

LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Joe Serna Jr. Charter School

CDS Code: 39685856117675

School Year: 2023-24

LEA contact information:

Alejandra Estrada

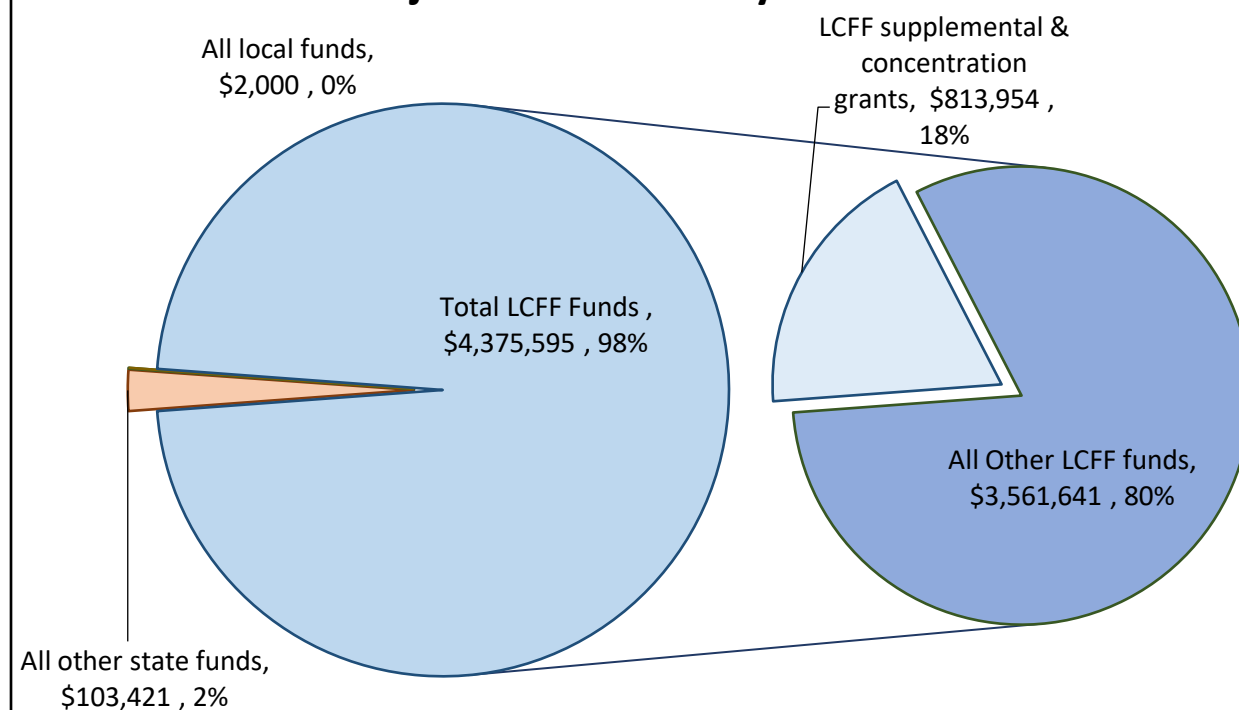
Principal

(209)331-7809

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

Budget Overview for the 2023-24 School Year

Projected Revenue by Fund Source

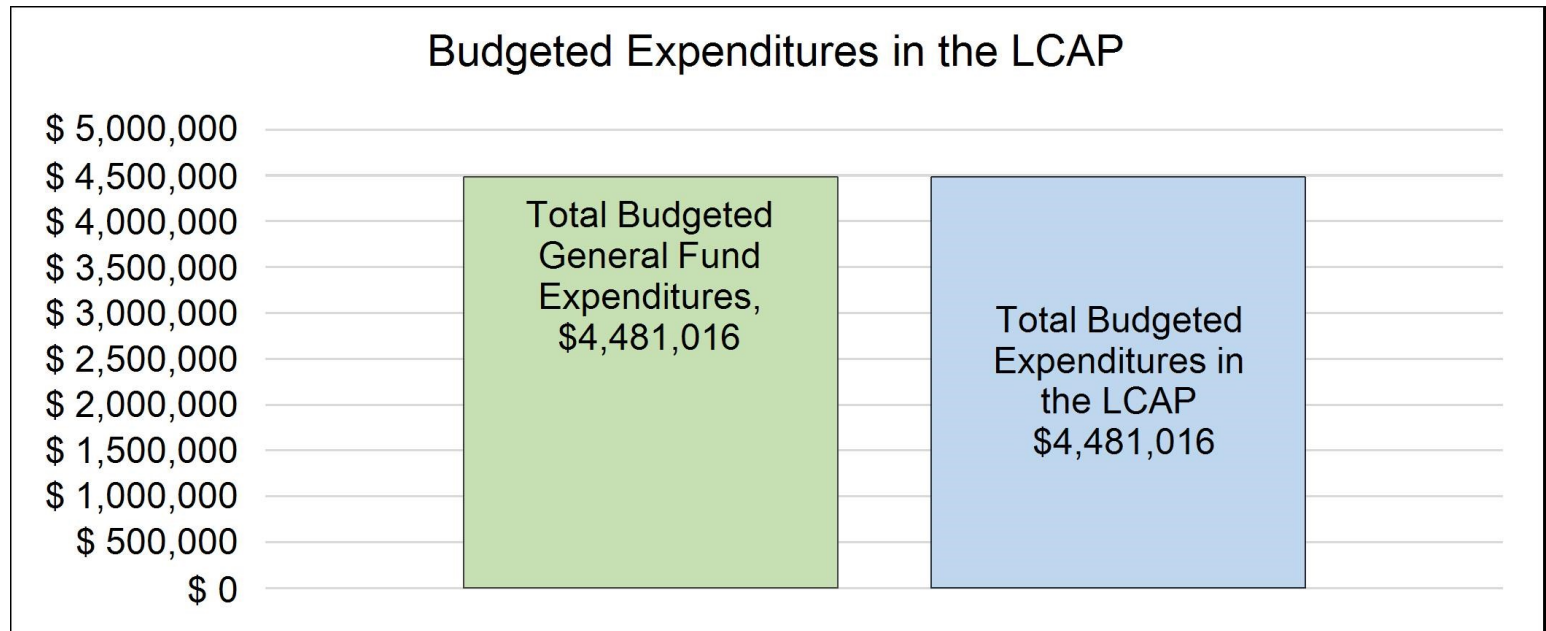


This chart shows the total general purpose revenue Joe Serna Jr. Charter School expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Joe Serna Jr. Charter School is \$4,481,016, of which \$4,375,595 is Local Control Funding Formula (LCFF), \$103,421 is other state funds, \$2,000 is local funds, and \$0 is federal funds. Of the \$4,375,595 in LCFF Funds, \$813,954 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 Joe Serna Jr. Charter School plans to spend for 2023-24. It shows how much of the total is tied to planned actions and services in the LCAP.

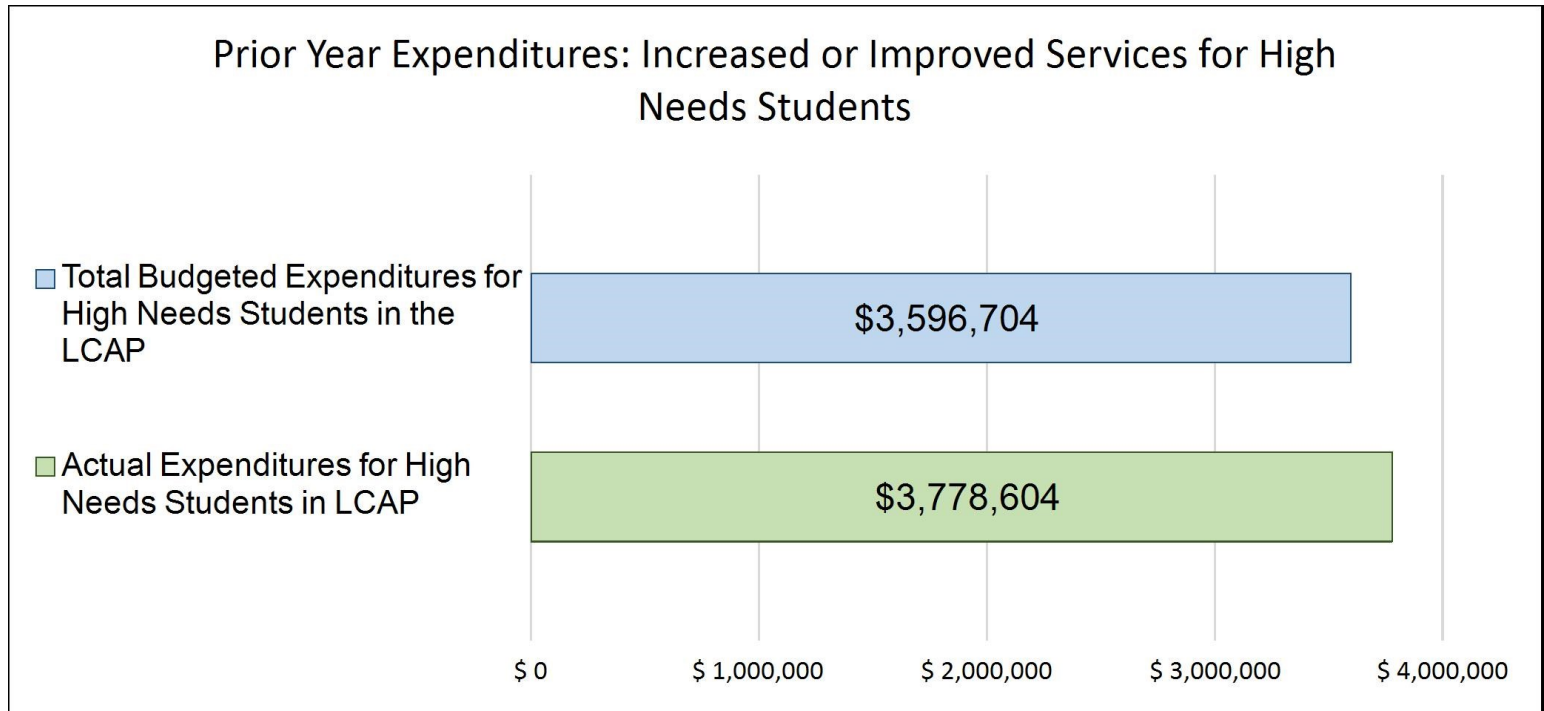
The text description of the above chart is as follows: Joe Serna Jr. Charter School plans to spend \$4,481,016 for the 2023-24 school year. Of that amount, \$4,481,016 is tied to actions/services in the LCAP and \$0 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

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

In 2023-24, Joe Serna Jr. Charter School is projecting it will receive \$813,954 based on the enrollment of foster youth, English learner, and low-income students. Joe Serna Jr. Charter School must describe how it intends to increase or improve services for high needs students in the LCAP. Joe Serna Jr. Charter School plans to spend \$4,302,011 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 Joe Serna Jr. Charter School budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what Joe Serna Jr. Charter School estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

The text description of the above chart is as follows: In 2022-23, Joe Serna Jr. Charter School's LCAP budgeted \$3,596,704 for planned actions to increase or improve services for high needs students. Joe Serna Jr. Charter School actually spent \$3,778,604 for actions to increase or improve services for high needs students in 2022-23.

The difference between the budgeted and actual expenditures of \$181,900 had the following impact on Joe Serna Jr. Charter School's ability to increase or improve services for high needs students:

The available difference will be used for operational costs, services, and instructional supplies.

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
Joe Serna Jr. Charter School	Alejandra Estrada Principal	alestrada@lodiUSD.net (209)331-7809

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.

Joe Serna Jr. Charter School (JSJCS) is the only dependent charter school of Lodi Unified School District (LUSD). JSJCS is located at 4620 E. Acampo Rd., Acampo, CA. and we shares a campus with another school. The staff of JSJCS provides a dual-language program in Spanish and English to approximately 360 K-8 students. Many of the students that speak Spanish as their primary language live in the Heritage District of Lodi, CA. Students from all of LUSD attendance area also have the opportunity to enroll in JSJCS by following the criteria listed in the charter regulations which includes approximately 50% of the students enrolled speak English as their primary language the other 50% of the students speak Spanish as their primary language. We also do our best to have a balance of 50% girls and 50% boys in the classes. The balance promotes direct support in the acquisition of the second language. JSJCS has 34.6% of the students identified as English Learners. The school has 60.6% of the students identified as socio-economically disadvantaged. The dual-language program provides great rigor for all K-8 students. The overarching goal is that for students by the end of eighth grade are able to demonstrate the highest level of bilingual and bi-literate skills. JSJCS promotes the highest level of collaboration and communication between staff, students and parents. The program provides a high level of direct support to all students. Staff, students and parents feel valued in a small learning community. Starting in the 2023-24 school year the average class size will be 21-1. The small class size student to teacher ratio will assist all students in making academic progress as they are taught and learn in Spanish and English.

Reflections: Successes

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

For the 2021-2022 school year, data is available from the California School Dashboard. Data is based on a review of performance on the state indicators from the 2022 California School Dashboard and local performance indicators included in the LCFF Evaluation Rubrics, progress toward LCAP goals, local self-assessment tools, and educational partner's input. California School Dashboard data shows that

JSJCS meets the following standards: Basics: Teachers, instructional Material, Facilities; Implementation of Academic Standards; Parent and Family Engagement; Local Climate Survey; and Access to a Broad Course of Study. Additionally, JSJCS has demonstrated the following successes where we received a status level of "High" in English Learner Progress and "Medium" in English Language Arts.

DataQuest reports from 2021-2022 demonstrates the following: Fluent English Proficient Students 18.26%, Suspension Rate is 1.9%, Expulsion Rate is 0.0%, and ELPAC Progress, students who are maintaining at ELPAC level 4 or are improving ELPAC levels is 62.4%.

Additionally, CAASPP data from Smarter Balance Summative Assessments 3rd – 8th shows the Standard for ELA was at a "Medium" status level and was 1.5 points above standard. For the English Language Arts Data Comparison for English Learners showed that Reclassified English Learners were 13.1 points above standard.

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.

Data from the 2022 California School Dashboard indicates that JSJCS has a status level of "Low" in mathematics with a 43.2 points below standard. To address the needs of students in the area of mathematics JSJCS will focus on before and after school academic intervention, adoption and implementation of i-Ready Math curriculum, professional development for all K-8 staff, and instructional coaching support from district math coaches.

Data from the 2022 California School Dashboard for Chronic Absenteeism, status level "Very High" and locally calculated by Dataquest indicated that chronic absenteeism increased by 13.5% from a baseline of 7.7% chronically absent students during 2020-2021 school year to 21.2% chronically absent students in the 2021-2022 school year. JSJCS will continue to provide services to address chronic absenteeism by providing social/ emotional supports.

Data from the 2022 California School Dashboard for Suspension Rate, status level "Medium" and locally calculated by Dataquest indicated that suspension rates increased by 1.1% from a baseline of 0.8% suspension rate in the 2020-2021 school year to 1.9% suspension rate in the 2021-2022 school year. JSJCS will continue to provide counseling services to address suspension rates along with effective use of the LUSD's Student Discipline and Intervention Matrix.

LCAP Highlights

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

The key features of the current JSJCS LCAP fall into several categories. Our primary focus is to provide a strong dual-language program and instruction to our K-8 students in Spanish and English. We strive to assist students to attain grade level proficiency on specific content standards in both languages. Our approach is multi-faceted. Along with providing instruction and appropriately aligned materials, our staff receives professional development on CA Common Core State Standards, high yield instructional strategies, English language development, best practices in providing a Spanish/English dual-immersion program, and technology. Professional development ensures that all staff develop knowledge in the areas of curriculum, instruction and best teaching practices. JSJCS staff leverage a variety of professional development opportunities by attending the CAFE annual conference, training through the San Joaquin County of Education and other dual-language conferences throughout the year to enhance their skills in bilingual education practice.

This was the first year without COVID-19 restrictions with full time in-person learning and opportunities for community participation in school events. This year was a return to normalcy which enabled more opportunities for students to include science camp, assemblies, band performances, parade participation, festivals and other learning opportunities. We were also able to have increased parent and community engagement events with in-person opportunities to engage with the school where they were able to provide input on school activities.

High student engagement and high yield instruction is the focus. When appropriate, interventions are provided to K-8 students based on the need in Spanish and/or English. Along with interventions, JSJCS is focused on supporting student engagement to reduce a learning gap and ensuring an environment that focuses on the social-emotional well-being of students and staff. Counseling services were offered to K-8 students to cope with changes due to lifting COVID-19 restrictions and may need additional support with learning strategies on how to self-regulate emotions. Parents were very appreciative that JSJCS allocates funding for counseling services. The social/emotional well-being of the JSJCS students is always a priority.

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.

Joe Serna Jr. Charter School is not identified as a CSI school.

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.

Staff, students and parents have various opportunities to provide input for the development and completion of the LCAP. Parents have opportunities to share their input and be engaged in the development of the LCAP by completing the Parent Climate Survey. They are also invited to attend Principal Chat with Parents meetings which are held in English and Spanish, JSJCS Advisory Committee Meetings, and PTA Parent Meetings. The JSJCS Advisory Committee Meeting meets four times a year and topics from the LCAP are reviewed during these meetings. The Advisory Committee is given the opportunity to provide input and feedback. After making any recommended revisions to the JSJCS LCAP, the document is submitted to LUSD. The JSJCS staff has opportunities to provide input by completing the Staff Climate Survey, at the meetings listed above along with monthly scheduled staff meetings. Students have the opportunity to share their input in their classrooms. Students in 3rd-8th grade provide input by completing surveys from Social Emotional Learning (SEL) in the Fall and Spring. Student responses from the SEL survey provide invaluable insights into their experiences and how we can improve our programs to better support the school climate and culture at our school. They also complete the student climate survey in the Winter. Students in 6th-8th grade are also able to share their input at scheduled Student Council Meetings.

A summary of the feedback provided by specific educational partners.

The feedback from the various educational partner groups was genuine and transparent. The areas where all educational partner groups supported additional actions and or services are Academic interventions, social-emotional supports for students and staff, professional development in the areas of, ELA, SLA, Mathematics, social-emotional curriculum for certificated and non-certificated staff, enrichment activities for all K-8 students, parent education to assist their children with social-emotional needs, parent education to extend their knowledge and use of technology, purchase Rosetta Stone and make available to students and parents, partner with Jump into English to make available to parents. After analyzing the feedback from the various groups, it's recommended to continue most actions and services from the 2022-2023 LCAP.

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

Based on educational partners input, it has been determined to continue most actions and or services for the 2023-2024 LCAP. The areas identified for additional focus are to provide an increase of academic intervention supports before and after school due to learning loss, increase of supports and services for social-emotional needs, enrichment activities offered throughout the year for K-8 students, and counseling services and support.

Goals and Actions

Goal

Goal #	Description
1	JSJCS will promote and create a learning environment with highly qualified personnel to maximize access to the academic core for all students. Including English learners, homeless, and foster youth through the dual-language immersion in Spanish and English by providing enrichment opportunities to prepare students to be college and career ready.

An explanation of why the LEA has developed this goal.

All JSJCS students will be provided a learning environment with highly trained personnel to prepare them to be college and career ready.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
1A Teachers appropriately assigned and fully credentialed. All teachers K-8 appropriately assigned and verified by LUSD Personnel Dept.	94% (2019-2020)	100% (2020-2021)	100% (2021-2022)		100%
2A Implementation of SBE adopted materials 2B How programs/services enable English Learner to access	100% (2019-2020)	100% (2020-2021)	100% (2021-2022)		100%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
CCSS and English Language Development (ELD). All K-8 teachers were properly trained to deliver Common Core standards-based instruction in ELA/Math, Spanish Language Arts (SLA), including Integrated and Designated ELD as verified by site observations.					
1B Access to Instructional Materials JSJCS provided sufficient standards based instructional materials in all content areas for all students, including Spanish Language Arts (SLA).	100% (2019-2020)	100% (2020-2021)	100% (2021-2022)		100%
1C Facilities are maintained JSJCS shares a campus with an LUSD K-8 school. The facility is maintained	100% (2019-2020)	100% (2020-2021)	100% (2021-2022)		100%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
by JSJCS and LUSD staff.					
7A A broad course of study K-8 students had access to a broad course of study as described in Education Code and verified by class/master schedule. A broad course of study was provided to all students.	100% (2019-2020)	100% (2020-2021)	100% (2021-2022)		100%

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	HIGHLY QUALIFIED STAFF	Recruit, hire and maintain highly qualified teachers and support staff dedicated to the learning outcomes, performance and achievement of all students at class size 19-22 K-8.	\$2,653,033.00	Yes
1.2	PROFESSIONAL DEVELOPMENT	Provide professional development research-based on quality first teaching. Staff will also collaborate and develop lesson plans reflective of professional development and trainings. This will ensure consistency and comprehensiveness K-8 implementation of CA Common Core State Standards.	\$119,999.00	Yes

Action #	Title	Description	Total Funds	Contributing
1.3	FACILITY MAINTENANCE	Qualified and trained personnel will maintain facilities based on industry standards to enhance the learning environment.	\$129,216.00	No
1.4	INSTRUCTIONAL MATERIALS	Provide Common Core State Standards-aligned materials and textbooks in the core areas of instruction: English-language arts, mathematics, social studies, and science in English and/or Spanish as appropriate for the dual-immersion program.	\$100,000.00	Yes
1.5	TECHNOLOGY DEVICES	Continue to purchase and maintain student and teacher devices and technology to support and extend students learning and instruction.	\$50,000.00	Yes
1.6	PROFESSIONAL DEVELOPMENT/DUAL-LANGUAGE, Spanish/English	Provide professional development on dual- language instruction, AVID, writing, technology, and instructional materials.	\$30,000.00	Yes
1.7	STUDENT SUPPORT AND RESOURCES	A library assistant and technology assistant will provide students access to quality resources and support the utilization of technology and reading materials at school.	\$82,863.00	Yes
1.8	BILINGUAL SUPPORT	Spanish bilingual paraprofessionals will work with students to support the dual-language program.	\$225,541.00	Yes
1.9	AVID STUDENT SUPPORT	The support of AVID students includes the purchase of AVID supplies and materials to promote organizational techniques, college trips to promote interest in higher education, and study trips to encourage career exploration.	\$10,000.00	Yes
1.10	ENRICHMENT K-5	Art and dance specialists will provide enrichment opportunities for students in grades K-5.	\$20,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
1.11	ENRICHMENT K-8TH GRADE	Contracted services to provide a variety of enriching activities, support and or experiences.	\$40,000.00	No Yes
1.12	SOCIAL,EMOTIONAL, ACADEMIC SUPPORT	A counselor/social worker will provide social emotional support as well as academic and career readiness guidance. Parent education and or support will also be provided through out the year.	\$36,000.00	Yes
1.13	ACADEMIC INTERVENTION	Provide tutoring/intervention in ELA/SLA, math and science for all students referred by staff.	\$25,000.00	Yes
1.14	HEALTH, MEDICAL SUPPORT	A nurse and or LVN will assist the staff in providing a safe, healthy environment and promote healthy eating habits and an active lifestyle. Student(s) with a medical plan will receive the necessary support and or monitoring of plan.	\$20,356.00	Yes
1.15	STUDY TRIPS	Students will engage in quality study trips to enhance an extend their experiences and knowledge to promote learning. Real life experiences will support implementation of CA Common Core State Standards.	\$80,000.00	Yes
1.16	SUMMER SCHOOL	Summer School opportunities will be offered to provide additional support and intervention in ELA/SLA and math for students referred by staff.	\$20,001.00	Yes
1.17	CORE PROGRAM	The JSJCS core program provides staff, services and systems that support the four Local Control Accountability Plan Goals. This includes ensuring highly qualified staff, and safe support structures/systems allowing for the educational needs of students to be met.	\$721,506.00	Yes

Goal Analysis [2022-23]

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

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

We successfully implemented all actions in Goal 1, however staffing challenges limited the scope of some of the actions. We did not have any areas where there were substantive differences between planned and actual implementation.

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

JSJCS difference in the budgeted amount and the estimated actual expenditures did exceed the allocated amount. JSJCS has established our material differences threshold wherein the difference in the budgeted amount and the estimated actual expenditures did exceed by \$413,013.63 from the \$3,671,107 that was allocated. Majority of actions were implemented and expenditures were within our estimated amounts. Action 1.7 Student Support and Resources was not implemented for 2022-2023. The estimated cost allocated for this action was \$57,958. Action 1.13 Academic Intervention was not implemented for 2022-2023. The estimated cost allocated for this action was \$25,000. Action 1.14 Health, Medical, Support was not implemented for 2022-2023. The estimated cost allocated for this action was \$18,898. Action 1.16 Summer School was not implemented for 2022-2023. The estimated cost allocated for this action was \$20,000.

Although there were some Actions that were under and over the budgeted amount, the actual expenditure amount for Goal 1 did exceed the total allocated amount. The following Actions were above the budgeted amount: 1.1, 1.3, 1.4, 1.8, 1.12 and 1.15. Actions 1.2, 1.5, 1.6, 1.9, 1.10, 1.11, and 1.17 for Goal 1 were implemented and expenditures were within our estimated cost. JSJCS was able to implement actions in the 2022-2023 LCAP.

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

All actions and services were effective in meeting goal 1. JSJCS was able to provide supplemental instructional supports (1.1, 1.4, 1.7, 1.8, 1.9, 1.10, and 1.17), train teachers and support staff (1.2 and 1.6), provide common core materials (1.3, 1.12, 1.14, 1.15, and 1.17), intervention support (1.13 and 1.16), provide technology devices and technology support (1.5), provide an environment conducive to learning (1.1, 1.3, 1.7, 1.12, 1.14, 1.15, and 1.17) for all students with increased services to target groups. JSJCS has made gains in hiring highly qualified teachers by increasing from 94% to 100%. We will continue hire fully credentialed teachers when positions become available to ensure students are receiving instruction from qualified teachers. 100% of K-8 teachers received access and training to ELA, SLA, and math instructional materials aligned to CCSS. We will continue to ensure teachers receive appropriate training. Additionally, 100% of facilities staff continue to support and maintain the school.

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

As the new principal, after further analysis of data and consultation with educational partners, current supports provided under the actions and services will continue for 2023-2024. There are some actions where JSJCS will increase planned expenditures which include 1.1 Highly

Qualified staff, 1.4 Instructional Materials, 1.7 Student Support and Resources, 1.8 Bilingual Support, 1.11 Enrichment 2nd-8th grade, 1.12 Social Emotional Academic Support and 1.15 Study Trips.

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	JSJCS students, including targeted groups, will demonstrate progress to attaining proficiency in English Language Arts (ELA), Spanish Language Arts (SLA), mathematics, and technology to prepare them for college and or career readiness.

An explanation of why the LEA has developed this goal.

All JSJCS students, including targeted groups, will receive the necessary support and interventions to prepare them for college and or career readiness. Data reviewed to identify needs under Goal 2 were CA School Dashboard, English Language Progress Indicators, Reclassification rates, Pathway to the Seal of Biliteracy for 3rd, 5th and 8th graders, ELPAC Assessment, and CAASPP/SBAC. The following needs have been identified: Ensure all K-8 students are making adequate progress and or proficiency in ELA, SLA, mathematics, science and increase accessibility to technology. We will continue monitoring English Learners progress toward meeting Reclassification criteria.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
4A Statewide assessments, with the suspension of CAASPP/SBAC for 2019-2020, data reflects JSJCS benchmarks in ELA and Math	Based on JSJCS local benchmarks in ELA and Math, over 55% of students were meeting or exceeding standards.	ELA: 39.01% of students were meeting or exceeding standards. Math: 28.58% of students were meeting or exceeding standards. (2020-2021 SBAC data)	ELA: 47.06% of students were meeting or exceeding standards. Math: 33.38% of students were meeting or exceeding standards. (2021-2022 SBAC data)		70% (Overall percentage of students proficient on 2023-2024 local benchmarks in ELA and Math) English language learners will increase from nearly met to met in ELA and Math
4B. A-G Completion Percentage of Pupils who meet A-G	N/A	N/A	N/A		N/A

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
completion requirements according to California Dashboard.					
4E EL Progress (ELPAC) Percentage English Learners who make progress toward English proficiency as measured by the ELPAC according to the California Dashboard.	63.9% of students are making progress towards English Language proficiency (2019 Dashboard)	37.37% of students are making progress towards English Language proficiency (2020-2021, data calculated locally based on ELPAC Assessment)	62.4% of students are making progress towards English Language proficiency (2021-2022, data calculated locally based on ELPAC Assessment)		74% making progress towards English language proficiency (2023 Dashboard)
4F Annual Reclassification Rate Percentage of English Learners who were reclassified according to locally collected English learner reclassification data.	17.3% (2019-2020 EL Reclassification Rate)	3.1% EL Reclassification Rate (2020-2021 DataQuest)	9% EL Reclassification Rate (2021-2022 DataQuest)		25% (2023-2024 EL Reclassification Rate)

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	TECHNOLOGY	Technology was integrated in content areas throughout the school day. All K-8 students will continue to have access to technology use.	\$5,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
2.2	INSTRUCTIONAL COACHING/ELA-SLA	Instructional coaching time will provide training and support to staff in the use of ELA/SLA materials, writing instruction, and effective teaching strategies and techniques.	\$10,000.00	
2.3	INSTRUCTIONAL COACHING/STEM	STEM instructional coaches will provide support to staff using Common Core State Standards materials and effective strategies and techniques.	\$5,000.00	No Yes
2.4	ACADEMIC INTERVENTION/LEARNING GAP	Intervention to accelerate and bridge the learning gap for students below grade level will be provided within the school day and after school tutoring.	\$59,999.00	Yes
2.5	SUPPORT/ENGLISH LEARNERS	Support will be provided to English learners and re-classified students to ensure they maintain their English language proficiency.	\$10,002.00	

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.

The metrics reported showed an increase in English Language Arts (ELA) and Mathematics scores, English Language Proficiency, and EL Reclassification Rate from the 2020-2021 to 2021-2022. During 2021-2022 there was an increase in ELA assessments by 8.05% from 39.01% in 2020-2021 to 47.06% in 2021-2022. During 2021-2022 there was an increase in Math assessments by 7.8% from 25.58% in 2020-2021 to 33.38% in 2021-2022. During 2021-2022 there was an increase in English Language Proficiency by 32.03% from the 33.37% in 2020-2021 to 62.4% in 2021-2022. During 2021-2022 there was an increase in EL Reclassification Rate by 5.9% from 3.1% in 2020-2021 to 9% in 2021-2022. We successfully implemented all actions in Goal 2. We have been able to support our English learners through intervention (Actions 2.4, 2.5) and invited LUSD instructional coaches (Actions 2.2, 2.3) to provide professional development to staff. We will continue to focus on these actions for the upcoming year. We did not have any areas where there were substantive differences between planned actions and actual implementation.

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

JSJCS has established wherein the budgeted amount and the estimated actual expenditures that were allocated for all the actions were not spent. All actions in Goal 2 were implemented, but there were no expenditures associated with implementation. For Action 2.1 Technology we did not report expenditure as there was no amount budgeted. The estimated cost allocated for actions 2.2 Instructional Coaching/ELA-SLA was \$10,000, 2.3 Instructional Coaching/STEM was \$5,000, 2.4 Academic Intervention was allocated \$35,000, and 2.5 Support English Learners was allocated \$5,000. These actions have a combined total of \$55,000.

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

Initial review of JSJCS progress indicates that all five actions and services were effective in meeting this goal. The 2022 dashboard CAASPP scores in ELA and Mathematics indicate that on average student achievement seems to have improved in both ELA and math. However, ELA and math scores are still lower than baseline, with much work to do. JSJCS was able to provide supplemental instructional supports (2.4, 2.5), provide technology devices (2.1) for all students with increased services to target groups, and instructional coaches (2.2, 2.3) for ELA, SLA, and STEM where they provided support to staff on effective teaching strategies and techniques. This year we have data from California School Dashboard for 2022 and data obtained from locally calculated, SBAC, ELPAC, and DataQuest. There were improvements in the various metrics related to student outcome data. There was an increase in ELA and Math SBAC scores, English Language proficiency, and Reclassification Rate. These gains indicated that the specific actions made progress toward increased data results.

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.

After further analysis of data and consultation with educational partners, current supports provided under the actions and services for Goal 2 will continue for 2023-2024. The focus will also be to document expenditure accurately in the specified actions.

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	Joe Serna Jr. Charter School (JSJCS) will provide a positive and supportive learning environment that is welcoming, safe, and engaging for students, parents, staff, and the community.

An explanation of why the LEA has developed this goal.

JSJCS provides a welcoming and safe environment for all students, staff and parents. The actions within this goal are designed to provide a positive and supportive learning environment to help each student attain success. We will monitor and evaluate the actions by collecting and reviewing specific data. Data reviewed to identify needs under Goal 3 were School Attendance rates, School Attendance Review Board data for Chronic Absenteeism, Suspension rate, and Expulsion rate. The following needs have been identified: continue monitoring of student attendance, chronic absenteeism, suspension and expulsion rates; maintain a support system to connect home and school to improve student academic success and parent/guardian involvement; continue to promote a partnership with the Lodi community to address specific student needs; continue to provide professional development for all JSJCS staff to effectively address the academic, and social-emotional needs of students; and PBIS intervention practices. In addition, we will solicit educational partner feedback throughout the year that will provide evidence of the impact of the actions on improving student outcomes. Current input received from educational partners through the LCAP development process indicates a desire to ensure we provide positive and supportive learning environment that ensures student success.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
3A Parental participation in decision making	100%	100%	100%		100%
Overall percentage of JSJCS parents who were offered opportunities to participate and seek parent input in the following decision	(2019-2020)	(2020-2021)	(2021-2022)		

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
making committees: <ul style="list-style-type: none"> Principal's Coffee/Tea Meetings JSJCS Advisory Committee Meetings PTA Meetings Parent Surveys Back to School Night Open House 					
5A School Attendance JSJCS Attendance Rate as calculated by Accounting Annually Students will be recognized for perfect attendance: <ul style="list-style-type: none"> Per quarter Per semester Per school year 	96.03% (2019-2020)	96.47% (2020-2021)	92.8% (2021-2022)		98%
5B Chronic Absenteeism	1.34% (2019-2020)	7.7% (2020-2021)	21.2% (2021-2022)		1%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
<p>Overall Chronic Absenteeism Rate - Data reflect the annual summary data from DataQuest.</p> <p>2019-2020 Data reflect the annual summary data created and distributed by LUSD.</p> <p>No CDE Chronic Absenteeism data are available due to the physical school closures of February/March 2020 due to COVID-19.</p> <p>JSJCS staff will have the opportunity to work with LUSD Student Attendance Advisors to reduce chronic absenteeism</p>					
<p>5D High School dropout rate</p> <p>5E High School graduation rate</p>	N/A	N/A	N/A		N/A
<p>6A Pupil Suspension Rate</p>	<p>0%</p> <p>(2019-2020)</p>	<p>0.8%</p> <p>(2020-2021)</p>	<p>1.9%</p> <p>(2021-2022)</p>		0%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Percent of pupils suspended at least once according to DataQuest reporting.					
<p>6B Pupil Expulsion Rate</p> <p>Percent of pupils expelled from district according to DataQuest reporting</p>	<p>0%</p> <p>(2019-2020)</p>	<p>0%</p> <p>(2020-2021)</p>	<p>0%</p> <p>(2021-2022)</p>		<p>0%</p>
<p>6C Other local measures, including surveys of pupils, parents, and teachers on safety and school connectedness</p> <p>LUSD provided parents with survey regarding school safety and connectedness. Data is available for JSJCS. The majority of parents/ guardians feel that appropriate safety measures have been put in place at JSJCS. The majority of parents/guardians</p>	<p>95%-100%</p> <p>(2019-2020)</p>	<p>95%-100%</p> <p>(2020-2021)</p>	<p>95%-100%</p> <p>(2020-2021)</p>		<p>95%-100%</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
feel connected to JSJCS.					

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	PROMOTING COMMUNICATION	<p>Back to School Night will be scheduled at the start of the school year. Open House will be scheduled during the second semester. These events will promote a high level of communication between staff, students, and parents to support the JSJCS learning community. Cooperation, collegiality and collaboration will be highly encouraged.</p> <p>Information regarding specific support for targeted students will be provided to their parents/guardians at conferences and or IEP, IST or 504 meetings.</p>	\$2,500.00	Yes
3.2	SITE SAFETY	Staff will review, set goals, and identify resources to implement the recommendations in the site safety review.	\$1,000.00	No
3.3	PARENT/GUARDIAN PARTICIPATION	Parents/Guardians will be welcomed on site as classroom volunteers, PTA members, event planning members, and advisory committee members. Parents will also be invited to attend Principal's coffee and or informational meetings. Parents/Guardians will be provided opportunities to develop their technology skills and English language development to promote a higher level of communication between school and home. Parent education will be offered to assist their students in learning and making academic progress. Social-emotional support and training will be offered by the JSJCS counselors.	\$15,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
3.4	BULLY-FREE ENVIRONMENT	Students will engage in activities to create and maintain a bully-free environment.	\$7,000.00	No
3.5	PARENT/GUARDIAN INPUT	Input from parents will be sought on a yearly basis. Meetings will be scheduled in Spanish/English.	\$0.00	Yes
3.6	DAILY ATTENDANCE	Current high daily attendance rates will be monitored and maintained.	\$2,000.00	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.

The metrics reported showed no change in Parental Participation in decision making and Pupil Expulsion Rate. During 2021-2022 school year, there was a decrease to our school attendance by 3.67% from 96.47% in 2020-2021 to 92.8% in 2021-2022. During the 2021-2022 schoolyear, there was an increase to our suspension rate by 1.1%, compared to the 2020-2021 suspension rate of 0.8% to 1.9% in 2021-2022. A major ongoing challenge we face during the COVID-19 Pandemic is a large increase in chronic absenteeism, where our chronic absenteeism rate increased by 13.5% from 7.7% in 2020-2021 to 21.2% in 2021-2022. We did not have any areas where there were substantive differences between planned actions and actual implementation.

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

JSJCS difference in the budgeted amount and the estimated actual expenditures did not exceed the materials threshold. Actions 3.1 and 3.3 were the two actions in Goal 3 to have an actual expenditure of \$3,986 of the \$17,500 that was allocated. Actions 3.2, 3.5, and 3.6 did not have a budgeted amount. Action 3.4 had the budgeted amount of \$7,000 and it was not spent.

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

Initial review of district progress indicates that all actions and services were effective in meeting this goal. JSJCS was able to provide supplemental instructional supports (Actions 3.4, 3.6), provide parental involvement opportunities (Actions 3.1, 3.3, 3.5), implement safety measures (Actions 3.1, 3.2, 3.4) for all students with increased services to target groups. With the data available on the California School Dashboard for 2022, there was student outcome data that reported an increase on the percentages for school attendance, chronic absenteeism, and pupil suspension rates. Based on several locally calculated metrics we saw improvements in student outcome data. In

metric 3A, Parental Participation in decision making (Actions 3.1, 3.3, 3.5) and 6B Pupil Expulsion Rate, there was no change from 2020-2021 to 2021-2022. While there were some improvements in a few metrics related to student outcome data, there is still much work to be done.

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

As the new principal and after further analysis of data and consultation with educational partners, current supports provided under the actions and services for Goal 3 will continue for 2022-2023. The focus will also be to document expenditure accurately in the specified actions.

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)
\$813,954	\$74,462

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
18.59%	0.00%	\$0.00	18.59%

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.

Local assessments have been used to monitor academic progress for all students, including English Learners and for low-income students. JSJCS currently does not have foster youth students. Based on the data analysis some learning gaps English Language Arts (ELA), Spanish Language Arts (SLA), and math will need to be addressed. JSJCS will provide professional development and instructional coaching in the following areas: ELA, SLA, English Language Development, Math, Digital Instruction, High student engagement instructional strategies, Dual Language Pedagogy, and Gifted and Talented Education (GATE). Staff will also have the opportunity to attend conferences which include Higher Level Thinking Strategies (CAG Conference), The Association of Two-Way & Dual Language Education (ATDLE) and California Association for Bilingual Education (CABE) along with professional development opportunities offered by San Joaquin County Office of Education.

Students demonstrating academic challenges, as well as English learning who are struggling to acquire English will receive intervention support and services. All research shows that teachers who receive well-designed relevant professional development and coaching are able to provide a strong and effective instruction which promotes increased academic achievement. These supports and services focus on the JSJCS goals for its unduplicated pupils, while serving the needs of all students.

JSJCS is dedicated to providing a strong instructional program for supporting all students, as well as those students identified at high risk. For this reason, JSJCS has selected to use the majority of its proportionate share of the LCFF to strengthen the core instructional program in Spanish and English. Resources would be allocated to focus on instructional supports including instructional coaching support for ELA, SLA and Math, support and services to address social-emotional health, and professional development in the areas of ELA, SLA, English language development, Math, social-emotional curriculum and Dual Language Pedagogy. Ensuring a strong Spanish/English dual-language program requires high quality professional development for all staff, parent/guardian involvement, and interventions. Highly trained certificated and non-certificated staff, instructional materials, 21-1 class size, and a safe and secure learning environment are essential to promote academic achievement. The above actions and services are principally directed and effective in meeting the specific needs of our unduplicated students.

School-wide spending is justified because all students benefit from highly qualified and trained certificated and non-certificated staff that provide learning opportunities that are effective and inclusive for all students but specific to addressing the individual needs of Low Income and English Learners. JSJCS does not have Foster Youth currently enrolled. School-wide spending is justified because all students benefit from social-emotional interventions and support but specific to and with an additional layer of support services that focus on meeting the individual needs of Low Income and English Learners.

School-wide spending is justified because promoting and developing parent/guardian is essential to the success of all pupils and the most effective in meeting the needs of Low Income and English Learners. Research indicates that pupils whose parents/guardians are actively involved in their educational program are more likely to attain academic progress and achievement.

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

JSJCS is dedicated to providing a strong instructional program for supporting all students, as well as those students identified at high risk. For this reason, JSJCS has selected to use the majority of its proportionate share of the LCFF to strengthen the core instructional program in Spanish and English. Resources would be allocated to focus on instructional supports, instructional coaching support for ELA, SLA, and Math, support and services to address social-emotional health, and professional development in the areas of ELA, SLA, English language development, Math, and social-emotional curriculum. Ensuring a strong Spanish/English dual-language program requires high quality professional development for all staff, parent/guardian involvement, and interventions. Highly trained certificated and non-certificated staff, instructional materials, 21-1 class sizes, and a safe and secure learning environment are essential to promote academic achievement.

The core program is strengthened in Spanish/English through high quality professional development for all JSJCS staff, parent/guardian involvement, and interventions. Highly trained certificated and non-certificated staff, instructional materials, 21-1 class sizes, and a safe and secure learning environment are essential to promote academic achievement. The above actions and services are principally directed and effective in meeting the specific needs of our unduplicated students.

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.

Funding will be used to provide additional intervention support on providing targeted support to English learners and low-income students with a specific focus on middle school students who have not yet reclassified. We continue to provide afterschool intervention, para-educator support at the elementary level, summer school, and supplemental educational materials. Additionally, providing professional development to teachers, including dual language pedagogy, Integrated and Designated English Language Development, and GATE to better support student learning and provide effective instruction.

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	\$4,459,229.00	\$21,787.00			\$4,481,016.00	\$3,574,653.00	\$906,363.00

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1.1	HIGHLY QUALIFIED STAFF	English Learners Low Income	\$2,653,033.00				\$2,653,033.00
1	1.2	PROFESSIONAL DEVELOPMENT	English Learners Low Income	\$119,999.00				\$119,999.00
1	1.3	FACILITY MAINTENANCE	All	\$129,216.00				\$129,216.00
1	1.4	INSTRUCTIONAL MATERIALS	English Learners Low Income	\$100,000.00				\$100,000.00
1	1.5	TECHNOLOGY DEVICES	English Learners Low Income	\$50,000.00				\$50,000.00
1	1.6	PROFESSIONAL DEVELOPMENT/DU AL-LANGUAGE, Spanish/English	English Learners Low Income	\$30,000.00				\$30,000.00
1	1.7	STUDENT SUPPORT AND RESOURCES	English Learners Low Income	\$82,863.00				\$82,863.00
1	1.8	BILINGUAL SUPPORT	English Learners Low Income	\$225,541.00				\$225,541.00
1	1.9	AVID STUDENT SUPPORT	English Learners Low Income	\$10,000.00				\$10,000.00
1	1.10	ENRICHMENT K-5	English Learners Low Income	\$20,000.00				\$20,000.00
1	1.11	ENRICHMENT K- 8TH GRADE	All English Learners	\$40,000.00				\$40,000.00

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
			Low Income					
1	1.12	SOCIAL,EMOTIONAL, ACADEMIC SUPPORT	English Learners Low Income	\$36,000.00				\$36,000.00
1	1.13	ACADEMIC INTERVENTION	English Learners Low Income	\$25,000.00				\$25,000.00
1	1.14	HEALTH, MEDICAL SUPPORT	English Learners Low Income	\$20,356.00				\$20,356.00
1	1.15	STUDY TRIPS	English Learners Low Income	\$80,000.00				\$80,000.00
1	1.16	SUMMER SCHOOL	English Learners Low Income	\$20,001.00				\$20,001.00
1	1.17	CORE PROGRAM	English Learners Low Income	\$699,719.00	\$21,787.00			\$721,506.00
2	2.1	TECHNOLOGY	English Learners Low Income	\$5,000.00				\$5,000.00
2	2.2	INSTRUCTIONAL COACHING/ELA-SLA		\$10,000.00				\$10,000.00
2	2.3	INSTRUCTIONAL COACHING/STEM	All English Learners Low Income	\$5,000.00				\$5,000.00
2	2.4	ACADEMIC INTERVENTION/LEARNING GAP	English Learners Low Income	\$59,999.00				\$59,999.00
2	2.5	SUPPORT/ENGLISH LEARNERS	English Learners	\$10,002.00				\$10,002.00
3	3.1	PROMOTING COMMUNICATION	English Learners Low Income	\$2,500.00				\$2,500.00
3	3.2	SITE SAFETY	All	\$1,000.00				\$1,000.00
3	3.3	PARENT/GUARDIAN PARTICIPATION	English Learners Low Income	\$15,000.00				\$15,000.00
3	3.4	BULLY-FREE ENVIRONMENT	All	\$7,000.00				\$7,000.00

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
3	3.5	PARENT/GUARDIAN INPUT	English Learners Low Income	\$0.00				\$0.00
3	3.6	DAILY ATTENDANCE	English Learners Low Income	\$2,000.00				\$2,000.00

2023-24 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
\$4,377,595	\$813,954	18.59%	0.00%	18.59%	\$4,302,011.00	0.00%	98.27 %	Total:	\$4,302,011.00
								LEA-wide Total:	\$0.00
								Limited Total:	\$0.00
								Schoolwide Total:	\$4,302,011.00

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	HIGHLY QUALIFIED STAFF	Yes	Schoolwide	English Learners Low Income		\$2,653,033.00	
1	1.2	PROFESSIONAL DEVELOPMENT	Yes	Schoolwide	English Learners Low Income		\$119,999.00	
1	1.4	INSTRUCTIONAL MATERIALS	Yes	Schoolwide	English Learners Low Income		\$100,000.00	
1	1.5	TECHNOLOGY DEVICES	Yes	Schoolwide	English Learners Low Income		\$50,000.00	
1	1.6	PROFESSIONAL DEVELOPMENT/DUAL-LANGUAGE, Spanish/English	Yes	Schoolwide	English Learners Low Income		\$30,000.00	
1	1.7	STUDENT SUPPORT AND RESOURCES	Yes	Schoolwide	English Learners Low Income		\$82,863.00	
1	1.8	BILINGUAL SUPPORT	Yes	Schoolwide	English Learners Low Income		\$225,541.00	
1	1.9	AVID STUDENT SUPPORT	Yes	Schoolwide	English Learners Low Income		\$10,000.00	

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 (%)
1	1.10	ENRICHMENT K-5	Yes	Schoolwide	English Learners Low Income		\$20,000.00	
1	1.11	ENRICHMENT K-8TH GRADE	Yes	Schoolwide	English Learners Low Income		\$40,000.00	
1	1.12	SOCIAL,EMOTIONAL, ACADEMIC SUPPORT	Yes	Schoolwide	English Learners Low Income		\$36,000.00	
1	1.13	ACADEMIC INTERVENTION	Yes	Schoolwide	English Learners Low Income		\$25,000.00	
1	1.14	HEALTH, MEDICAL SUPPORT	Yes	Schoolwide	English Learners Low Income		\$20,356.00	
1	1.15	STUDY TRIPS	Yes	Schoolwide	English Learners Low Income		\$80,000.00	
1	1.16	SUMMER SCHOOL	Yes	Schoolwide	English Learners Low Income		\$20,001.00	
1	1.17	CORE PROGRAM	Yes	Schoolwide	English Learners Low Income		\$699,719.00	
2	2.1	TECHNOLOGY	Yes	Schoolwide	English Learners Low Income		\$5,000.00	
2	2.3	INSTRUCTIONAL COACHING/STEM	Yes	Schoolwide	English Learners Low Income		\$5,000.00	
2	2.4	ACADEMIC INTERVENTION/LEARNIN G GAP	Yes	Schoolwide	English Learners Low Income		\$59,999.00	
2	2.5	SUPPORT/ENGLISH LEARNERS			English Learners		\$10,002.00	
3	3.1	PROMOTING COMMUNICATION	Yes	Schoolwide	English Learners Low Income		\$2,500.00	
3	3.3	PARENT/GUARDIAN PARTICIPATION	Yes	Schoolwide	English Learners Low Income		\$15,000.00	
3	3.5	PARENT/GUARDIAN INPUT	Yes	Schoolwide	English Learners Low Income		\$0.00	
3	3.6	DAILY ATTENDANCE	Yes	Schoolwide	English Learners Low Income		\$2,000.00	

2022-23 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	\$3,750,607.00	\$4,088,106.63

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	HIGHLY QUALIFIED STAFF	Yes	\$2,402,740.00	\$2,939,254.05
1	1.2	PROFESSIONAL DEVELOPMENT	Yes	\$90,000.00	\$4,594.78
1	1.3	FACILITY MAINTENANCE	No	\$110,116.00	\$300,595
1	1.4	INSTRUCTIONAL MATERIALS	Yes	\$50,000.00	\$95,335.79
1	1.5	TECHNOLOGY DEVICES	Yes	\$50,000.00	\$7,380.41
1	1.6	PROFESSIONAL DEVELOPMENT/DUAL-LANGUAGE, Spanish/English	Yes	\$30,000.00	\$8,915.01
1	1.7	STUDENT SUPPORT AND RESOURCES	Yes	\$57,958.00	
1	1.8	BILINGUAL SUPPORT	Yes	\$170,355.00	\$188,375
1	1.9	AVID STUDENT SUPPORT	Yes	\$10,000.00	\$7,649.22
1	1.10	ENRICHMENT K-5	Yes	\$20,000.00	\$19,176

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1.11	ENRICHMENT 2ND-8TH GRADE	No	\$26,000.00	\$16,837.21
			Yes		
1	1.12	SOCIAL,EMOTIONAL, ACADEMIC SUPPORT	Yes	\$36,000.00	\$79,996.52
1	1.13	ACADEMIC INTERVENTION	Yes	\$25,000.00	
1	1.14	HEALTH, MEDICAL SUPPORT	Yes	\$18,898.00	
1	1.15	STUDY TRIPS	Yes	\$56,634.00	\$74,051.24
1	1.16	SUMMER SCHOOL	Yes	\$20,000.00	
1	1.17	CORE PROGRAM	Yes	\$497,406.00	\$341,960.40
2	2.1	TECHNOLOGY	Yes		
2	2.2	INSTRUCTIONAL COACHING/ELA-SLA		\$10,000.00	
2	2.3	INSTRUCTIONAL COACHING/STEM	No	\$5,000.00	
			Yes		
2	2.4	ACADEMIC INTERVENTION/LEARNING GAP	Yes	\$35,000.00	
2	2.5	SUPPORT/ENGLISH LEARNERS		\$5,000.00	
3	3.1	PROMOTING COMMUNICATION	Yes	\$2,500.00	\$15

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
3	3.2	SITE SAFETY	No	\$0.00	
3	3.3	PARENT/GUARDIAN PARTICIPATION	Yes	\$15,000.00	\$3,971
3	3.4	BULLY-FREE ENVIRONMENT	No	\$7,000.00	
3	3.5	PARENT/GUARDIAN INPUT	Yes	\$0.00	
3	3.6	DAILY ATTENDANCE	Yes	\$0.00	

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)
\$687,082	\$3,596,704.00	\$3,778,604.12	(\$181,900.12)	100.00%	0.00%	-100.00%

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	HIGHLY QUALIFIED STAFF	Yes	\$2,402,740.00	\$2,939,254	100%	
1	1.2	PROFESSIONAL DEVELOPMENT	Yes	\$90,000.00	\$4,594.78		
1	1.4	INSTRUCTIONAL MATERIALS	Yes	\$50,000.00	\$95,335.79		
1	1.5	TECHNOLOGY DEVICES	Yes	\$50,000.00	\$7,380.41		
1	1.6	PROFESSIONAL DEVELOPMENT/DUAL-LANGUAGE, Spanish/English	Yes	\$30,000.00	\$8.915		
1	1.7	STUDENT SUPPORT AND RESOURCES	Yes	\$57,958.00			
1	1.8	BILINGUAL SUPPORT	Yes	\$170,355.00	\$188,375		
1	1.9	AVID STUDENT SUPPORT	Yes	\$10,000.00	\$7,649.22		
1	1.10	ENRICHMENT K-5	Yes	\$20,000.00	\$19,176		
1	1.11	ENRICHMENT 2ND-8TH GRADE	Yes	\$26,000.00	\$16,837		
1	1.12	SOCIAL, EMOTIONAL, ACADEMIC SUPPORT	Yes	\$36,000.00	\$79,996		

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	1.13	ACADEMIC INTERVENTION	Yes	\$25,000.00			
1	1.14	HEALTH, MEDICAL SUPPORT	Yes	\$18,898.00			
1	1.15	STUDY TRIPS	Yes	\$56,634.00	\$74,051		
1	1.16	SUMMER SCHOOL	Yes	\$20,000.00			
1	1.17	CORE PROGRAM	Yes	\$475,619.00	\$341,960		
2	2.1	TECHNOLOGY	Yes				
2	2.3	INSTRUCTIONAL COACHING/STEM	Yes	\$5,000.00			
2	2.4	ACADEMIC INTERVENTION/LEARNING GAP	Yes	\$35,000.00			
3	3.1	PROMOTING COMMUNICATION	Yes	\$2,500.00	\$15		
3	3.3	PARENT/GUARDIAN PARTICIPATION	Yes	\$15,000.00	\$3,971		
3	3.5	PARENT/GUARDIAN INPUT	Yes	\$0.00			
3	3.6	DAILY ATTENDANCE	Yes	\$0.00			

2022-23 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
3,599,274	\$687,082	0	19.09%	\$3,778,604.12	0.00%	104.98%	\$0.00	0.00%

Instructions

[Plan Summary](#)

[Engaging Educational Partners](#)

[Goals and Actions](#)

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

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

Introduction and Instructions

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

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

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

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

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

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

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

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

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

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

Engaging Educational Partners

Purpose

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

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

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

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

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

Requirements and Instructions

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

Local Control and Accountability Plan:

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

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

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

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

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

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

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

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

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

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

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

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

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

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

Focus Goal(s)

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

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

Broad Goal

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

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

Maintenance of Progress Goal

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

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

Required Goals

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

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

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

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

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

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

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

Measuring and Reporting Results:

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

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

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

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

Complete the table as follows:

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

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

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

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

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

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

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

Goal Analysis:

Enter the LCAP Year.

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

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

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

Purpose

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

Requirements and Instructions

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

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

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

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

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

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

Required Descriptions:

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

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

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

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

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

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

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

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

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

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

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

For School Districts Only:

Actions Provided on an LEA-Wide Basis:

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

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

Actions Provided on a Schoolwide Basis:

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

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

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

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

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

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

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

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

Provide the following descriptions, as applicable to the LEA:

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

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

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

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

Complete the table as follows:

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

Action Tables

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

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

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

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

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

Data Entry Table

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

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

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

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

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

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

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

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

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

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

LCFF Carryover Table

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

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

Calculations in the Action Tables

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

Contributing Actions Table

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

Contributing Actions Annual Update Table

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

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

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

LCFF Carryover Table

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

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

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

California Department of Education
January 2022