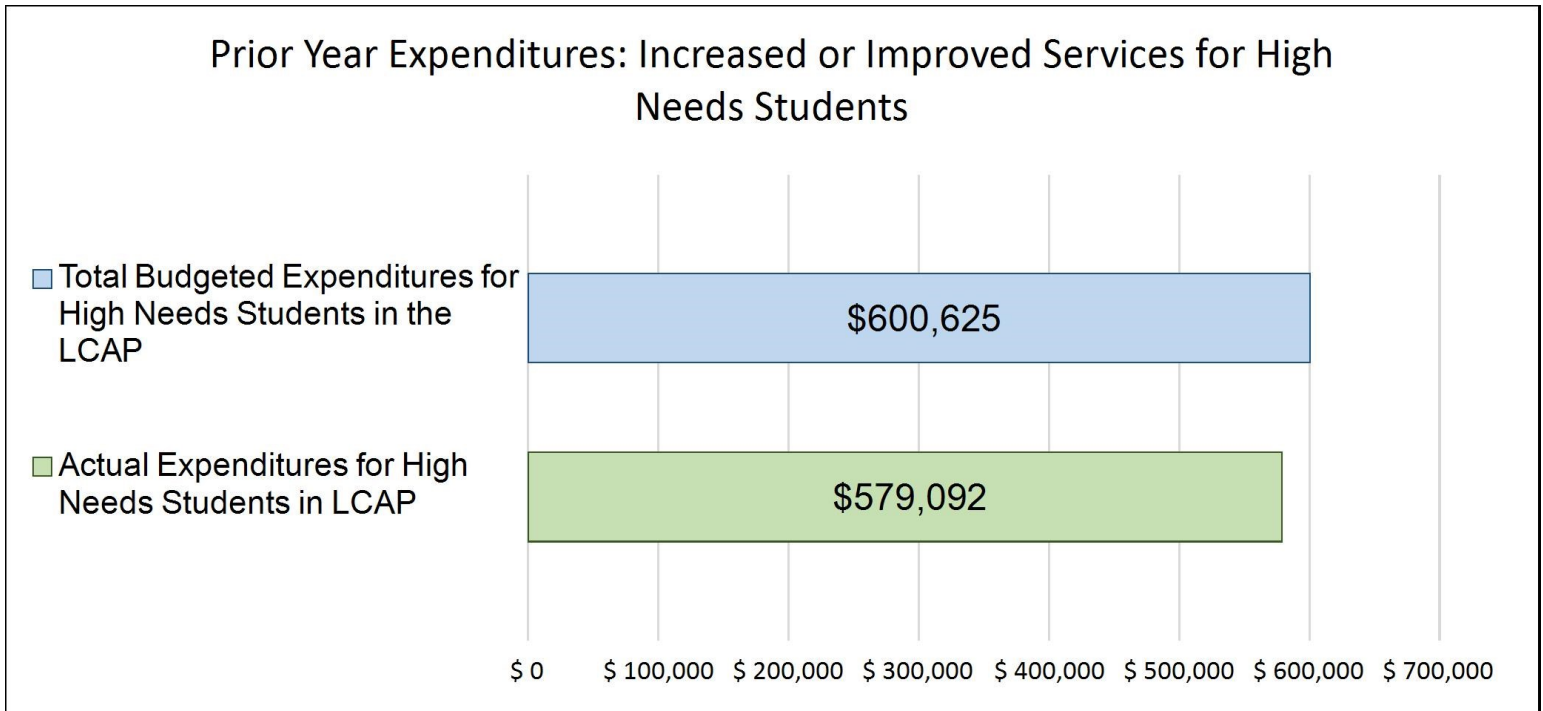
\$7,015,015 is budgeted for all personnel salaries and benefits. Some personnel expenditures are outlined in the LCAP where targeted support to address our goals in needed. \$3,219,862 is budgeted for services and other operating expenses related to facilities. Some of the facilities costs are budgeted in the LCAP (for repairs, as needed).

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

In 2023-24, JCS-Pine Hills is projecting it will receive \$805,359 based on the enrollment of foster youth, English learner, and low-income students. JCS-Pine Hills must describe how it intends to increase or improve services for high needs students in the LCAP. JCS-Pine Hills plans to spend \$980,112 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

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



This chart compares what JCS-Pine Hills budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what JCS-Pine Hills estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

The text description of the above chart is as follows: In 2022-23, JCS-Pine Hills's LCAP budgeted \$600,625.00 for planned actions to increase or improve services for high needs students. JCS-Pine Hills actually spent \$579,092.00 for actions to increase or improve services for high needs students in 2022-23.

The difference between the budgeted and actual expenditures of \$-21,533 had the following impact on JCS-Pine Hills's ability to increase or improve services for high needs students:

In 22-23 we spent about \$21,500 less than anticipated for the increased/improved services. The majority of that money was identified in the action to provide ELA and math tutoring for home study families; we spent about \$20,000 less there than budgeted. We believe offering this tutoring greatly benefits our families, especially parents who are new to home schooling, those who work in addition to home schooling, and those who may have other financial factors that impact schooling. For the upcoming year we plan to work with our EFs to ensure a personalized learning plan includes not only enrichment activities that are fun and engaging, but that also support students who need the additional academic support.



JCS
PINE HILLS

Local Control and Accountability Plan

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
JCS-Pine Hills	Jillian Tonkin Principal	jtonkin@jcs-inc.org 619-346-3560

Plan Summary [2023-24]

General Information

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

JCS-Pine Hills is an independent study TK-12 charter school sponsored by the Riverside County Office of Education. Pine Hills serves approximately 750 students, primarily in Riverside County, but with a few students in San Bernardino and North Inland San Diego. Currently JCS-Pine Hills has two programs in Riverside - home study and academy. The academy program includes two campuses, JCS-Pine Hills K-6 Academy (at Madison Ave) and JCS-Pine Hills 7-12 Academy (at Vallejo Ave). The location on Vallejo Ave includes a resource center for home study families, spaces for educational facilitators (EFs) to meet with home study families, offices for special education services, and on-site support for high school home study students (INSITE). A third learning center in Palm Desert includes spaces for educational facilitators (EFs) to meet with home study families and offices for special education services as well.

The mission of JCS-Pine Hills is to empower learners with educational choice. Our vision is to provide an exemplary personalized learning program in a supportive, resource-rich learning environment. We are dedicated to excellence and committed to nurturing passionate lifelong learners. Core values include:

- Creativity and Innovation: Envision and explore rich teaching and learning opportunities.
- Commitment: Educate students to their full potential and uphold the greater good of the school.
- Choice: Empower individual paths and goals through personalized learning.
- Excellence: Foster a climate of high expectations, quality, and accountability.
- Integrity and Compassion: Model honesty, dignity, fairness, and responsibility while demonstrating respect and understanding.

Students at JCS-Pine Hills are part of an independent study education model and are generally referred to as being in the home study program or the academy program. Daily instruction of TK-12 home study students is done by the parent teacher under the supervision of an EF. TK-8 students may get enrichment one day a week at a learning center, at the Madison Ave location. EFs also work with families to identify the need for additional instruction from one of our educational enrichment partners. Students at our academies are taught by a certificated teacher less than 74% of the time and by a parent-teacher more than 26% of the time.

Our student population consists primarily of white students (63.6%) and hispanic/latino students (31.9%). Our special education population is larger than traditional districts, with an overall percent of 18.5%. Due to the nature of independent study, our English language learner population is extremely small (1.4%), since for at least a portion of the week the parent is the teacher for the student. Our socioeconomically disadvantaged population is 40.4%, and our homeless and foster youth make up 2.1% of the population. While we don't have a migrant population in the traditional sense, we do have a somewhat transient population; some families decide that home study is not the right "fit" for them, while others move back and forth between different charter schools looking for different resources and schedules.

Students come to JCS-Pine Hills for various reasons: some are looking for an option other than their local school; some are drawn to a particular academy because of its focus; others like the balance of home school and classroom-based instruction; and still others prefer the traditional home study model with the flexibility and choice in curriculum and daily schedule. Because JCS-Pine Hills covers a relatively large geographical area, our student demographics and needs vary somewhat depending on the region. As a school we look at data for each academy individually, home school, by grade level (TK-8 and 9-12), and as a whole to identify our students' needs. While JCS-Pine Hills strives to support all learners in meeting their potential, we are very aware of our struggling and at-risk learners and their diverse needs and are constantly striving to provide additional supports.

Reflections: Successes

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

Due to the lingering effects of the COVID pandemic, the College/Career Readiness Indicator data on the CA Dashboard continued to be suspended for the 22-23 school year. In instances where an LEA has less than 11 students, data is not reported. For JCS-Pine Hills this applies to our English learners; data within our LCAP is calculated from our Student Information System and other local sources to report information that aligns with our goals and student needs.

ACADEMIC ACHIEVEMENT

Our CAASPP ELA 2022 scores showed that all of our students and all significant subgroups made growth, most notably our Hispanic students which grew by 15 points. Our Students with Disabilities only grew by 7 points, they closed the gap from All students by 30 points. In Math our Students with Disabilities improved by 13 points and closed the gap from All students by 20 points. Our 11th graders also made significant growth in both ELA and Math for the percent of students considered Ready or Conditionally Ready on EAP, doubling the percentage over last year. On NWEA we saw consistent growth for our Students with Disabilities in both Reading (5% increase) and Math (2% increase). On CAST, we saw growth overall (13%) and for our Low Income students (8%). We also saw a decrease in the percent of 9th graders taking Transitional Math, an indicator we've included as a way to quantify improved math instruction at lower grade levels.

In 21-22 we started using a fully online curriculum (Achieve3000) for our English Learners in grades 6-12 and added a component in which the students met twice/week with a teacher identified to provide designated instruction. Students who participated regularly made significant gains in their Lexile scores and benefitted greatly from the additional interactions with a teacher. In 22-23 we transitioned our 4th and 5th graders to Achieve3000 as well and began multiple groups with our EL teacher (grades 4-6, grades 6-8 and high school). Additionally our EL teacher began monthly meetings with TK-3 groups for additional speaking/listening activities to support Cengage curriculum. Of the EL students who returned to us from 21-22, 25% were reclassified as fluent (an increase over last year) and of the continuing English Learners 67% maintained or increased their English language performance level (also an increase over last year).

We continue to add to our core curriculum for ELA, Math and Science. Over the past few years we have seen a shift in the type of families who wish to home school, due in large part to the pandemic. Many parents coming to us do not have credentials or experience with selecting curriculum, and they require more support in choosing curriculum that is aligned to Common Core. While we want to continue offering a wealth of supplemental materials for parents to use, we're working to make more offerings that are comprehensive for our "new" families.

In 22-23 we increased the percent of students using our new science curriculum (StemScopes) from 10% to 33%. We also added science kits for parents to do labs at home.

Our electives were expanded, specifically our a-g electives, and made available for all students (both academy and home study) by providing them all in our CMS (course management system). This provided both groups of students greater access to a wide variety of offerings which will improve student engagement.

A great benefit of the additional money that was provided this year was that we were able to reduce our Educational Facilitator's (EF's) rosters by hiring additional rosters. This allowed all of our EFs to focus more time and effort on all of their students through daily engagement, and to assess and identify students requiring additional support and intervention. EFs could also identify which families needed support in home schooling and could connect them with educational enrichment partners in the community that we have identified for providing math and ELA tutoring.

SOCIAL EMOTIONAL (SEL)

For 22-23 we administered our SEL assessment, the Holistic Student Assessment (HSA) twice. In the fall 80% of students (grades 4-12) did not require intervention related to a broad spectrum of social-emotional needs, which was slight increase over Fall 2021 (79%). That is to say that the great majority of students will continue to benefit from preventative social-emotional support (Tier 1 and 2), and only 20% require tiered intervention (Tier 3) in a small group or 1:1. The Spring administration showed a slight decrease (77%) for students in Tiers 1 and 2.

Our SEL Counselor is tasked with supporting SEL and PBIS in all of our programs - we continued PBIS programs in all of our programs. Additionally, we implemented a home study SEL curriculum.

MTSS

This year we continued work on clarifying with teachers the processes and supports available to students. In our home study program and in our elementary academy programs, we made more gains in increasing the participation in local common benchmark assessments. This consistent data helps with both best first instruction and improving our process for identifying students needing more support. Steady progress was made in the area of tiered academic intervention, including holding more routine SST meetings and implementing intervention. Monitoring progress in Tier 2 intervention was also improved by adding an Intervention Progress Report; this helped with strategizing next steps and communication with parents and the other staff members on the SST team. We made a great push for students to take MAP 3 times this year (grades 2+) so we could identify students needing support and track growth. We will continue this next year, and will be providing training (offered by NWEA) on using MAP data for learning loss and acceleration.

Data indicates that Tier 2 strategies are consistently working since we went from 50% to 51% of our students receiving Tier 2 intervention for reading meeting growth goals. In math, results are also consistent, going from 55% to 57% of our students receiving Tier 2 math intervention meeting growth goals. Tier 2 intervention is by nature very transient so the two baselines are a different set of students. Nevertheless, we will continue to monitor progress of our math strategies and seek out further best practices.

COLLEGE/CAREER READINESS

IN 21-22 we hired an academic counselor focused on our school, Pine Hills. This increased support directly to our students as well as improving communication regarding college and career options and requirements. Our 22-23 data shows an increase of 3% in students meeting a-g, a 6% increase in the students completing at least one college course in high school, and a 2% increase in students completing 2 or more college courses. Our graduation rate overall moved to 88% (from 83.1%) and our graduation rate for Students with Disabilities increased by 7% to 67%.

We worked on increasing student access to counselor meetings to plan for college and career. We also expanded the use of Naviance, our college and career platform. We continue to prioritize enrolling our students in college courses and increasing access and options for A-G courses offered at our school.

Because we haven't had college and career data on the California Dashboard since our school started, we spent time this year doing an internal data dive to research and then plan to increase our number of students graduating college and career ready, according to the state's indicators. Our local data indicates that 35% of our students graduated prepared for college and career in 2022. Furthermore, another 16% graduated approaching prepared for college and career in 2022. We expect our work to increase access to counseling, increase access to A-G courses, and increase access to college courses will improve these percentages in the next two years.

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.

ACADEMIC ACHIEVEMENT:

Our CAASPP data continues to show that our Students with Disabilities perform significantly below All Students and White Students in both ELA (59 points below DFS on CAASPP) and Math (101 points below DFS). Our Hispanic and Low Income students, our largest subgroups, perform about 15-20 points below All Students and White Students in both ELA and Math in CAASPP. ELA is a relative area of strength for our school, with all students performing 1.5 points above DFS and White students performing 8.5 points above DFS. Math continues to be an area of need for all of our students, with All Students 41.5 points below and White students 31.5 points below DFS. Our MAP data shows a slightly different picture for Hispanic students, who are performing similarly to White students in MAP. Students with Disabilities are still far behind all other subgroups. Overall, though, Math is also an area of need shown in MAP.

Based on the Dashboard and local data we need to continue working on are math achievement for all learners and ELA for our significant subgroups. Our largest performance gap continues to be for our students with disabilities, who perform far below all students and all other subgroups in both ELA and Math.

MTSS:

In 22-23 we were able to provide consistency in our Rtl program with the same full-time teacher throughout the school year. We are continuing to strengthen our MTSS model by providing more training to staff in identifying learning gaps, addressing those needs through tiered interventions, to proactively address student needs. Additionally we will train our intervention staff and special education staff in Tier 2 and 3 curriculums, provide in-house training and seek support from our SELPA to train general education staff in working with students who have IEPs in the classroom. Over the past two years we have built up an MTSS model but we have not yet developed a good system for tracking data or determining which data is being used consistently. While we have evidence that students are successfully returning from Tier 2 to Tier 1 based on their goals for Rtl, we've determined that going forward we'll use MAP scores and growth targets as our indicator for student success for academic intervention.

SEL

In 22-23 we administered the HSA in fall and spring to collect pre and post data to identify students in need of tiered support and measure growth but no action was taken in between to utilize the data for meaningful interventions with students. For 23-24 we will only give the HSA once, but we'll continue to work on a plan for using HSA data for interventions in all tiers that are aligned with our SEL curriculum. Additional training may be needed for staff to know how to connect these pieces and act on them.

COLLEGE/CAREER READINESS:

JCS-Pine Hills did not have grades 9-12 until the 19-20 year, when the Dashboard was suspended. While we don't have data yet for the College/Career Indicator we have calculated the areas that make up the indicator and we know that this is a major area we need to focus on. We do not have students who take AP courses, although we have a few students who take AP tests each year. None of our students are currently in CTE pathways. In 22-23 we saw growth in the three CCI areas we have been focusing on: EAP ready/conditionally ready, a-g requirements and college course credits. Based on stakeholder feedback though we've determined that we will continue to focus on the areas we are growing for the remainder of this LCAP cycle.

We have implemented a new program Bound for Blue, directly aligned with the CCI. We celebrate our students at different milestones in their high school journey, all culminating in recognition at graduation.

LCAP Highlights

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

BROAD GOALS - continuing areas of need that we will be addressing for several years:

1. High academic achievement in Language Arts, Math and Science.
2. Helping students growth and thrive through a multi-tiered systems of support (MTSS).

FOCUS GOAL - continuing area of need for college and career readiness that has been pared down to improve focus and complete in two years:

3. Increase the number of students meeting a-g requirements and completing college course credit.

MAINTENANCE GOAL - monitoring a variety of areas that are still important for maintaining the level we have achieved:

4. Providing an engaging, safe, clean and healthy learning environment for all students.

JCS-Pine Hills receives Title I Title II and Title IV funds. Our LCAP also incorporates the broad actions/services outlined in our School Plan for Student Achievement (SPSA) and LCAP Federal Addendum so we, and our stakeholders, can easily monitor progress on these documents as well.

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 - JCS-Pine Hills is not eligible for CSI.

Support for Identified Schools

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

N/A

Monitoring and Evaluating Effectiveness

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

N/A

Engaging Educational Partners

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

On the following dates we met with educational partners to share components of the LCAP and gather feedback and suggestions:

- Board Meetings held monthly on the 2nd Friday of each month via Zoom. Throughout the year data related to the LCAP has been shared, including LCFF Dashboard data, local assessment data, progress towards goals, and monthly LCAP spending reports. Public comments are addressed at the beginning of each Board meeting.
- School Site Council (SSC) meetings held early November, February and May. SSC includes parents, students and school staff - principal, teachers and classified staff, special education staff. At SSC meetings specific feedback was gathered from educational partners to review a draft of goals, actions and services and develop additional ones.
- Monthly meetings held with the assistant director of special education include discussions centered around LCAP and how to support students with disabilities better.

The SPSA and LCAP federal addendum were reviewed and presented at Board Meetings and SSC meetings to gather input and update.

Brief surveys were created by our principal and leadership team (including special education and finance). The questions created were generated based on the information leadership wanted to see addressed in the LCAP. The surveys targeted 1) parents/guardians; 2) students in grades 3+; 3) all staff; and 4) board members. Surveys were sent in early April to gather additional feedback to develop goals, actions and services of the LCAP. Additional surveys were created specifically for parents of SwD and parents of English learners. The email for parents of English learners was translated to Spanish, which is the primary home language for all of our ELs, and the survey was available in Spanish as well. In the surveys for SwD and ELs, parents were asked to include their email if they were willing to be contacted for additional feedback.

A summary of the feedback provided by specific educational partners.

35% students, 16% parents and 52% staff members responded to the surveys. Additionally, 12% parents of SwD responded to the survey about special education support. 25% EL parents completed the survey about EL support.

The areas that parents feel are most important to address are: 1) student engagement; 2) increased math achievement; 3) social/emotional learning; and 4) increased achievement in Language Arts. The areas that staff feel are most important to address are: 1) math; 2) student engagement; and 3) Language Arts; and 4) learning loss. The areas that students felt were most important to address are: 1) keeping students interested in school; 2) helping struggling students; 3) supporting social/emotional learning; and 4) preparing students for college and work.

Staff members feel additional core Language Arts and Math choices should be considered for elementary and middle school as well as an updated SEL curriculum. Staff also reported that parent engagement has declined since COVID.

On the survey for special educations, parents reported wanting more support for at-home instruction.

Our School Site Council provided feedback about feeling safe on campus in the event of emergencies.

During our WASC self-evaluation this year our WASC team (consisting of teachers, classified staff, sped teachers and administrators) agreed on the focus on College/Career readiness - not just A-G - we only expect about 35% of our students to graduate "prepared" this year according to the CCIs.

We often hear from home study parents and teachers (EFs) that our elective curriculum is lacking and EFs in particular requested VAPA A-G options for our home study. The academy program only offered theatre until now, and our students there expressed a desire to have alternative options.

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

The areas that parents and staff felt were most important to address based on our survey were captured in goals 1 (overall academic achievement) and 2 (MTSS), which centers around both academic intervention and learning acceleration. The areas that students felt were most important on the survey are addressed in goals 2 (MTSS) and goal 3, which seeks to address relevance of the curriculum.

Some specific actions in the LCAP that were created as a result of stakeholder feedback:

1. An initial focus group meeting will be held early Fall 2023 with parents of SwD to begin a plan for how best to implement additional supports at home and to work towards creating a more robust program for students with mild/moderate disabilities.
2. A middle school team will be created to research a possible new middle school ELA curriculum.
3. Continuing to expand our electives, in particular financial literacy and VAPA.
4. Installation of a public announcement (PA) system at two of our locations, specifically to communicate in the event of an emergency.
5. Researching the purchase of AEDs and providing training for the use of AEDs.

Goals and Actions

Goal

Goal #	Description
1	BROAD GOAL: Students will achieve at high academic levels in Language Arts, Math and Science based on CAASPP and MAP performance.

An explanation of why the LEA has developed this goal.

Based on our 2022 CAASPP/CAST data and our 2022-2023 MAP data as well as stakeholder input, we've determined that students need to continue working towards higher levels of achievement in Language Arts, Math and Science to increase communication and critical thinking skills. These skills are the foundation for lifelong learning, the cornerstone of our school's mission. The identified metrics below will help us measure growth in all three areas and will tell us if the actions/services identified are making an impact. MAP, CAST, CAASPP and EAP data combined with tracking the students who require Transitional Math in 9th grade allow us to analyze student growth and areas of need. Tracking the % of students using standards-aligned curriculum will indicate that students have the basic materials/supports needed to be successful.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
% of students with CCSS materials	CCSS materials: 100%	CCSS materials: 100%	CCSS materials: 100%		CCSS materials: 100%
% of middle school students with new NGSS materials	NGSS materials: 10% of middle school students	NGSS materials: 10% of middle school students are using the pilot materials. Other, older, NGSS materials are being used by most students	NGSS materials: 33% of middle school students are using the pilot materials. Other, older, NGSS materials are being used by most students.		NGSS materials: 20%
% of EL students with ELD materials	ELD materials: 100%	ELD materials: 100%	ELD materials: 100%		ELD materials: 100%
% of students at/above average in	MAP Reading Fall 2020	MAP Reading Fall 2021	MAP Reading Fall 2022		MAP Reading ALL: 81%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Reading on NWEA MAP	ALL: 75% SwD: 45% LI: 86% Hispanic: 88% EL: 57%	ALL: 73% SwD: 47% LI: 67% Hispanic: 73% EL: 33%	All: 73% SwD: 52% Hispanic: 68% LI: 67% White: 76% EL: 13%		SwD: 51% LI: 89% Hispanic: 91% EL: 60%
% of students at/above average in Math on NWEA MAP	MAP Math Fall 2020 ALL: 69% SwD: 29% LI: 78% Hispanic: 85% EL: 63%	MAP Math Fall 2021 ALL: 61% SwD: 32% LI: 55% Hispanic: 61% EL: 46%	MAP Math Fall 2022 All: 65% SwD: 34% Hispanic: 56% LI: 59% White: 72% EL: 0%		MAP Math ALL: 75% SwD: 35% LI: 81% Hispanic: 88% EL: 66%
DFS for ELA (CAASPP)	DFS ELA Spring 2019 ALL: 1.6 points above SwD: 78.9 below LI: 8.2 below Hispanic: 8.6 below	DFS ELA Spring 2021 (from ParsecGO) ALL: 0.7 below SwD: 58.9 below LI: 17.4 below Hispanic: 19.7 below	DFS ELA Spring 2022 All: 5.3 above SwD: 51.3 below Hispanic: 4.8 below LI: 9.8 below White: 6.6 above		DFS ELA ALL: 10+ above SwD: 30 below LI: 5 below Hispanic: 3 above
DFS for Math (CAASPP)	DFS Math Spring 2019 ALL: 41.5 points below SwD: 117.7 below LI: 59.6 below Hispanic: 51.8 below	DFS Math Spring 2021 (from ParsecGO) ALL: 38.4 below SwD: 115.7 below LI: 54.9 below Hispanic: 54.2 below	DFS Math Spring 2022 All: 45.5 below SwD: 102.1 below Hispanic: 58.9 below LI: 66.3 below White: 38.7 below		DFS Math ALL: 15 below SwD: 70 below LI: <40 below Hispanic: <40 below White: 10 below
% of students met/exceeded (CAST)	CAST Spring 2019 ALL: 27%	CAST Spring 2021	CAST Spring 2022 All: 40%		CAST ALL: 33%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	SwD: 17% LI: 21% EL: TBD w Spring 2022	Not tested due to ongoing pandemic - the state allowed for flexibility in administering CAST.	SwD:10% Hispanic: 38% LI: 29% EL: -- White: 38%		SwD: 23% LI: 27% EL: 23% White: 33%
% of students considered Conditionally Ready or Ready in ELA and Math on EAP (CAASPP)	EAP ELA: Spring 2019 ALL: 19.1% EAP Math: Spring 2019 ALL: 7.9%	EAP ELA Spring 2021 ALL: 25.9% EAP Math Spring 2021 ALL: 12.1%	EAP ELA Spring 2022 All: 58% SwD: 18% Hispanic: 62% LI: 46% EAP Math Spring 2022 All: 26% SwD: 9% Hispanic: 39% LI: 23%		EAP ELA ALL: 25% EAP Math ALL: 11%
% of 9th graders who enrolled in Transitional Math (SIS)	9th Grd inTransitional Math: 45%	9th Grd inTransitional Math: 30%	9th Grd inTransitional Math: 28%		9th Grd inTransitional Math: 40%
DFS for middle school ELA (CAASPP)	New baseline Spring 2023	New baseline Spring 2023	CAASPP ELA 2022 Middle School All 6-8th: 15.7 points above Academy 6-8th: 34.2 points above Home study 6-8th: 2.3 points below		CAASPP ELA Middle School All 6-8th: 18 points above Academy 6-8th: 35points above Home study 6-8th: 2.5 points above

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	CCSS Curriculum & Materials	<p>Ensure all students are using CCSS-aligned curriculum by:</p> <ul style="list-style-type: none"> Continuing to replenish ELA and math curriculum Creating science kits, assignments and labs for newly purchased science curriculum Allocating funds for science teacher to strengthen understanding, usability and accessibility of new NGSS curriculum Identifying and developing middle school ELA curriculum assignment map 	\$85,000.00	Yes
1.2	ELD Curriculum & Materials	Continue to replenish ELD curriculum to ensure English Learners are using designated ELD curriculum aligned to the ELD framework.	\$2,500.00	Yes
1.3	Internet & Instructional Materials	Provide internet in home for LI/FHY along with copies of materials that need to be printed, as needed.	\$7,500.00	Yes
1.4	PD - Induction	Ensure that any new teachers complete their school-funded Induction Program	\$20,000.00	No
1.5	Math Program Analysis	<p>Complete analysis of teacher and student supports to increase math achievement. Actions may include:</p> <ul style="list-style-type: none"> Survey of teacher strengths/needs (self-reporting and observed) Analytics of usage on website created by math coach Analytics of usage on supplemental math programs IXL math usage and achievement correlation data Professional development Pilot program for one or more math supplements 	\$12,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
1.6	Parent Participation & Engagement	Increase parent participation and engagement by: <ul style="list-style-type: none"> Developing monthly communication via school newsletters, communication with parents, and school's online presence. Recruiting parents to the School Site Council and encourage their consistent participation. 	\$4,500.00	No
1.7	Educator Effectiveness	Continue to support and grow effective staff by offering professional development and collaboration activities including, but not limited to: <ul style="list-style-type: none"> developing and analyzing the annual STAR teacher rubric funding teacher-identified professional development goals analyzing data to make informed decisions about instruction interpreting reports to help students set goals 	\$10,000.00	No
1.8	ParsecGO	Utilize ParsecGO data platform to analyze achievement data related to metrics for all student groups and re-evaluate programs, systems and actions as needed.	\$5,000.00	Yes
1.9	Diverse book collection	Develop a more diverse book collection and obtain culturally relevant texts, in both English and Spanish, to support students' independent reading.	\$11,300.00	Yes
1.10	Technology	Purchase additional Chromebooks or other technologies to increase student access to: <ul style="list-style-type: none"> supplemental Tier I interventions online NGSS materials online ELD materials art & music curriculum elective courses 	\$10,000.00	Yes

Goal Analysis [2022-23]

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

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

There were not many substantive differences in planned actions and actual implementation. We did not make significant progress in analysis of middle school home study ELA curriculum so we will continue with that action for next year. On the other hand, our math program analysis made more progress than we anticipated; we had strong professional learning at the elementary academy and we built a structure to analyze data with teachers directly in the home study environment.

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 pay for as much professional development using Educator Effectiveness funds as planned. PD included interpreting MAP reports to help students set goals (cost identified in LCAP). Teacher support was provided in the the development and analysis of STAR teacher rubrics. Teachers attended state-provided training on CERS for free, which centered on data analysis and instructional decision-making. We did not have to pay as much for ParsecGO as we had budgeted, as the cost was split over three years.

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

As we update and improve our resources on an ongoing basis, including actions directed toward evaluating and purchasing CCSS curriculum and providing internet to students, we continue to see growth in our ELA data in both MAP and CAASPP. As a highlight, we spent the last two years focusing on science materials and accessibility for our programs resulting in CAST improvements from our baseline. There are also some highlights in math, like a decreased number in students needing to take Transitional Math when entering 9th grade and our students in special education also show growth from baseline in CAASPP math. For our ALL student math category, we added goals in 22-23 yet to be measured by CAASPP.

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.

This year (22-23) we paid for our last teacher who did not have EL Authorization. Going forward we will ensure all new hires have their EL authorization in place, so the action for monitoring will move to goal 4 for maintenance. The aligned metric will also move to goal 4. We added actions/services 9 and 10 to capture the monies we received for Title IV and the Arts, Music and Instructional Materials grant that align with LCAP goal #1 for student achievement. We added a metric for middle school ELA to align with our action/service to research new ELA middle school curriculum. Our educational partners expressed a desire for new curriculum and based on the data there is a need for home study.

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	BROAD GOAL: Students grow and thrive through a multi-tiered system of support.

An explanation of why the LEA has developed this goal.

Our CAASPP and MAP data shows that our low income students, students with disabilities and Hispanic students (our significant subgroups) are performing well below all students and White students. HSA data collected the past two years also indicates a need for intervention in social-emotional areas. JCS-Pine Hills believes strongly in personalized learning and addressing the needs of the whole child. We have implemented a multi-tiered system of support. Both CAASPP and MAP data are used to measure targeted student growth for our students with the greatest academic needs. Additionally HSA data is used to target social-emotional needs.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
% of Rtl students meeting growth targets on NWEA MAP	NWEA MAP Rtl Spring 2021 Reading: 35% Math: 75%	NWEA MAP Rtl 2022 Reading: 50% Math: 54%	NWEA MAP Rtl 2023: Reading: 52% Math: 54%		NWEA MAP Rtl Reading: 50% Math: 80%
% of students meeting growth targets on CAASPP (21+ points)	CAASPP TBD Spring 2022 ELA: Math:	This data is based on growth from Spring 2021 to Spring 2022. Students who improve their scale score by 21+ points are considered to have met acceptable growth targets based on the current CAASPP model. This	CAASPP growth targets 2023: ELA: 50% Math: 60%		CAASPP ELA: 50% Math: 50%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		data will be available some time in Fall 2022.			
% of students in Tier 3 on HSA	HSA Tier 3 Spring 2021: 21%	HSA Tier 3 Fall 2021: 22%	HSA Tier 3 Fall 2022: 20%		HSA Tier 3: 12%
% of ELs who maintain or grow 1+ ELPI level	ELPI Spring 2020: 75%	ELPI Spring 2021: 50%	ELPI Spring 2022: 67%		ELPI: 100%
% of ELs who reclassify (RFEP) on ELPAC	RFEP Fall 2020: 25%	RFEP Fall 2021: 23%	RFEP Fall 2022: 25%		RFEP: 33%
% of parents who rate "highly supported" on a likert scale. (EL and SwD)	Year 2 baseline - new metric for 22-23	Year 2 baseline - new metric for 22-23	% Spring 2023: Overall 93% of parents rated highly supported SwD & EL parents: 75%		% of parents who rate "highly supported" on a likert scale: 90%

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	NWEA MAP	Administer universal screeners (e.g. NWEA MAP) and local benchmark assessments to identify students in need of Tier 1 and Tier 2 intervention.	\$9,112.00	Yes
2.2	HSA	Administer Holistic Student Assessment annually and use data to inform tiered levels of SEL support.	\$3,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
2.3	Meal Program	Increase meal program to two meals per day.	\$7,500.00	Yes
2.4	Intervention Coordinator & Resources	Provide Intervention Coordinator to: <ul style="list-style-type: none"> • consult with teachers re: Tier 1 strategies • conduct Student Study Teams • implement Tier 2 Intervention • track and monitor student progress • provide professional development • supervise instructional aide providing student support 	\$175,000.00	Yes
2.5	SEL Counselor	Provide a school counselor to: <ul style="list-style-type: none"> • provide ongoing social-emotional learning for TK-12 students • provide short-term, non-medical counseling through crisis response, individual, and group settings • train staff on recognition, prevention and intervention in bullying and suicide ideation • oversee implementation of SEL curriculum and tiered strategies to address SEL needs • collaborate with staff to develop positive behavior intervention and supports • use HSA and Securly data to screen students for any mental health needs 	\$77,000.00	Yes
2.6	EL Coordinator	Provide EL coordinator to identify, track and coordinate related services such as:	\$22,500.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<ul style="list-style-type: none"> • Develop Individualized Learning Plan (ILP) for each English learner • Coordinate designated ELD instruction for ELs online with online supplemental oral language component with twice-weekly groups led by a CLAD-credentialed teacher • Monitor effectiveness of EL curriculum and revise curriculum guides for home study families as needed • Monitor compliance with master agreements and collection of appropriate work samples • Attend professional development for designated and integrated ELD and the ELD framework and coordinate training for others. • Monitor progress of reclassified ELs for a minimum of 3 years • Collaborate with supporting EFs 		
2.7	FHY Liaison	<p>Provide Foster/Homeless Youth Liaison who will:</p> <ul style="list-style-type: none"> • Complete a needs assessment of services • Identify and support F/HY, including the development and implementation of an Individualized Learning Plan (ILP) • Communicate resources and educational opportunities to families as available • Provide resources/training to all staff as needed 	\$10,250.00	Yes
2.8	Learning Acceleration	Reduce student numbers in home study for better SEL support and improved progress monitoring and provide mentoring to new staff.	\$485,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
2.9	Parent Engagement	Provide ongoing focus groups/surveys for EL and SwD parent involvement and feedback to inform curriculum, programming and supports.	\$2,500.00	Yes
2.10	Professional Development	Provide ongoing professional development to staff in the following areas: <ul style="list-style-type: none"> • MTSS, tiered supports, identifying gaps in learning • best practices for improving school climate, de-escalation strategies and transformative SEL • effective re-engagement strategies 	\$9,000.00	Yes
2.11	Collaboration with SELPA	Collaborate with the SELPA to: <ul style="list-style-type: none"> • ensure progress towards LCAP goals, actions and services for SwD • close the achievement gap for SwD 	\$2,500.00	No
2.12	PD - Students with Disabilities	Attend professional development opportunities and other learning activities provided by the SELPA which may include, but are not limited to: <ul style="list-style-type: none"> • Disproportionality (i.e. disproportionate representation of specific groups identified as having a disability, or being suspended, etc.) • Response to Intervention • Instructional strategies • Serving students in independent study • Performance Indicator Process 	\$500.00	No

Action #	Title	Description	Total Funds	Contributing
2.13	EEPs	Provide access to educational enrichment partners for math and ELA tutoring support for home study.	\$50,000.00	Yes
2.14	ACCESS	Continue ACCESS program for students with mod/severe disabilities. The program will involve a collaborative team to support in-person instruction and home study curriculum: <ul style="list-style-type: none"> • A dedicated specialized academic instruction (SAI) teacher • A dedicated speech/language pathologist assistant (SLPA) • A dedicated instructional aide (IA) • Consultation with EFs • Additional support providers as appropriate 	\$130,500.00	No
2.15	Student engagement: attendance	Seek to address chronic absenteeism rates for Low Income students and Students with Disabilities by: <ul style="list-style-type: none"> • Providing daily engagement opportunities • Assessing the conditions and needs of student subgroups to understand why they have significantly higher rates • Collaborating with SEL counselor to provide additional supports as identified 	\$20,000.00	No Yes
2.16	Special Education Programming	Seek, analyze, program plan to improve service for students with mild/mod disabilities.	\$5,000.00	No
2.17	EL Parent Engagement	Allocate one TK-8 and one 9-12 educational facilitator (EF) for English learners to increase parent engagement and to provide additional support for home study.	\$92,500.00	No Yes

Goal Analysis [2022-23]

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

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

Our planned actions were implemented mostly as planned. We added an aide to our intervention program. We planned to only add one aide but decided two would be more effective and expand our program, reaching more students. In student engagement for our home study students, we added some grade level specific groups, focused on math, which is a change from students being only grouped with his/her Educational Facilitator.

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.

For action 2.14 there was a difference of approximately \$20,000. Our families and EFs did not utilize educational enrichment partners for academic tutoring as much as we had anticipated. This may be in part due to the fact that we had our Intervention Coordinator and two instructional aides all year who were able to provide Tier 2 support.

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

Our intervention coordinator, SEL counselor and EL coordinator, are building relationships with our students while making a great impact on progress towards our academic goals using both MAP and CAASPP. Our HSA data isn't improving as much as we would like to see; this year we tried to do targeted SEL groups for our students in home study, however they were not well-attended. We believe lack of attendance could be due to lack of buy-in or understanding the "why" so we will work in educating our parent-partners in the importance of SEL instruction.

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.

2.3: Revised to include two meals per day, up from one per day in 22-23.

2.15: We no longer have one EF dedicated to our ACCESS program; instead our ACCESS teachers will collaborate with all EFs with students on their roster.

2.16: We removed SEL parent night opportunities because they were not well-attended (typically less than 5 parents). Our SEL counselor will continue to collaborate with parents.

2.17: We added this action/service based on educational partners' feedback about the need for a more robust mild/moderate program, similar to ACCESS.

2.18: We added this action/service to improve collaboration, communication, training and support for both EFs and parents of English learners.

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	FOCUS GOAL: Increase the % of students who meet a-g requirements and the % of students completing college credit courses over the next two years to better prepare students for college and career pathways.

An explanation of why the LEA has developed this goal.

On the CA School Dashboard, College and Career Readiness is measured using multiple avenues. Based on stakeholder feedback and our local data, we've determined that the areas we want to focus on and grow quickly are: 1) increasing percent of high school students who have met a-g requirements and 2) increasing the percent of high school students who complete college credit courses over the span of their high school career. By focusing specifically on these two areas over the next two years we feel confident we can make significant improvement towards preparing our students for College and Career Pathways and improving our College/Career Indicator. JCS-Pine Hills did not have high school seniors in 18-19 and the Dashboard College/Career data has been suspended since 19-20. No data is available from the Dashboard but we were able to gather the data from our student information system and from Data Quest. In Spring 2021 20.3% of high school students met a-g requirements and 11% of high school students had completed college course credit in their high school career. For the next two years we will only focus a desired outcome for these two areas, although we will continue to measure AP and CTE completers as well.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
% of students meeting a-g requirements (RCOE Tableau or CA Dashboard when available)	a-g Spring 2020: 19.3%	a-g Spring 2021: 20.3%	a-g Spring 2022: Overall: 24% SwD: 0% Hispanic: 27% LI: 19% White: 20%		a-g Spring 2024 50%
% of students completing one college credit course	College Course Credit, C- or better, Spring 2020: 11%	College Course Credit Spring 2021: 18%	College Course Credit Spring 2022: Overall: 24% SwD: 15%		College Course Credit, 1 or more: Overall: 25% SwD: 15%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
during their high school career (SIS)			Hispanic: 23% LI: 2% White: 21%		Hispanic: 25% LI: 15% White: 25%
% of students scoring 3+ on AP (College Board)	AP Spring 2020: <1%	AP Spring 2021: 0%	AP Spring 2022: 0%		AP: 2%
% of students completing CTE (SIS)	CTE completers Spring 2020: 0%	CTE completers Spring 2021: 0%	CTE completers Spring 2022: 0%		CTE completers: 0%
% of students meeting a-g requirements and CTE, combined (SIS)	a-g and CTE completers Spring 2020: 0%	a-g and CTE completers Spring 2021: 0%	a-g and CTE completers Spring 2022: 0%		a-g and CTE completers: 0%
% of students completing 2 or more college credit course during their high school career (SIS)	2+ College Course Credit, C- or better, Spring 2020: 3%	2+ College Course Credit, C- or better, Spring 2021: 5%	2+ College Course Credit Spring 2022: Overall: 7% SwD: 2% Hispanic: 6% LI: 1% White: 6%		2+ College Course Credit, C- or better: Overall: 10% SwD: 5% Hispanic: 10% LI: 5% White: 10%
Chronic Absenteeism Rate (CA School Dashboard)	Chronic Absenteeism Rate 2019: ALL: 7.4% LI: 12.6% SWD: 12.7% WHITE: 6.2% HISPANIC: 7.5%	Chronic Absenteeism Rate 2021: ALL: 6.6% LI: 11.5% SWD: 12.5% WHITE: 6.9% HISPANIC: 4.3%	Chronic Absenteeism Rate 2022: ALL: 4% SwD: 9% Hispanic: 8% LI: 6% White: 3%		Chronic Absenteeism Rate 2021: ALL: 6% LI: 8% SWD: 8% WHITE: 6% HISPANIC: 6%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
High School Graduation Rate (CA School Dashboard or RCOE Tableau while Dashboard is suspended)	High School Graduation Rate 2020: ALL: 91.9% LI: 92.3% SWD: Not available WHITE: 96.7% HISPANIC: 81.8%	Graduation Rate Spring 2021: ALL: 83.1% LI: 84.6% SWD: 60% WHITE: 88.1% HISPANIC: 85%	Graduation Rate Spring 2022: Overall: 88% SWD: 67% Hispanic: 94% LI: 84% White: 85%		Graduation Rate Spring 2021: ALL: maintain baseline LI: maintain baseline SWD: 70% WHITE: maintain baseline HISPANIC: 88%
High School Dropout Rate (CA School Dashboard or RCOE Tableau while Dashboard is suspended)	High School Dropout Rate 2020: ALL: 8.1% LI: 7.7% SWD: Not available WHITE: 3.3% HISPANIC: 18.2%	High School Dropout Rate 2021: ALL: 11.3% LI: 15.4% SWD: 33.3% WHITE: 4.8% HISPANIC: 15%	High School Dropout Rate 2022: Overall: 5% SWD: 0% Hispanic: 0% LI: 8% White: 7%		High School Dropout Rate 2021: ALL: maintain baseline LI: maintain baseline SWD: 20% WHITE: maintain baseline HISPANIC: 10%

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	College & Career Readiness	Fund high school counselor to improve college/career readiness for all students by: <ul style="list-style-type: none"> • Counseling students in college/career paths and requirements • Ensuring courses are a-g approved • Analyzing transcript data to identify a-g gaps • Providing professional development to teachers in transcript analysis • Looking for new strategies to increase a-g requirement is met 	\$100,000.00	No

Action #	Title	Description	Total Funds	Contributing
3.2	Bound for Blue	Actively promote our Bound for Blue program for students in grades 8+ to incentivize A-G completion through emails, flyers, counseling and EF meetings.	\$6,765.00	No
3.3	Electives	Add, improve, expand elective choices that will: <ul style="list-style-type: none"> engage learners and support critical thinking increase a-g completion, specifically VAPA support the development of ethnic studies support the development of financial literacy 	\$91,173.00	No
3.4	College Credit Course Access	Increase student access to college credit course access by: <ul style="list-style-type: none"> Educating parents, students and teachers about the benefits of college course credit Paying for the cost of the class and materials Supporting students through the registration process Providing student support systems and collaboration through the coursework 	\$2,000.00	Yes
3.5	Student Engagement in A-G Courses	Focus on updating curriculum in A-G approved courses: <ul style="list-style-type: none"> Ensure all students have access to updated, culturally relevant, engaging curriculum Continue to replenish newer, recently updated curriculum Cycle through courses to update or new-adopt curriculum that has not been recently reviewed, starting with History/Social Science. 	\$80,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
3.6	Outcomes for SwD	Seek to improve graduation rate for Students with Disabilities by completing an analysis of our program and curriculum to determine plan of action going forward.	\$5,000.00	No
3.7	Increased a-g Access	Seek to improve a-g rate of completion for low income students and Students with Disabilities by completing an analysis of our program and curriculum options in home study to determine plan of action going forward.	\$5,000.00	Yes

Goal Analysis [2022-23]

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

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

Our Bound for Blue program added multiple milestones, acknowledging students throughout their high school journey. We added two A-G electives and improved access to A-G Chemistry for all students. We need to continue to increase our graduation rate for students with disabilities but are seeing the gap narrow.

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 spent a significant amount of money this year to update our a-g curriculum. We added a-g electives such as Art Appreciation, The Art and History of Film. We also updated some of our core A-G courses such as Government and Economics.

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

Our a-g completion rate and college course completion rate are increasing; this was the focus of this goal. With actions like improving A-G curriculum and adding A-G courses, we can see more students engaged and participating in more A-G courses. With our Bound for Blue initiative, including actions to increase participation in college courses, we can see more students taking college courses year by year. Our academic counselor makes a significant impact on our students as evidenced by the growth in these measures. Next year, when the dashboard populates a CCI measure, we will have an even better baseline moving forward. However, if it had been reported for JCS Pine Hills since our start, we predict that we would have been growing each 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.

3.3: We added Ethnic Studies and Financial Literacy to capture the funds for Art, Music & Instructional Materials Grant as well as Ethnic Studies Grant monies.

3.6: Added based on data analysis and the need to improve graduation rate for Students with Disabilities

3.7: Added based on data analysis and the need to improve a-g completion rate for Low Income Students and Students with Disabilities

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	MAINTENANCE GOAL: Students continue to have access to an engaging, safe, clean, and healthy learning environment.

An explanation of why the LEA has developed this goal.

Feedback from stakeholders shows that overall our students and parents feel connected to and supported by their teachers, and that the school provides a safe and nurturing environment. While we pride ourselves on connecting to each individual student, we will continue to monitor and maintain student engagement through the actions/services below.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
FIT tool (SARC)	FIT tool 20-21: All facilities In Good Repair	FIT 21-22: Fair	FIT 22-23: Fair		Maintain baseline
% of appropriately assigned teachers (CALSAAS)	Teachers appropriately assigned 19-20:100%	Teachers appropriately assigned 20-21: 100%	Teachers appropriately assigned 21-22: 98%		Maintain baseline
Suspension Rate (CA School Dashboard)	Suspension Rate 2020: 0%	Suspension Rate 2021: 0%	Suspension Rate 2022: 1%		Maintain baseline
Expulsion Rate (CA School Dashboard)	Expulsion Rate 2020: 0%	Expulsion Rate 2021: 0%	Expulsion Rate 2022: 0%		Maintain baseline
Middle School Dropout Rate (SIS)	Middle School Dropout Rate 2020: 0%	Middle School Dropout Rate 2021: 0%	Middle School Dropout Rate 2022: 0%		Maintain baseline
% of parents who rate school climate	Baseline to be established in year 2.	Baseline to be established in year 2.	% of parents who rate school climate positive:		% of parents who rate school climate positively on a likert

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
positively on a likert scale (3 or 4 out of 4)	New metric added for 22-23	New metric added for 22-23	92%		scale (4 or 5 out of 5): 85%
School Attendance Rate	School Attendance Rate 2020: 99%	School Attendance Rate 2021: 98%	School Attendance Rate 2022: 98%		Maintain baseline
% of teachers with EL authorization (CLAD)	Teachers with CLAD: 93%	Teachers with CLAD: 93% One teacher still in progress.	Teachers with CLAD 21-22: 98% Teacher completed program in 22-23		Teachers with CLAD: 100%
Local Performance Indicator Self-Reflection			New Baseline: 100% of EL, SwD and At Risk students have access to programs and services		Access: 100%

Actions

Action #	Title	Description	Total Funds	Contributing
4.1	Safety	Maintain a safe, clean, functional school climate by: <ul style="list-style-type: none"> Continuing to purchase Securly for Chromebooks Continuing annual trainings for staff (mandated reporter, active shooter training, drills, etc.) Continuing and acting on yearly facilities inspection 	\$7,500.00	No
4.2	Educational Partners Surveys	Continue to administer annual surveys regarding school climate and effectiveness to all educational partners.	\$2,500.00	No
4.3	Student Engagement	Continue to maintain current rates for all students by monitoring data and re-evaluating programs and systems as needed. <ul style="list-style-type: none"> Suspension & Expulsion Rate Middle School Dropout Rate 	\$2,500.00	No

Action #	Title	Description	Total Funds	Contributing
4.4	Highly Qualified Teachers	Continue to monitor teacher credentialing and assignments through CALPADS and CalSAAS to ensure all students have appropriately assigned, highly qualified teachers.	\$2,500.00	No
4.5	EL Authorization (CLAD)	Continue to screen and require all new teacher candidates to hold a CLAD certificate before employment is offered.	\$2,500.00	Yes
4.6	Programs & Services	Continue to provide programs & services for English Learners, At Risk Students, and Students w Disabilities such that: <ul style="list-style-type: none"> • students have access to a broad course of study • students have quality services • students have personalized schedules, curriculum and services, where possible, to meet their needs and goals 	\$5,000.00	Yes

Goal Analysis [2022-23]

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

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

For safety, we added a public announcement (PA) system at Madison and Vallejo. This led to an update and refresh of current emergency procedures flip charts in each room. This work was in response to feedback from our educational partners in surveys and School Site Council Meetings.

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 spent more than budgeted on facilities. We had a few big projects like adding turf for a more usable learning space at our Vallejo location. We also had some water issues leading to some major facilities costs at Vallejo and Madison.

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

For this maintenance goal, our school is effectively maintaining an engaging, safe, clean and healthy learning environment for our students. Additionally, we add components each year to better our environment - this year it was the PA system and we also provided an in-person active threat workshop for staff.

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.

1. Added action/service to monitor EL authorization since all of our teachers now have the appropriate credentialing.
2. Added an action/service to capture services for SwD and ELs to align with LCFF Priority 7 - course access.

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

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

Projected LCFF Supplemental and/or Concentration Grants	Projected Additional LCFF Concentration Grant (15 percent)
\$805,359	\$0

Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
10.02%	0.00%	\$0.00	10.02%

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.

The actions/services detailed below have been identified as contributing to the needs of foster youth, English learners and low income students but are being provided for all students.

1.1 CCSS Curriculum & Materials: After reviewing the data, we found that our low income students are further from standard in ELA, and are less likely to meet or exceed standard in Science than our overall student population. Additionally, upon further analysis, we found our low income middle school students to be even further from standard in ELA. Based on this data, along with feedback from educational partners, especially teachers, we determined the need to prioritize an update to curriculum in Science and ELA, primarily in middle school. We will maintain updates and access to other curriculum while we focus our resources on middle school ELA and Science. Although the updated curriculum will be available to all students, we hope that achievement levels will increase for our low-income students by providing better access, approachability and consistency in our curriculum and resources, like science kits, removing barriers like assumptions about the materials and resources found in the home. We expect that by providing these curriculum improvements, our low income students will perform better in ELA and Science.

1.5 Math Program Analysis: In 21-22 we opted not to replace our Math Coach. However, our low income students trail the math achievement rate of all students in our local assessments and CAASPP. Based on this data, we know we need to develop a plan to support math instruction and learning by analyzing our current math program and determine and prioritize needs. Although we will develop a plan to address the math instruction and learning of all of our students, our hope is to increase the math performance of our low income students, while also increasing the math performance of our overall student population. We expect that by maintaining the current offerings, while doing a deeper analysis of math program needs, we will continue to see growth while planning for program improvements for our low income students.

1.8 ParsecGO: In 21-22 we began contracting with ParsecGO, a company which houses many of our data points including CAASPP, MAP and other Dashboard indicators. We contracted with ParsecGO because it allows us to find multiple data points in one place and we can filter data to look at different subgroups. While this tool is useful for all students, it has been especially helpful in tracking data for our low income students, foster/homeless youth, and English learners. Because some of our student populations are so small, we cannot always gather the public data (due to confidentiality). ParsecGO allows us to view data for these subgroups that are small. With this data we hope to increase achievement and outcomes for our low income students, foster/homeless youth, and English learners by providing additional services needed. We expect that by utilizing ParsecGO's data collection webpage and acting on the data, we will see growth in student achievement and more favorable post-secondary outcomes for our low income students, foster/homeless youth, and English learners.

1.9 Diverse Book Collection: National data and a growing professional community has shown that English learners acquire greater English proficiency when curriculum is culturally responsive. Best practice also shows that relevant and updated curriculum engages students more. In an analysis of our Resource Center and literature collection, we've determined that our books are not representative the experiences or cultures of all of our students. In 23-24 we will be using the Arts, Music & Instructional Materials Block Grant (AMIMBG) as well as LCFF funds to develop a more diverse literature collection and obtain culturally relevant texts, in both English and Spanish, to support students' independent reading. While all students will benefit from having access to more current and relevant authors and literature, our hope is that our English learners will find the updated literature more engaging and relevant to their own experiences, furthering their independent reading skills and love of learning. Additionally, we will purchase books in Spanish (e.g. "side by side" readers) to encourage biliteracy in our dual language students, which we hope will increase their achievement and English language development. We expect that diversifying our literature collection will lead to growth in academic achievement, increased English proficiency, student engagement and more favorable post-secondary outcomes for our and English learners.

1.10 Technology: Informal data from our teachers tells us that many parents are homeschooling while also working, and many are first time homeschoolers. Based on these conditions and our data, which shows lower academic achievement for our low income students and English learners, we know that access to technology and online materials will allow our students greater access (i.e. remove barriers) to online resources that are aligned to CCSS, NGSS, ELD standards, or tiered interventions. While all students will benefit from having access to more

online resources with greater technology, our hope is that our low income students and English learners will have improved academic achievement, and ensures that our students are full participants in a broad course of study while getting support (e.g. tiered intervention or designated ELD), and/or that they have access to quality CCSS-aligned instruction online if homeschool parents are not able to provide this. We expect that increasing our technology will lead to growth in achievement, student engagement, increased English proficiency and more favorable post-secondary outcomes for low income students and English learners.

2.1 NWEA MAP: After reviewing our CAASPP and MAP data we found that our low income students achieve far below all students. Based on this we've determined that assessing with MAP early in the year will allow us to identify early on which students are in need of intervention, and assessing twice more throughout the year will help us monitor growth more readily than CAASPP. Although we will assess all students 3 x year with MAP for early identification and monitoring, our hope is to increase ELA and math performance for our low income students and close the gap in performance through intervention. We expect that by assessing students 3 x year we will continue to refine our identification, monitoring and intervention for low income students and see greater growth for them in ELA and Math.

2.2 HSA: After assessing the conditions and needs of our low-income students, we learned from current educational research and professional development, as well as feedback from our educational partners that an increased focus in Social and Emotional Learning would improve our students well-being, and connectedness to school. Knowing this led us to select an SEL survey that would help us identify students in need of tiered support. Although we will only assess all students 1 x with HSA for early identification and monitoring, our hope is to improve the social-emotional well being, school skill success and school connectedness for our low income students. We expect that by assessing students we will continue to refine our identification, monitoring and intervention for low income students and see greater student engagement, lower absenteeism and higher graduation rates.

2.3 Meal Program: After assessing the conditions and needs of our low-income students, especially due to the pandemic, we learned from general national attention and feedback from our educational partners, so we have developed a plan to provide a no-cost breakfast to our low income students and foster-youth. All of our students will have access to a no-cost meal twice a day, as we believe this strategy will benefit all students but also by adding this option for all students we believe more of our low-income and foster youth will utilize these meals. Additionally, due to the nature of our meal program and the size of our school, these meals are available throughout the day to our students who would benefit from nutrition at any given time. We expect that providing free meals to our low income students and foster youth will help increase their comfort level at school and generally our school culture.

2.4 Intervention Coordinator & Resources: After reviewing the data and feedback from our educational partners, we found that our low income students are further from standard in ELA and Math than our overall student population. Therefore, we determined the ongoing need to prioritize Tier 2 targeted intervention by funding an Intervention Coordinator to oversee this research-based instructional approach. Although Tier 2 Intervention will be available to all students who demonstrate need, we believe that this strategy will increase the performance levels of our low-income students while also improving our overall achievement levels. We expect that using a tiered model of intervention, backed by research, will result in increased academic achievement for our low-income students.

2.5 SEL Counselor: After assessing the conditions and needs of our low-income students, we learned from general national attention and feedback from our educational partners that an increased focus in Social and Emotional Learning would improve our students well-being,

connectedness to school and recovery from the pandemic. Knowing this information led us to funding a SEL counselor position to better support our low-income and foster youth students. Although SEL Counseling access will be available to all students, we believe this strategy will increase the performance of our low-income students and the general culture of our school. We expect that dedicating a position to this topical need will help our low-income students in both social and emotional growth and academic growth.

2.7 Learning Acceleration: After assessing the conditions and needs of our low income students, as well as reviewing our CAASPP data and attendance data, we learned that achievement and engagement for our low income students had fallen significantly. Deeper analysis shows that students in our home study program perform lower than our academy students. Best practice shows that smaller class size has a great positive impact on student achievement. We determined that lowering student rosters in home study (the equivalent of class size) would allow us to provide greater attention to the needs of our low income students as we work to accelerate learning after school shutdowns related to the pandemic. Although smaller student rosters will be available to all students, we believe the greater attention will increase academic achievement, student engagement, and school connectedness for our low income students while also improving overall achievement, engagement and school connectedness. We expect that reducing student rosters will help accelerate learning for our low income students, closing the achievement gap, while also improving student engagement.

2.9 Parent Engagement: After assessing the conditions and circumstances of our English Learners, we learned that we need to build a better communication flow and get more information directly from the families regarding the students that we serve so we developed a plan to meet with parents in focus groups and offer surveys. While English Learners are our primary focus in this action, we are going to extend this plan and structure to our students with disabilities. Our hope is to increase the parent engagement of English Learners while also increasing the parent engagement of students with disabilities. We expect that using these means to connect with our English Learners will help us increase our parent engagement and in turn help to inform our Individualized Learning Plans. Additionally, we expect that we will be able to provide better support at home for our English Learners.

2.10 PD - MTSS: National data and a growing professional community has shown that a multi-tiered system of support (MTSS) improves outcomes of students who are typically at risk of low performance and high dropout rates. After reviewing our CAASPP data and the surveys our teachers completed regarding professional development, we determined that additional training in MTSS would improve the outcomes of our low income students and English learners. While our MTSS model will serve all students, we believe that greater professional development in this area will continue to develop a culture that benefits our low income students and English learners and leads to greater academic achievement, engagement and positive post-secondary outcomes. We expect that additional professional development in the area of MTSS will: help teachers develop a culturally responsive environment and continue to hone their Tier 1 supports/strategies; help our organization better implement and track Tier 2 and 3 supports/strategies and outcomes; and ultimately increase academic achievement and social-emotional growth for our low income students and English learners, leading to increased levels of graduation rates and post-secondary achievements.

2.13 EEPs (tutoring support): Data analysis showed that in the three years since the pandemic our low income population has increased by 10%. Informal data from our teachers tells us that many parents are homeschooling while also working, and most are first time homeschoolers. Based on these conditions and our data which shows lower academic achievement for our low income students, we determined that offering educational enrichment partners to provide ELA and math tutoring would better support these families (i.e. remove a barrier to learning) and improve academic achievement for our low income students. While our educational enrichment partners provide

tutoring for all of our students as well as other enrichment activities, we believe that providing and encouraging our low income students to take advantage of the additional tutoring will remove barriers to learning and improve academic achievement. We expect that our low income students who receive ELA and math tutoring from our educational enrichment partners will increase academic achievement and remove barriers to success.

2.15 Student Engagement: Attendance: Our data shows that our low income students and students with disabilities both have much higher rates of chronic absenteeism. While we do not yet know the conditions or circumstances attributing to this, we understand that providing daily engagement for our homeschool students will provide greater accountability for work completion (which is how we collect attendance). While we will be providing daily engagement for both our low income students and our students with disabilities, we believe our low income students have a greater need because they don't have the teacher interaction throughout the week that our students with disabilities have. We believe that providing daily engagement online will help us not only provide greater accountability for work completion, but will also help us better understand the conditions or circumstances contributing to the chronic absenteeism. We expect that daily engagement will help further determine the needs/conditions/circumstances of our low income students that contribute to chronic absenteeism. This will allow us to develop further actions and decrease the chronic absenteeism rate for these students.

3.4 College Credit Course Access: In 21-22 we focused heavily on increasing the rate of high school students taking College Credit Courses. Our data indicates that while overall we've made significant gains our low income students have a significantly lower rate, particularly those who take 2 or more courses. Best practice shows that students who take College Credit Courses in high school, with support from staff, are more likely to attend college beyond high school. While all of our high school students benefit from access to College Credit Courses, we believe our low income students will improve their post high school outcomes. We expect that by educating parents and students about the benefit of College Credit Course, paying for their materials and supporting them through the process of registration and completion of courses our low income students will take College Credit Courses at a higher rate, which will improve their post high school outcomes.

3.5 Student Engagement in A-G: National data and a growing professional community has shown that English learners acquire greater English proficiency when curriculum is culturally responsive. Best practice also shows that relevant and updated curriculum engages students more. Our data shows that our Low Income students perform lower academically and also graduate at lower levels than our other students. While all students will benefit from curriculum that is relevant, modern and inclusive of all cultures, we believe our English learners, particularly our long-term ELs, will improve their language acquisition faster and that our low income students will have greater graduation rates and achieve at higher levels on CAASPP. We expect that replacing our a-g approved high school curriculums will ultimately lead to increased language acquisition, higher ELPAC scores and higher ELPI rates. We expect that our low income students will perform better on the graduation rates, and college/career readiness indicators.

3.7 Increased A-G access: In 21-22 we completed a deep data analysis through to transcript analysis to determine why students aren't meeting a-g requirements and found that VAPA was the missing component for most students. While we're continuing to focus on higher a-g rates for all students, when we looked at data for 21-22 we saw that our Low Income students and Students with Disabilities have a lower

rate of a-g completion than other students. We believe that by increasing the number of low income students and Students with Disabilities that meet a-g requirements they will have greater academic achievement and better post high school outcomes. We expect that a deeper analysis of our programs and curriculum options will ultimately lead to increased numbers of Low Income students and Students with Disabilities meeting a-g requirements.

4.6 Programs & Services: As a non-classroom based charter school we have greater flexibility in programming, curriculum options and scheduling. Currently all EL students, Students with Disabilities and At Risk students have the same course access as other students and they all receive programs and services intended for their need (e.g. designated instruction, intervention and special education services). We believe that through collaborative efforts of support staff, coordinators and the teacher of record our EL students, Students with Disabilities and At Risk students will have full course access as well as their programs and services. We expect that by continuing to personalize programming, services and grade level CCSS curriculum our students will have full access, improved academic achievement, and greater outcomes.

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

The services for foster youth, English learners and low income students are being increased or improved by the percentage required as we've identified \$980,112 of LCFF funds to be spent to meet their needs. In addition to the actions/services listed above that are principally directed towards our low income students and English learners, the following actions/services are specifically intended to address their needs solely:

ENGLISH LEARNERS: An EL Coordinator will be continued and we'll continue replenish ELD curriculum, as needed, and evaluate the effectiveness of our program. We will ensure that going forward all newly hired teachers will have the appropriate EL Authorization. We're increasing/improving services for these students by: dedicating a high school EF and a TK-8 to our ELs in home study to collaborate with our EL coordinator; developing individualized learning plans for each EL; and continuing focus groups working with parents to identify areas for additional support at home. Additional professional development will be provided to the EL Coordinator and staff who work directly with English Learners. We will also be adding twice weekly online designated instruction with an EL teacher for home study students in TK-3 to offer our home study families more support. This is an increase from once/month last year, while grades 4-12 met twice/week with the EL teacher.

LOW INCOME: We're increasing/improving services by providing internet and additional instruction supplies that may be needed. For students identified as needing tiered support we'll also identify any additional barriers to learning (e.g. glasses, school equipment, PE uniforms/clothes, etc.) and assist families in accessing community resources.

FOSTER/HOMELESS YOUTH: FHY Liaison will be continued. We're increasing/improving services for these students by continuing a needs assessment of the current supports we have in place. We will also be researching the possibility of contracting for transportation to reduce barriers to coming on campus. Additionally we'll develop an individualized learning plan (ILP) for each student and meet with teachers/parents as needed to review the plan throughout the year. In combination with our Title I funds we will be able to provide increased services to foster/homeless youth as well, such as paying for anything related to school that may be needed based on the ILP.

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

N/A

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

2023-24 Total Expenditures Table

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	\$1,167,112.00	\$295,238.00		\$119,750.00	\$1,582,100.00	\$1,253,673.00	\$328,427.00

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1.1	CCSS Curriculum & Materials	Low Income	\$45,000.00	\$40,000.00			\$85,000.00
1	1.2	ELD Curriculum & Materials	English Learners	\$2,500.00				\$2,500.00
1	1.3	Internet & Instructional Materials	Foster Youth Low Income				\$7,500.00	\$7,500.00
1	1.4	PD - Induction	All				\$20,000.00	\$20,000.00
1	1.5	Math Program Analysis	Low Income	\$12,000.00				\$12,000.00
1	1.6	Parent Participation & Engagement	All	\$4,500.00				\$4,500.00
1	1.7	Educator Effectiveness	All		\$10,000.00			\$10,000.00
1	1.8	ParsecGO	English Learners Foster Youth Low Income	\$5,000.00				\$5,000.00
1	1.9	Diverse book collection	English Learners	\$2,500.00	\$8,800.00			\$11,300.00
1	1.10	Technology	English Learners Foster Youth Low Income				\$10,000.00	\$10,000.00
2	2.1	NWEA MAP	Low Income	\$9,112.00				\$9,112.00
2	2.2	HSA	Low Income	\$3,000.00				\$3,000.00
2	2.3	Meal Program	Foster Youth Low Income	\$7,500.00				\$7,500.00

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
2	2.4	Intervention Coordinator & Resources	Low Income	\$175,000.00				\$175,000.00
2	2.5	SEL Counselor	Low Income	\$0.00			\$77,000.00	\$77,000.00
2	2.6	EL Coordinator	English Learners	\$22,500.00				\$22,500.00
2	2.7	FHY Liaison	Foster Youth Low Income	\$5,000.00			\$5,250.00	\$10,250.00
2	2.8	Learning Acceleration	English Learners Low Income	\$485,000.00				\$485,000.00
2	2.9	Parent Engagement	English Learners	\$0.00	\$2,500.00			\$2,500.00
2	2.10	Professional Development	English Learners Foster Youth Low Income	\$4,000.00	\$5,000.00		\$0.00	\$9,000.00
2	2.11	Collaboration with SELPA	Students with Disabilities	\$0.00	\$2,500.00			\$2,500.00
2	2.12	PD - Students with Disabilities	Students with Disabilities	\$0.00	\$500.00			\$500.00
2	2.13	EEPs	Low Income	\$50,000.00				\$50,000.00
2	2.14	ACCESS	Mod/severe Student s with Disabilities	\$30,000.00	\$100,500.00			\$130,500.00
2	2.15	Student engagement: attendance	Moderate/Severe St udents with Disabilities Low Income	\$20,000.00				\$20,000.00
2	2.16	Special Education Programming	mild/moderate Stude nts with Disabilities	\$5,000.00				\$5,000.00
2	2.17	EL Parent Engagement	Mild/moderate Englis h Learners	\$92,500.00				\$92,500.00
3	3.1	College & Career Readiness	All	\$100,000.00				\$100,000.00
3	3.2	Bound for Blue	All		\$6,765.00			\$6,765.00
3	3.3	Electives	All	\$27,500.00	\$63,673.00			\$91,173.00
3	3.4	College Credit Course Access	Low Income	\$2,000.00				\$2,000.00

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
3	3.5	Student Engagement in A-G Courses	English Learners Low Income	\$25,000.00	\$55,000.00			\$80,000.00
3	3.6	Outcomes for SwD	Students with Disabilities	\$5,000.00				\$5,000.00
3	3.7	Increased a-g Access	Low Income	\$5,000.00				\$5,000.00
4	4.1	Safety	All	\$7,500.00				\$7,500.00
4	4.2	Educational Partners Surveys	All	\$2,500.00				\$2,500.00
4	4.3	Student Engagement	All	\$2,500.00				\$2,500.00
4	4.4	Highly Qualified Teachers	All	\$2,500.00				\$2,500.00
4	4.5	EL Authorization (CLAD)	English Learners	\$2,500.00				\$2,500.00
4	4.6	Programs & Services	English Learners	\$5,000.00				\$5,000.00

2023-24 Contributing Actions Tables

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the 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
\$8,037,520	\$805,359	10.02%	0.00%	10.02%	\$980,112.00	0.00%	12.19 %	Total:	\$980,112.00
								LEA-wide Total:	\$850,112.00
								Limited Total:	\$130,000.00
								Schoolwide Total:	\$850,112.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1.1	CCSS Curriculum & Materials	Yes	LEA-wide Schoolwide	Low Income	All Schools	\$45,000.00	
1	1.2	ELD Curriculum & Materials	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	\$2,500.00	
1	1.3	Internet & Instructional Materials	Yes	Limited to Unduplicated Student Group(s)	Foster Youth Low Income	All Schools		
1	1.5	Math Program Analysis	Yes	LEA-wide Schoolwide	Low Income	All Schools	\$12,000.00	
1	1.8	ParsecGO	Yes	LEA-wide Schoolwide	English Learners Foster Youth Low Income	All Schools	\$5,000.00	
1	1.9	Diverse book collection	Yes	LEA-wide Schoolwide	English Learners	All Schools	\$2,500.00	
1	1.10	Technology	Yes	LEA-wide Schoolwide	English Learners Foster Youth	All Schools		

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
					Low Income			
2	2.1	NWEA MAP	Yes	LEA-wide Schoolwide	Low Income	All Schools	\$9,112.00	
2	2.2	HSA	Yes	LEA-wide Schoolwide	Low Income	All Schools	\$3,000.00	
2	2.3	Meal Program	Yes	LEA-wide Schoolwide	Foster Youth Low Income	All Schools	\$7,500.00	
2	2.4	Intervention Coordinator & Resources	Yes	LEA-wide Schoolwide	Low Income	All Schools	\$175,000.00	
2	2.5	SEL Counselor	Yes	LEA-wide Schoolwide	Low Income	All Schools	\$0.00	
2	2.6	EL Coordinator	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	\$22,500.00	
2	2.7	FHY Liaison	Yes	Limited to Unduplicated Student Group(s)	Foster Youth Low Income	All Schools	\$5,000.00	
2	2.8	Learning Acceleration	Yes	LEA-wide Schoolwide	English Learners Low Income	All Schools	\$485,000.00	
2	2.9	Parent Engagement	Yes	LEA-wide Schoolwide	English Learners	All Schools	\$0.00	
2	2.10	Professional Development	Yes	LEA-wide Schoolwide	English Learners Foster Youth Low Income	All Schools	\$4,000.00	
2	2.13	EEPs	Yes	LEA-wide Schoolwide	Low Income	All Schools	\$50,000.00	
2	2.15	Student engagement: attendance	Yes	LEA-wide Schoolwide	Low Income	All Schools	\$20,000.00	
2	2.17	EL Parent Engagement	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	\$92,500.00	
3	3.4	College Credit Course Access	Yes	LEA-wide Schoolwide	Low Income	All Schools 9-12	\$2,000.00	

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 (%)
3	3.5	Student Engagement in A-G Courses	Yes	LEA-wide Schoolwide	English Learners Low Income	All Schools 9-12	\$25,000.00	
3	3.7	Increased a-g Access	Yes	Limited to Unduplicated Student Group(s)	Low Income	9-12	\$5,000.00	
4	4.5	EL Authorization (CLAD)	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	\$2,500.00	
4	4.6	Programs & Services	Yes	LEA-wide Schoolwide	English Learners		\$5,000.00	

2022-23 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	\$1,154,425.00	\$1,169,277.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1.1	CCSS Curriculum & Materials	Yes	\$66,000.00	\$76,782.00
1	1.2	ELD Curriculum & Materials	Yes	\$2,500.00	\$2,108.00
1	1.4	Internet & Instructional Materials	Yes	\$7,500.00	\$4,522.00
1	1.5	CLAD Certification	Yes	\$2,500.00	\$2,908.00
1	1.6	PD - Induction	No	\$25,000.00	\$27,000.00
1	1.7	Math Program Analysis	Yes	\$12,000.00	\$11,401.00
1	1.8	Parent Participation & Engagement	No	\$4,500.00	\$3,008.00
1	1.9	Educator Effectiveness	No	\$10,000.00	\$7,122.00
1	1.10	ParsecGO	Yes	\$12,500.00	\$3,978.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
2	2.1	NWEA MAP	Yes	\$8,125.00	\$8,204.00
2	2.2	HSA	Yes	\$0.00	\$0
2	2.3	Meal Program	Yes	\$7,500.00	\$7,205.00
2	2.4	Intervention Coordinator	Yes	\$90,000.00	\$85,734.00
2	2.5	SEL Counselor	Yes	\$70,000.00	\$65,898.00
2	2.6	EL Coordinator	Yes	\$20,000.00	\$15,538.00
2	2.7	FHY Liaison	Yes	\$10,000.00	\$10,000.00
2	2.8	Learning Acceleration	Yes	\$401,000.00	\$332,737.00
2	2.9	Parent Engagement	Yes	\$2,500.00	\$8,205.00
2	2.10	PD - MTSS	Yes	\$4,000.00	\$3,356.00
2	2.11	Collaboration with SELPA	No	\$2,500.00	\$2,500.00
2	2.12	PD - Students with Disabilities	No	\$500.00	\$2,550.00
2	2.13	EL - PD	Yes	\$5,000.00	\$5,066.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
2	2.14	EEPs	Yes	\$65,000.00	\$45,323.00
2	2.15	ACCESS	No	\$130,000.00	\$202,904.00
2	2.16	Student engagement: attendance	Yes	\$20,000.00	\$20,000.00
3	3.1	College & Career Readiness	No	\$100,000.00	\$98,860.00
3	3.2	Bound for Blue	No	\$5,000.00	\$135.00
3	3.3	a-g Electives	No	\$27,500.00	\$11,189.00
3	3.4	College Credit Course Access	No	\$2,000.00	\$2,191.00
3	3.5	Student Engagement in A-G Courses	Yes	\$25,000.00	\$82,055.00
3	3.6	Outcomes for SwD	No	\$5,000.00	\$2,500
4	4.1	Safety	No	\$3,800.00	\$10,798.00
4	4.2	Educational Partners Surveys	No	\$2,500.00	\$2,500.00
4	4.3	Student Engagement	No	\$2,500.00	\$2,500.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
4	4.4	Highly Qualified Teachers	No	\$2,500.00	\$2,500.00

2022-23 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
\$557,070	\$600,625.00	\$579,092.00	\$21,533.00	10.00%	10.00%	0.00%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.1	CCSS Curriculum & Materials	Yes	\$66,000.00	\$76,782.00		
1	1.2	ELD Curriculum & Materials	Yes	\$2,500.00	\$2,108.00		
1	1.4	Internet & Instructional Materials	Yes				
1	1.5	CLAD Certification	Yes				
1	1.7	Math Program Analysis	Yes	\$12,000.00	\$11,401.00		
1	1.10	ParsecGO	Yes	\$12,500.00	\$3,978.00		
2	2.1	NWEA MAP	Yes	\$8,125.00	\$8,204.00		
2	2.2	HSA	Yes	\$0	\$0		
2	2.3	Meal Program	Yes	\$7,500.00	\$7,205.00		
2	2.4	Intervention Coordinator	Yes	\$90,000.00	\$85,734.00		
2	2.5	SEL Counselor	Yes				

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)
2	2.6	EL Coordinator	Yes	\$20,000.00	\$15,538.00		
2	2.7	FHY Liaison	Yes			10%	10%
2	2.8	Learning Acceleration	Yes	\$293,000.00	\$299,463.00		
2	2.9	Parent Engagement	Yes				
2	2.10	PD - MTSS	Yes	\$4,000.00	\$3,356.00		
2	2.13	EL - PD	Yes				
2	2.14	EEPs	Yes	\$65,000.00	\$45,323		
2	2.16	Student engagement: attendance	Yes	\$20,000.00	\$20,000.00		
3	3.5	Student Engagement in A-G Courses	Yes				

2022-23 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
\$7,419,691	\$557,070	0%	7.51%	\$579,092.00	10.00%	17.80%	\$0.00	0.00%

Instructions

[Plan Summary](#)

[Engaging Educational Partners](#)

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

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

Introduction and Instructions

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

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

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

- Annually reviewing and updating the LCAP to reflect progress toward the goals (*EC* Section 52064[b][7]).

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

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

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

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

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

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

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

- **Monitoring and Evaluating Effectiveness:** Describe how the LEA will monitor and evaluate the implementation and effectiveness of the CSI plan to support student and school improvement.

Engaging Educational Partners

Purpose

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

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

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

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

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

Requirements and Instructions

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

Local Control and Accountability Plan:

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

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

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

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

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

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

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

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

- Inclusion of a goal or decision to pursue a Focus Goal (as described below)

- Inclusion of metrics other than the statutorily required metrics
- Determination of the desired outcome on one or more metrics
- Inclusion of performance by one or more student groups in the Measuring and Reporting Results subsection
- Inclusion of action(s) or a group of actions
- Elimination of action(s) or group of actions
- Changes to the level of proposed expenditures for one or more actions
- Inclusion of action(s) as contributing to increased or improved services for unduplicated services
- Determination of effectiveness of the specific actions to achieve the goal
- Determination of material differences in expenditures
- Determination of changes made to a goal for the ensuing LCAP year based on the annual update process
- Determination of challenges or successes in the implementation of actions

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

- **Focus Goal:** A Focus Goal is relatively more concentrated in scope and may focus on a fewer number of metrics to measure improvement. A Focus Goal statement will be time bound and make clear how the goal is to be measured.
- **Broad Goal:** A Broad Goal is relatively less concentrated in its scope and may focus on improving performance across a wide range of metrics.

- **Maintenance of Progress Goal:** A Maintenance of Progress Goal includes actions that may be ongoing without significant changes and allows an LEA to track performance on any metrics not addressed in the other goals of the LCAP.

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

Focus Goal(s)

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

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

Broad Goal

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

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

Maintenance of Progress Goal

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

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

Required Goals

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

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

- **Consistently low-performing student group(s) goal requirement:** An LEA meeting the consistently low-performing student group(s) criteria must include a goal in its LCAP focused on improving the performance of the student group or groups that led to the LEA’s eligibility for Differentiated Assistance. This goal must include metrics, outcomes, actions, and expenditures specific to addressing the needs of, and improving outcomes for, this student group or groups. An LEA required to address multiple student groups is not required to have a goal to address each student group; however, each student group must be specifically addressed in the goal. This requirement may not be met by combining this required goal with another goal.
- **Goal Description:** Describe the outcomes the LEA plans to achieve to address the needs of, and improve outcomes for, the student group or groups that led to the LEA’s eligibility for Differentiated Assistance.
- **Explanation of why the LEA has developed this goal:** Explain why the LEA is required to develop this goal, including identifying the student group(s) that lead to the LEA being required to develop this goal, how the actions and associated metrics included in this goal differ from previous efforts to improve outcomes for the student group(s), and why the LEA believes the actions, metrics, and expenditures included in this goal will help achieve the outcomes identified in the goal description.

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

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

Measuring and Reporting Results:

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

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

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

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

Complete the table as follows:

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

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

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

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

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

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

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

Goal Analysis:

Enter the LCAP Year.

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

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

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

Purpose

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

Requirements and Instructions

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

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

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

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

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

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

Required Descriptions:

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

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

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

- It considers the needs, conditions, or circumstances of its unduplicated pupils;

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

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

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

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

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

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

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

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

For School Districts Only:

Actions Provided on an LEA-Wide Basis:

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

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

Actions Provided on a Schoolwide Basis:

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

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

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

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

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

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

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

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

Provide the following descriptions, as applicable to the LEA:

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

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

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

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

Complete the table as follows:

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

Action Tables

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

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

- Table 1: Total Planned Expenditures Table (for the coming LCAP Year)
- Table 2: Contributing Actions Table (for the coming LCAP Year)
- Table 3: Annual Update Table (for the current LCAP Year)
- Table 4: Contributing Actions Annual Update Table (for the current LCAP Year)
- Table 5: LCFF Carryover Table (for the current LCAP Year)

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

Data Entry Table

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

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

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

- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants the LEA estimates it will receive on the basis of the number and concentration of unduplicated students for the coming school year.

- **3. Projected Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected LCFF Base Grant and the Projected LCFF Supplemental and/or Concentration Grants, pursuant to 5 CCR Section 15496(a)(8). This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the coming LCAP year.
- **LCFF Carryover — Percentage:** Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table from the prior LCAP year. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).
- **Total Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected Percentage to Increase or Improve Services for the Coming School Year and the LCFF Carryover — Percentage. This is the percentage by which the LEA must increase or improve services for unduplicated pupils as compared to the services provided to all students in the coming LCAP year.
- **Goal #:** Enter the LCAP Goal number for the action.
- **Action #:** Enter the action’s number as indicated in the LCAP Goal.
- **Action Title:** Provide a title of the action.
- **Student Group(s):** Indicate the student group or groups who will be the primary beneficiary of the action by entering “All,” or by entering a specific student group or groups.
- **Contributing to Increased or Improved Services?:** Type “Yes” if the action is included as contributing to meeting the increased or improved services; OR, type “No” if the action is **not** included as contributing to meeting the increased or improved services.
- If “Yes” is entered into the Contributing column, then complete the following columns:
 - **Scope:** The scope of an action may be LEA-wide (i.e., districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.
 - **Unduplicated Student Group(s):** Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.
 - **Location:** Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate “All Schools.” If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must

enter “Specific Schools” or “Specific Grade Spans.” Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades transitional kindergarten through grade five), as appropriate.

- **Time Span:** Enter “ongoing” if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter “1 Year,” or “2 Years,” or “6 Months.”
- **Total Personnel:** Enter the total amount of personnel expenditures utilized to implement this action.
- **Total Non-Personnel:** This amount will be automatically calculated based on information provided in the Total Personnel column and the Total Funds column.
- **LCFF Funds:** Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA’s total LCFF target (i.e., base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).
 - **Note:** For an action to contribute towards meeting the increased or improved services requirement it must include some measure of LCFF funding. The action may also include funding from other sources, however the extent to which an action contributes to meeting the increased or improved services requirement is based on the LCFF funding being used to implement the action.
- **Other State Funds:** Enter the total amount of Other State Funds utilized to implement this action, if any.
- **Local Funds:** Enter the total amount of Local Funds utilized to implement this action, if any.
- **Federal Funds:** Enter the total amount of Federal Funds utilized to implement this action, if any.
- **Total Funds:** This amount is automatically calculated based on amounts entered in the previous four columns.
- **Planned Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis to unduplicated students, and that does not have funding associated with the action, enter the planned quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%). A limited action is an action that only serves foster youth, English learners, and/or low-income students.
 - As noted in the instructions for the Increased or Improved Services section, when identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

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

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

- **6. Estimated Actual LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on of the number and concentration of unduplicated students in the current school year.
- **Estimated Actual Expenditures for Contributing Actions:** Enter the total estimated actual expenditure of LCFF funds used to implement this action, if any.
- **Estimated Actual Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis only to unduplicated students, and that does not have funding associated with the action, enter the total estimated actual quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%).
 - Building on the example provided above for calculating the Planned Percentage of Improved Services, the LEA in the example implements the action. As part of the annual update process, the LEA reviews implementation and student outcome data and determines that the action

was implemented with fidelity and that outcomes for foster youth students improved. The LEA reviews the original estimated cost for the action and determines that had it hired additional staff to collect and analyze data and to coordinate supports for students that estimated actual cost would have been \$169,500 due to a cost of living adjustment. The LEA would divide the estimated actual cost of \$169,500 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Estimated Actual Percentage of Improved Services for the action.

LCFF Carryover Table

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

Calculations in the Action Tables

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

Contributing Actions Table

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

Contributing Actions Annual Update Table

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

- 6. Estimated Actual LCFF Supplemental and Concentration Grants
 - This is the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on of the number and concentration of unduplicated students in the current school year.
- 4. Total Planned Contributing Expenditures (LCFF Funds)
 - This amount is the total of the Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)
- 7. Total Estimated Actual Expenditures for Contributing Actions
 - This amount is the total of the Estimated Actual Expenditures for Contributing Actions (LCFF Funds)
- Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)
 - This amount is the Total Estimated Actual Expenditures for Contributing Actions (7) subtracted from the Total Planned Contributing Expenditures (4)
- 5. Total Planned Percentage of Improved Services (%)
 - This amount is the total of the Planned Percentage of Improved Services column
- 8. Total Estimated Actual Percentage of Improved Services (%)
 - This amount is the total of the Estimated Actual Percentage of Improved Services column
- Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)
 - This amount is the Total Planned Percentage of Improved Services (5) subtracted from the Total Estimated Actual Percentage of Improved Services (8)

LCFF Carryover Table

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

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

The amount of LCFF funds is calculated by subtracting the Estimated Actual Percentage to Increase or Improve Services (11) from the Estimated Actual Percentage of Increased or Improved Services (10) and then multiplying by the Estimated Actual LCFF Base Grant (9). This amount is the amount of LCFF funds that is required to be carried over to the coming year.
- 13. LCFF Carryover — Percentage (12 divided by 9)
 - This percentage is the unmet portion of the Percentage to Increase or Improve Services that the LEA must carry over into the coming LCAP year. The percentage is calculated by dividing the LCFF Carryover (12) by the LCFF Funding (9).

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