

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
Team Charter Academy	Gintell Dunlap Director of Educational Programs	gdunlap@team-charter.org 2094255200

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.

TEAM Charter Academy (TCA) opened in the fall of 2017. We are completing our fourth year of education students in the heart of downtown Stockton, California. TCA is nestled in the historic district. Approximately 220 families chose TCA as the middle school for their 6th-8th grader for the 2021-2022 academic year. TCA was founded on the principles of "Social Justice" and its mission is: "TCA will empower students by fostering self-assessment, reflection and participation in decisions related to their academic success. TCA will provide students with the opportunity to develop inquiry based thinking skills and achieve their full potential in a safe, nurturing environment, through access to a well rounded curriculum, differentiated learning, integrated technology, and charter education. TCA will encourage students to translate the academic and interpersonal skill they learn in the classroom into a focus on justice and equity for all people, to be socially aware, and to use their voice as an individual to be a positive global influence. Our school is made up of 72%Hispanic, 23% African American/Black, 2% multiple, 1% Asian, 0% declined to state and 1.5% white students. 20% are English Learners and 74% are Socio-Economically Disadvantaged.

Reflections: Successes

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

English Language Performance Indicator:

TCA's ELPI for 2022-2023 is 55% which is the HIGH category.

% Students that met goals

All Students 52.33%

Hispanic 48.18%

Black/African Am 65.91%

Multiple N/A Group too small

EL 48.72%

SED 50.34%

SPED 72.22%

Spring 2023

% of students who are on grade level

All Students 20.21%

Hispanic 17.52%

Black/ AA 25.00%

Multiple Group too small

EL 7.69%

SED 13.67%

SPED 0.00%

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.

All Students 44.39%

Hispanic 43.63%

Black/African Am 53.33%

Multiple* Group too small

EL 33.33%

SED 42.66%

SPED 38.89%

Spring 2023

% of students who are on grade level

All Students 11.76%

Hispanic 12.78%

Black/African Am 11.11%

Multiple* Group too small
EL 2.78%
SED 8.39%
SPED 5.56%

LCAP Highlights

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

Goals for the 2023-2024 Academic Year with updated/added actions:

- 1) Increase achievement for all students, narrowing the gap between high and low performing student subgroups, and increase the proficiency rate.
- 2) Effectively use instructional strategies and resources to improve student learning, including technology
To assign 1:1 devices to students that can be sent home to support learning targets.
- 3) Implement the Common Core State Standards (CCSS) across all content areas
- 4) Improve communication among all stakeholders.
- 5) Increase instructional program options, student engagement, and school connectedness through expanded access to rigorous and high interest course offerings; strategic supports for struggling and at-risk students; specialized curricula tailored to support EL student's acquisition of English; and targeted actions, interventions, and incentives designed to improve student attendance.
 - a) To offer VAPA daily to grades 7th and 8th and a rotating schedule for 6th grade.
- 6) Actively recruit, hire and retain highly qualified and fully certified teachers.

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.

NA

Support for Identified Schools

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

NA

Monitoring and Evaluating Effectiveness

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

NA

Engaging Educational Partners

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

Throughout a variety of planning and stakeholder consulting processes for the Local Control Accountability Plan (LCAP), the voices of students, parents and staff members were gathered, advisory councils (SSC, DELAC) were consulted, and Special Education parents were consulted. The parents of our

English Language Learners were contacted individually. The Board of Trustees were solicited for feedback and input on the goals and actions of the LCAP. Collective input into the goals, actions, expenditures, metrics and outcomes was made from the educational partners.

A summary of the feedback provided by specific educational partners.

For the most part our educational partners were pleased with the goals, actions and updates on the metrics. We did receive feedback from one teacher who requested higher wages. Parents and students expressed a need for the use of technology outside of the classroom. The parents and students requested enrichment opportunities.

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

The aspects of the LCAP that were influenced specifically by our educational partners were to increase the salary of our teacher and to provide students with a device that is to be used both in the class and at home. Lastly, we will add a visual and performing arts class to our daily schedule for our 7th and 8th grade studens.

Goals and Actions

Goal

Goal #	Description
Goal 1	Increase achievement for all students, narrowing the gap between high and low performing student subgroups, and increase the proficiency rate.

An explanation of why the LEA has developed this goal.

This goal was developed in part due to our analyzing of our current MAP assessment scores. 55% of our student population did not meet their goals as established by the MAP assessment tool. We also highlighted that our African American or Black students are out performing our largest subgroup of students , our Hispanic students by 13% in English Language Arts and by nearly 8% in Mathematics.

Measuring and Reporting Results

Metric #	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023-24
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NWEA MAP English Language Arts assessment During the 2021-2022 academic year TCA moved from the NWEA assessment to i-Ready Diagnostics.	44.8% of students met their goal	All Students 56.04 Hispanic 59.26 Black/African Am 45.71 Multiple* 50 EL 55.56 SED 53.85 SPED 61.54	All Students 52.33% Hispanic 48.18% Black/African Am 65.91% Multiple N/A Group too small EL 48.72% SED 50.34% SPED 72.22%	[Intentionally Blank]	By the academic year of 2023-24 we desire that our students who meet their goal will increase by 15%. That is 5% each academic year.
NWEA Mathematics During the 2021-2022 academic year TCA moved from the NWEA assessment to i-Ready Diagnostics.	36.8% of our students met their MAP goal	All Students 35.91% Hispanic 38.81% Black 22.86% Multiple 50.00% EL 46.67% SED 35.38% SPED 7.69%	All Students 44.39% Hispanic 43.63% Black/African Am 53.33% Multiple* Group too small EL 33.33% SED 42.66% SPED 38.89%	[Intentionally Blank]	By the academic year of 2023-24 we desire that our students who meet their goal will increase by 15%. That is 5% each academic year.

Actions

Action # Title		Description	Total Funds	Contributing
Action #1	Assessment	1 - Provide time for teacher teams to continue to evaluate validity and reliability of CCSS-aligned assessments, revise assessments as needed, generate performance reports, and support colleagues in using data to inform instruction (Professional Learning Communities, PLC's) - 2 - Ongoing professional development for teachers in formative assessment 3 - Provide materials for new teachers to assist with formative assessment strategy usage.	\$35,000.00	Yes

Action # Title		Description	Total Funds	Contributing
Action #2	Tutoring	1 - After-school tutoring - Certificated tutors 2 - In-class tutoring to provide support in selected English and Math classes. 3 - Cross-age tutoring 4 - AVID Program tutoring	\$50,000.00	Yes
Action #3	English Language Learners Tutoring	1 - After-school tutoring - Certificated 2 - In-class - AVID Trained Tutors	\$20,000.00	Yes
Action #4	Interventions for Failed Coursework	Provide opportunities for students who have earned D/F grades to makeup coursework to improve their overall grade, thus their final GPA. (Prioritize services for Low Income, Foster Youth, and ELs)	\$8,000.00	Yes
Action #5	Counseling Services	At TEAM Charter Academy we will maintain a 1.0 counseling position to support the unique needs of our high needs students.	\$75,000.00	Yes
Action #6	English Language Learners	Maintain the position of an English Learner coordinator	\$25,000.00	No
Action #7	Project Based Learning	Train teachers in PBL practices. Students will complete PBL's three times a year in the areas of mathematics and ELA.	\$10,000.00	Yes
Action #8	Enrichment	Students will participate in enrichment activities afterschool.	\$70,000.00	No
Action #9	Self-Contained Classrooms	The 6th Graders will be in a self-contained class.		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.

Tutoring and intervention for failed coursework was offered to our student population. However, the students did not participate in tutoring or our intervention services as we would have liked. We had low participation throughout the academic year.

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.

Due to the lack of participation, expenditures were low as a result.

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

The students who took part in tutoring and/or intervention performed better on local assessments including exams and writing assignments.

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

We plan to advertise the services more frequently by contacting the families of the students who would most benefit from the services directly.

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

Goal

Goal #	Description
Goal 2	Effectively use instructional strategies and resources to improve student learning, including technology

An explanation of why the LEA has developed this goal.

The experience teaching through distance learning highlighted some gaps in technological savviness with teachers and students. Additionally, the anticipated learning loss with distance learning and in-person instruction during the pandemic has emphasized a need to improve student learning at TEAM Charter Academy.

Measuring and Reporting Results

Metric #	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023-24
NWEA MAP Assessment During the 2021-2022 academic year TCA moved from the NWEA assessment to i-Ready Diagnostics.	English Language Arts 44.8% of all students met their goal as assigned by MAP.	All Students 56.04% Hispanic 59.26% Black/African Am 45.71% Multiple* 50% EL 55.56% SED 53.85% SPED 61.54%	All Students 52.33% Hispanic 48.18% Black/African Am 65.91% Multiple N/A Group too small EL 48.72% SED 50.34% SPED 72.22%	[Intentionally Blank]	By the year 2023-24 we desire an with an increase by 15% of students who met their goal.
NWEA Mathematics During the 2021-2022 academic year TCA moved from the NWEA assessment to i-Ready Diagnostics.	36.8% of our students met their MAP goal	All Students 35.91% Hispanic 38.81% Black 22.86% Multiple 50.00% EL 46.67% SED 35.38% SPED 7.69%	All Students 44.39% Hispanic 43.63% Black/African Am 53.33% Multiple* Group too small EL 33.33% SED 42.66% SPED 38.89%	[Intentionally Blank]	By the year 2023-24 we desire an with an increase by 15% of students who met their goal.

Actions

Action # Title		Description	Total Funds	Contributing
Action #1	Technology	1- issue 1:1 computer devices to students. Devices will be assigned to individual students and can be signed out for home usage. 2- Provide Wi-Fi services to students who have an expressed need. 3 - Provide updated and innovative teacher and classroom technology for instructional purposes 4 - Utilize software and applications to support, manage, and improve student learning. Evaluate and purchase new and emerging technology innovations that show strong promise for enhancing classroom instruction. 5- Maintain technology supplies and equipment to support classroom instruction (printers, cartridges, ladybugs, etc.)	\$80,000 .00	Yes
Action #2	Effective Professional Development	Provide PD for teachers on evidence-based effective instructional strategies. Workshops & Training: 1 - Instructional Technology 2 - Effective Teaching Strategies 3 - Math Instructional Strategies 4 - Using Data to Drive/Inform Instruction/ Formative Assessment 5 - Learning Walks/Reflective Instructional Rounds 6 - Designated/Integrated ELD 7- AVID 8- Instructional Strategies for English Language Arts 9-Instructional Strategies for Science	\$20,000 .00	No
Action #3	Instructional Coach	Recruit, hire and maintain a 100% instructional coach with emphasis on Mathematics, English Language Arts and Science.	\$95,000 .00	No
Action #4	Differentiated Instruction for English Language Learners	1 - Instructional materials, software, and applications 2- Professional development: MOU with SJCOE- Content/ELD Standards Focus 3 - Vacation Academy Priority	\$10,000 .00	Yes

Action # Title		Description	Total Funds	Contributing
Action #5	Instructional materials and supplies	1-Provide more hands-on classroom resources and materials in designated subject areas 2 - Provide instructional materials and equipment designed to enhance the quality of education all students receive c - Maintain Science Lab Supplies (including cleaning)	\$25,000 .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.

Professional learning opportunities stayed in house for the most part, eliminating the need to hire outside agencies to support our professionals.

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.

Due to the lack of need to attend trainings outside of our LEA expenditures were not as high.

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

Our instructional coach and professional learning opportunities directly effected the capacity of teaching staff. Their capacity was positively effected; allowing for collaboration, planning and data analysis of student work. Which in turn created a positive Professional Learning Community on our campus.

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.

TCA will move to allow for 1:1 devices to be assigned to individual students to be sent home for completion of classwork, homework and intervention.

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

Goal

Goal #	Description
Goal 3	Implement the Common Core State Standards (CCSS) across all content areas

An explanation of why the LEA has developed this goal.

Teachers will establish priority standards. Once the priority standards are established they will then create SMART goals to implement instruction. Through the PLC process and data cycles teachers will ensure mastery of content.

Measuring and Reporting Results

Metric #	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023-24
NWEA MAP English Language Arts During the 2021-2022 academic year TCA moved from the NWEA assessment to i-Ready Diagnostics.	44.8% of all students met their goals for MAP ELA.	All Students 56.04% Hispanic 59.26% Black/African Am 45.71% Multiple* 50% EL 55.56% SED 53.85% SPED 61.54%	All Students 52.33% Hispanic 48.18% Black/African Am 65.91% Multiple N/A Group too small EL 48.72% SED 50.34% SPED 72.22%	[Intentionally Blank]	By the year 2023-24 we desire for a 15% growth in goals being met by all students.

NWEA MAP Mathematics During the 2021-2022 academic year TCA moved from the NWEA assessment to i-Ready Diagnostics.	36.8% of all students met their goal in MAP Mathematics.	All Students 35.91% Hispanic 38.81% Black 22.86% Multiple 50.00% EL 46.67% SED 35.38% SPED 7.69%	All Students 44.39% Hispanic 43.63% Black/African Am 53.33% Multiple* Group too small EL 33.33% SED 42.66% SPED 38.89%	[Intentionally Blank]	We desire to increase our percentage of students who meet or exceed their by goal by 15% schoolwide.
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Actions

Action #	Title	Description	Total Funds	Contributing
Action #1	Common Core Standards Professional Development:	1- Literacy (across all content areas) 2 - Next Generation Science Standards 3 - New Framework Alignment for Social Studies and Science teachers 4 - Common Core English Language Arts 5- Common Core Math	\$10,000.00	No
Action #2	Curriculum Development	1- Continue to evaluate and refine CCSS aligned curricula	\$5,000.00	No
Action #3	English Language Learners Tutoring	1- EL materials: Purchase and implement supplemental and core materials to support ELD, SEI, and content-area bilingual courses. 2 - Provide compensated time during summer and/or after-school for EL program teacher teams to work on curriculum guides, assessments and instructional units	\$15,000.00	No

Goal Analysis 2022-23

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

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

No differences noted.

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.

No differences noted.

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

Ensuring that students are accessing CCSS through rigorous content has helped to increase our proficiency rates in ELA and mathematics.

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.

The goal remains the same.

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

Goal

Goal #	Description
Goal 4	Improve communication among all stakeholders.

An explanation of why the LEA has developed this goal.

The LEA values the partnership with all stakeholders and desire to strengthen that relationship.

Measuring and Reporting Results

Metric #	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023-24
MRA-Leader in Me 2021-2022 Parent Survey was completed	16 families completed	22 families completed	24 families completed	[Intentionally Blank]	By the year 2023-24 we desire to increase the percentage of families who complete the MRA by 200%

Actions

Action #	Title	Description	Total Funds	Contributing
Action #1	Communication	Communication: Implement a variety of strategies for improved communication among/between teachers, parents, students, staff, community and administrators. 1 - Evaluate, refine, and continue campaign to promote open communication among stakeholders. 2 - Provide a variety of planned/advertised opportunities for stakeholders to engage in two-way communication with principals and/or site/district administration. (to include, but not limited to, discussion forums, chat sessions, topical information meetings, etc.) 3-Conduct school and district level stakeholder meetings for the purpose of soliciting and receiving input about LCAP. 4 - Regularly update district and school websites. 5 - Continue the implementation of the use of a phone/text notification system (Aeries Communications) to improve school-to-home communication 6- Purchase banners and other informational materials for PBIS to support implementation and encourage/promote positive behavior 7- Purchase swag to support our HOUSE System	\$10,000.00	No

Action # Title		Description	Total Funds	Contributing
Action #2	Parent Involvement and Community Engagement:	Parent Involvement and Community Engagement: 1 - Update and implement parent involvement plans which include strategies to seek parent input in making decisions for the school district or school site for all students including unduplicated students and students with exceptional needs 2-Hold student and parent workshops on the specialized high schools in the area 3-Utilize Chromebooks for student/parent presentations, student access in counseling sessions, pre and post-surveys about services and programs, application completion, etc. 4-Employ a .50 parent liaison	\$50,000 .00	Yes
Action #3	Promote Positive Communication With and Between Students:	Promote Positive Communication With and Between Students: 1- Publicly recognize student achievements (through on-campus displays, assemblies, incentives, and award celebrations) 2 - Provide on-campus informational posters regarding important student topics 3- Continue with the Ron Clark Academy point system and end of the year celebration	\$25,000 .00	No

Goal Analysis 2022-23

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

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

No noted differences.

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.

No noted differences.

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

This year we were able to successfully host engagements that allowed for parents and families to participate in. Those events were; Back to School Night, Conferences, Open House, Assemblies for Honor Roll and a Pancake Breakfast.

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.

No changes noted.

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

Goal

Goal #	Description
Goal 5	Increase instructional program options, student engagement, and school connectedness through expanded access to rigorous and high interest course offerings; strategic supports for struggling and at-risk students; specialized curricula tailored to support EL student's acquisition of English; and targeted actions, interventions, and incentives designed to improve student attendance.

An explanation of why the LEA has developed this goal.

The LEA has recognized the our at risk/high needs students need additional support to meet academic goals.

Measuring and Reporting Results

Metric #	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023-24
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NWEA MAP English Language Arts During the 2021-2022 academic year TCA moved from the NWEA assessment to i-Ready Diagnostics.	44.1% of our SED students met their goal. 43.4% of our EL students met their goal. 25% of our SPED students met their goal.	EL 55.56% SED 53.85% SPED 61.54%	All Students 52.33% Hispanic 48.18% Black/African Am 65.91% Multiple N/A Group too small EL 48.72% SED 50.34% SPED 72.22%	[Intentionally Blank]	To increase the percentage of our high needs students reaching their goals by 10%.
NWEA MAP Mathematics During the 2021-2022 academic year TCA moved from the NWEA assessment to i-Ready Diagnostics.	35.8% of our SED met their goal. 37.7% of our EL students met their goal. 25% of our SPED students met their goal.	EL 46.67% SED 35.38% SPED 7.69%	All Students 44.39% Hispanic 43.63% Black/African Am 53.33% Multiple* Group too small EL 33.33% SED 42.66% SPED 38.89%	[Intentionally Blank]	To increase the percentage of our high needs students meeting their goal by 10%.

Actions

Action #	Title	Description	Total Funds	Contributing
Action #1	Course Access	Expand elective and academic course offerings during school and after school years. Elective class to include VAPA for grades 7th-8th on a daily basis and grade 6th on a rotating schedule. Implement Illustrative Mathematics as our math curriculum across all grade levels.	\$70,000.00	Yes

Action # Title		Description	Total Funds	Contributing
Action #2	Students with Exceptional Needs:	Students with Exceptional Needs: Provide specialized supports for students with special need 1 - Provide needed related services such as speech therapy and counseling 2 - Provide specially trained and/or certified instructional, administrative, and support staff a - Director of Special Education b - .25 School Psychologists c - 1 full-time Special Education Teachers d - Instructional Aides (1)	\$200,000.00	Yes
Action #3	Promote Attendance and Monitor Absences	Promote Attendance and Monitor Absences: 1- Maintain Community Liaison positions to monitor student absences, make parent contacts, conduct home visits of habitual truants, track and report attendance data and work cooperatively with administration, attendance clerks, and Counselors on Special Assignment. 2 - Utilize the tardy monitoring system included in PowerSchool 3 - Conduct an Attendance Campaign 4 - Provide Student Incentives for Good/Improved Attendance 5-Implement home visitations	\$25,000.00	Yes
Action #4	Targeted Foster Youth and Homeless Student Services	Targeted Foster Youth and Homeless Student Services: - Collaborate with other San Joaquin County service agencies to ensure appropriate unduplicated services for FY students. - Offer supplemental counseling services provided by the school counselor designed to specifically address the unique needs of Foster Youth - Provide targeted Homeless student and family services provided by the district's Homeless Liaison -Employ .25 Homeless Liaison	\$15,000.00	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.

No noted difference.

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.

No noted difference.

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

Our attendance monitoring practices has directly decreased our chronic absenteeism rate. We continue to have an in-house SPED department that we work closely with to increase the achievement rate for our SPED population.

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.

No noted changes.

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

Goal

Goal #	Description
Goal 6	Actively recruit, hire and retain highly qualified and fully certified teachers.

An explanation of why the LEA has developed this goal.

To fill vacancies with highly qualified and fully certified teachers.

Measuring and Reporting Results

Metric #	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023-24
Vacancies	Two teaching vacancies; 1-ELA 1-MATHEMATICS	1-ELA vacancy was filled with by a long term substitute teacher. 1-MATHEMATICS vacancy was filled by a single subject math teacher who was in a credentialing program. 1-Social Science vacancy was filled by a single subject social science teacher who was in a credentialing program. Moving into the 2022-2023 academic year will eliminate several single subject teaching positions and replace them with multiple subject teachers.	1-Mathematics vacancy remains	[Intentionally Blank]	To employ 100% highly qualified teachers.

Actions

Action # Title		Description	Total Funds	Contributing
Action #1	Qualified Teachers	Qualified Teachers: a - Strive to fill all new openings with fully credentialed teachers. b - Provide support to teachers who are not fully certified in their subject areas. c- Employ advertising and recruiting practices that attract highly qualified applicants. d - Provide Induction Training and Support for new teachers	\$239,000.00	Yes
Action #2	Signing Incentives	Math and Science	\$6,000.00	Yes

Goal Analysis 2022-23

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

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

We continue to struggle to hire single subject area teachers for mathematics.

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.

Due to the vacant position the salary and benefits for a full-time teacher was effected. Instead we employed long term substitutes and a full-time paraprofessional to work together to teach mathematics to our students.

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

The signing incentive allowed us to retain our qualified science teacher.

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.

No changes named, as the position remains vacant and the goal is needed.

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 for 2023-24

Projected LCFF Base Grant	Projected LCFF Supplemental and/or Concentration Grants	Projected Additional LCFF Concentration Grant (15 percent)
\$2,275,783.00	\$557,724.00	\$65,071.00

Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
32.46%	0%	\$0.00	0%

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

Required Descriptions

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

The action items under Goal #1 which is to Increase achievement for all students, narrowing the gap between high and low performing student subgroups, and increase the proficiency rate was developed with the needs of foster youth, English learners and low-income students in mind. Understanding that the identified student population will need support with meeting academic goals we created action steps that are critical to academic success; tutoring, interventions, counseling services, and EL support.

The action items under Goal #2, which is to Effectively use instructional strategies and resources to improve student learning, including technology was developed with the needs of the foster youth, English learners and low-income students in mind. The action items that support the identified groups are; increase technology, provide professional learning for all teachers and staff, employ an instructional coach. Additionally, we will support ELs with differentiated instruction, making sure they have instructional materials, and professional development for the teachers.

The action items under Goal #3, which is to Implement the Common Core State Standards (CCSS) across all content areas will support the identified groups of students because the teachers will closely monitor their success through data cycles.

The action items under Goal #4, which is to Improve communication among all stakeholders will allow for the identified groups of students more opportunities to know what is going on at the school site and provide them with an increase in opportunities to take part in activities at the school.

The action items under Goal #5, which is to Increase instructional program options, student engagement, and school connectedness through expanded access to rigorous and high interest course offerings; strategic supports for struggling and at-risk students; specialized curricula tailored to support EL student's acquisition of English; and targeted actions, interventions, and incentives designed to improve student attendance will allow more student choice. The identified group of students will have priority in elective classes.

The action items under Goal - #6, which is to Actively recruit, hire and retain highly qualified and fully certified teachers will provide the identified groups of students the best opportunity to receive instruction from qualified individuals.

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

We are refining our EL program to include an MOU with the county office of education. For our foster youth we are offering counseling services that specifically focus on the needs of foster youth. For our low-income families we will continue to offer technology to be utilized at home. These are services we did not offer previously.

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.

TEAM Charter Academy is actively recruiting qualified classified staff to support the students with high needs.

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	0	4: 60
Staff-to-student ratio of certified staff providing direct services to students	0	9:100

2023-24 Total Planned Expenditures Table

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-Personnel
Totals	\$1,193,000.00	\$0.00	\$0.00	\$0.00	\$1,193,000.00	\$744,500.00	\$448,500.00

Goal #	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1	Assessment	low income, foster youth, English learners, SPED	\$35,000.00	\$0.00	\$0.00	\$0.00	\$35,000.00
1	2	Tutoring	Low-income, foster youth English Language learners, SPED	\$50,000.00	\$0.00	\$0.00	\$0.00	\$50,000.00
1	3	English Language Learners Tutoring	English learners	\$20,000.00	\$0.00	\$0.00	\$0.00	\$20,000.00
1	4	Interventions for Failed Coursework	Low income, Foster Youth and English Language Learners	\$8,000.00	\$0.00	\$0.00	\$0.00	\$8,000.00

Goa Acti I #	on #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	5	Counselin g Services	Low in- come, Foster Youth, SPED and English Language Learners	\$75,000.0 0	\$0.00	\$0.00	\$0.00	\$75,000.0 0
1	6	English Language Learners	English Learners	\$25,000.0 0	\$0.00	\$0.00	\$0.00	\$25,000.0 0
1	7	Project Based Learning	SED SPED EL	\$10,000.0 0	\$0.00	\$0.00	\$0.00	\$10,000.0 0
1	8	Enrichmen t		\$70,000.0 0	\$0.00	\$0.00	\$0.00	\$70,000.0 0
1	9	Self- Contained Classroom s	ALL	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
2	1	Technolog y	low in- come, fos- ter youth	\$80,000.0 0	\$0.00	\$0.00	\$0.00	\$80,000.0 0
2	2	Effective Profession al Developm ent	All Students	\$20,000.0 0	\$0.00	\$0.00	\$0.00	\$20,000.0 0
2	3	Instruction al Coach	All students	\$95,000.0 0	\$0.00	\$0.00	\$0.00	\$95,000.0 0
2	4	Differentiat ed Instruction for English Language Learners	English Language Learners	\$10,000.0 0	\$0.00	\$0.00	\$0.00	\$10,000.0 0

Goa Action #		Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
2	5	Instructional materials and supplies	Low income, Foster Youth, SPED and English Language Learners	\$25,000.00	\$0.00	\$0.00	\$0.00	\$25,000.00
3	1	Common Core Standards Professional Development:	All Students	\$10,000.00	\$0.00	\$0.00	\$0.00	\$10,000.00
3	2	Curriculum Development	All Students	\$5,000.00	\$0.00	\$0.00	\$0.00	\$5,000.00
3	3	English Language Learners Tutoring	English Language Learners	\$15,000.00	\$0.00	\$0.00	\$0.00	\$15,000.00
4	1	Communication	All Students	\$10,000.00	\$0.00	\$0.00	\$0.00	\$10,000.00
4	2	Parent Involvement and Community Engagement:	Low-income, foster youth English Language learners	\$50,000.00	\$0.00	\$0.00	\$0.00	\$50,000.00

Goa Action #		Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
4	3	Promote Positive Communication With and Between Students:	All students	\$25,000.00	\$0.00	\$0.00	\$0.00	\$25,000.00
5	1	Course Access	low income, foster youth, English learners, SPED	\$70,000.00	\$0.00	\$0.00	\$0.00	\$70,000.00
5	2	Students with Exceptional Needs:	SPED	\$200,000.00	\$0.00	\$0.00	\$0.00	\$200,000.00
5	3	Promote Attendance and Monitor Absences	Low income, Foster Youth, English Language learner, sped	\$25,000.00	\$0.00	\$0.00	\$0.00	\$25,000.00
5	4	Targeted Foster Youth and Homeless Student Services	Low income, Foster Youth	\$15,000.00	\$0.00	\$0.00	\$0.00	\$15,000.00
6	1	Qualified Teachers	low income, foster youth, English learners	\$239,000.00	\$0.00	\$0.00	\$0.00	\$239,000.00

Goal Action		Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
6	2	Signing Incentives	Low-income, foster youth English Language learners	\$6,000.00	\$0.00	\$0.00	\$0.00	\$6,000.00

2023-24 Contributing Actions Tables

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 di- vided by 1)	LCFF Carryover - Percentage (Percentag e from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributin g Expenditur es (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 di- vided by 1 plus 5)
\$2,275,783.00	\$557,724.00	24.51%	0.00%	24.51%	\$918,000.00	0.00%	40.34%

Totals by Type	Total LCFF Funds	Total Funds
Total:	\$918,000.00	\$918,000.00
LEA-wide Total:	\$466,000.00	\$466,000.00
Limited Total:	\$25,000.00	\$25,000.00
Schoolwide Total:	\$427,000.00	\$427,000.00

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	Assessment	Yes	LEA-wide	low income, foster youth, English learners, SPED	School Site	\$35,000.00	0%

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	2	Tutoring	Yes	LEA-wide	Low-income, foster youth English Language learners, SPED	School Site	\$50,000.00	0%
1	3	English Language Learners Tutoring	Yes	LEA-wide	English learners	School Site	\$20,000.00	0%
1	4	Interventions for Failed Coursework	Yes	Schoolwide	Low income, Foster Youth and English Language Learners	School site	\$8,000.00	0%
1	5	Counseling Services	Yes	Schoolwide	Low income, Foster Youth, SPED and English Language Learners	School Site	\$75,000.00	0%
1	7	Project Based Learning	Yes	LEA-wide	SED SPED EL	school site	\$10,000.00	0%

Goa 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	9	Self-Contained Classrooms	Yes	LEA-wide	ALL	TCA		0%
2	1	Technology	Yes	Schoolwide	low income, foster youth	School Site	\$80,000.00	0%
2	4	Differentiated Instruction for English Language Learners	Yes	Limited	English Language Learners	School site	\$10,000.00	0%
2	5	Instructional materials and supplies	Yes	Schoolwide	Low income, Foster Youth, SPED and English Language Learners	School Site	\$25,000.00	0%
4	2	Parent Involvement and Community Engagement:	Yes	LEA-wide	Low-income, foster youth English Language learners	School Site	\$50,000.00	0%

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 (%)
5	1	Course Access	Yes	LEA-wide	low income, foster youth, English learners, SPED	School Site	\$70,000.00	0%
5	2	Students with Exceptional Needs:	Yes	LEA-wide	SPED	School Site	\$200,000.00	0%
5	3	Promote Attendance and Monitor Absences	Yes	LEA-wide	Low income, Foster Youth, English Language learner, sped	School Site	\$25,000.00	0%
5	4	Targeted Foster Youth and Homeless Student Services	Yes	Limited	Low income, Foster Youth	School site	\$15,000.00	0%
6	1	Qualified Teachers	Yes	Schoolwide	low income, foster youth, English learners	School Site	\$239,000.00	0%

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 (%)
6	2	Signing Incentives	Yes	LEA-wide	Low-income, foster youth English Language learners	School Site	\$6,000.00	0%

2022-23 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Actual Expenditures (Total Funds)
Totals	\$1,275,000.00	\$982,000.00

Last Year's Goa I #	Last Year's Action #	Action Title	Contributed to Increased or Improved Services?	Last Year's Total Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1	Assessment	Yes	\$3,000.00	\$20,000.00
1	2	Tutoring	Yes	\$50,000.00	\$10,000.00
1	3	English Language Learners Tutoring	Yes	\$20,000.00	\$5,000.00
1	4	Interventions for Failed Coursework	Yes	\$2,000.00	\$2,000.00
1	5	Counseling Services	Yes	\$65,000.00	\$75,000.00
1	6	English Language Learners	No	\$25,000.00	\$25,000.00
1	7	Project Based Learning	Yes	\$90,000.00	\$5,000.00
1	8	Enrichment	No	\$70,000.00	\$25,000.00
1	9	Self-Contained Classrooms	Yes	\$0.00	\$10,000.00
2	1	Technology	Yes	\$30,000.00	\$30,000.00
2	2	Effective Professional Development	No	\$20,000.00	\$25,000.00
2	3	Instructional Coach	No	\$95,000.00	\$105,000.00
2	4	Differentiated Instruction for English Language Learners	Yes	\$10,000.00	\$9,000.00

Last Year's Goal #	Last Year's Action #	Action Title	Contributed to Increased or Improved Services?	Last Year's Total Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
2	5	Instructional materials and supplies	Yes	\$25,000.00	\$34,000.00
3	1	Common Core Standards Professional Development:	No	\$10,000.00	\$10,000.00
3	2	Curriculum Development	No	\$5,000.00	\$5,000.00
3	3	English Language Learners Tutoring	No	\$15,000.00	\$0.00
4	1	Communication	No	\$10,000.00	\$10,000.00
4	2	Parent Involvement and Community Engagement:	Yes	\$35,000.00	\$35,000.00
4	3	Promote Positive Communication With and Between Students:	No	\$15,000.00	\$15,000.00
5	1	Course Access	No	\$50,000.00	\$50,000.00
5	2	Students with Exceptional Needs:	Yes	\$350,000.00	\$200,000.00
5	3	Promote Attendance and Monitor Absences	Yes	\$20,000.00	\$20,000.00
5	4	Targeted Foster Youth and Homeless Student Services	Yes	\$15,000.00	\$15,000.00
6	1	Qualified Teachers	Yes	\$239,000.00	\$239,000.00
6	2	Signing Incentives	Yes	\$6,000.00	\$3,000.00

2022-23 Contributing Actions Annual Update Table

Totals	6. Estimated Actual LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 4 from 7)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Actual Percentage of Improved Services (%)	Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)
Totals	\$1,693,715.00	\$960,000.00	\$711,999.00	\$248,001.00	0.00%	0.00%	0.00%

Last Year's Goal #	Last Year's Action #	Action Title	Contributed to Increased or Improved Services?	Last Year's Total Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services (%)	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1	Assessment	Yes	\$3,000.00	\$20,000.00	0.00%	0.00%
1	2	Tutoring	Yes	\$50,000.00	\$10,000.00	0.00%	0.00%
1	3	English Language Learners Tutoring	Yes	\$20,000.00	\$5,002.00	0.00%	0.00%
1	4	Interventions for Failed Coursework	Yes	\$2,000.00	\$2,000.00	0.00%	0.00%
1	5	Counseling Services	Yes	\$65,000.00	\$75,000.00	0.00%	0.00%

Last Year's Goal #	Last Year's Action #	Action Title	Contributed to Increased or Improved Services?	Last Year's Total Planned Expenditures for Contributing Actions(LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services (%)	Estimated Actual Percentage of Improved Services (Input Percentage)
1	7	Project Based Learning	Yes	\$90,000.00	\$4,999.00	0.00%	0.00%
1	9	Self-Contained Classrooms	Yes	\$0.00	\$10,000.00	0.00%	0.00%
2	1	Technology	Yes	\$30,000.00	\$30,000.00	0.00%	0.00%
2	4	Differentiated Instruction for English Language Learners	Yes	\$10,000.00	\$9,000.00	0.00%	0.00%
2	5	Instructional materials and supplies	Yes	\$25,000.00	\$34,000.00	0.00%	0.00%
4	2	Parent Involvement and Community Engagement :	Yes	\$35,000.00	\$35,000.00	0.00%	0.00%
5	2	Students with Exceptional Needs:	Yes	\$350,000.00	\$200,000.00	0.00%	0.00%
5	3	Promote Attendance and Monitor Absences	Yes	\$20,000.00	\$20,000.00	0.00%	0.00%

Last Year's Goal #	Last Year's Action #	Action Title	Contributed to Increased or Improved Services?	Last Year's Total Planned Expenditures for Contributing Actions(LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services (%)	Estimated Actual Percentage of Improved Services (Input Percentage)
5	4	Targeted Foster Youth and Homeless Student Services	Yes	\$15,000.00	\$15,000.00	0.00%	0.00%
6	1	Qualified Teachers	Yes	\$239,000.00	\$238,998.00	0.00%	0.00%
6	2	Signing Incentives	Yes	\$6,000.00	\$3,000.00	0.00%	0.00%

2022-23 LCFF Carryover Table

Totals	9. Estimate d Actual LCFF Base Grant (Input Dollar Amount)	6. Estimate d Actual LCFF Supplem ental and/or Concentr ation Grants	LCFF Carryove r - Percenta ge (Input Percenta ge from Prior Year)	10. Total Percenta ge to Increase or Improve Services for the Current School Year (6 divided by 9 plus Carryove r %)	7. Total Estimate d Actual Expendit ures for Contribu ting Actions (LCFF Funds)	8. Total Estimate d Actual Percenta ge of Improve d Services (%)	11. Estimate d Actual Percenta ge of Increase d or Improve d Services (7 di- vided by 9, plus 8)	12. LCFF Carryove r — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryove r — Percenta ge (12 di- vided by 9)
Totals	\$549,390.00	\$1,693,715.00	0.00%	308.29%	\$711,999.00	0.00%	129.60%	\$981,704.99	178.69%

Instructions

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

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

Introduction and Instructions

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

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

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

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

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

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

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

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

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

Given present performance across the state priorities and on indicators in the California School Dashboard (Dashboard), how is the LEA using its budgetary resources to respond to TK–12 student and community needs, and address any

performance gaps, including by meeting its obligation to increase or improve services for foster youth, English learners, and low-income students?

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

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

Plan Summary

Purpose

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

Requirements and Instructions

General Information

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

Reflections: Successes

Based on a review of performance on the state indicators and local performance indicators included in the Dashboard, progress toward

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

Reflections: Identified Need

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

LCAP Highlights

Identify and briefly summarize the key features of this year’s LCAP.

Comprehensive Support and Improvement

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

Schools Identified:

Identify the schools within the LEA that have been identified for CSI.

Support for Identified Schools:

Describe how the LEA has or will support the identified schools in developing CSI plans that included a school-level needs assessment, evidence-based interventions, and the identification of any resource inequities to be addressed through the implementation of the CSI plan.

Monitoring and Evaluating Effectiveness:

Describe how the LEA will monitor and evaluate the implementation and effectiveness of the CSI plan to support student and school improvement.

Engaging Educational Partners

Purpose

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

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

are encouraged to keep this goal in the forefront when completing this section.

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

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

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

Requirements and Instructions

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

Local Control and Accountability Plan:

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

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

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

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

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

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

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

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

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

- Determination of changes made to a goal for the ensuing LCAP year based on the annual update process
- Determination of challenges or successes in the implementation of actions

Goals and Actions

Purpose

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

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

Requirements and Instructions

LEAs should prioritize the goals, specific actions, and related expenditures included within the LCAP within one or more state priorities. LEAs should consider performance on the state and local indicators, including their locally collected and reported data for the local

indicators that are included in the Dashboard in determining whether and how to prioritize its goals within the LCAP.

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

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

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

Focus Goal(s)

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

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

Broad Goal

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

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

Maintenance of Progress Goal

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

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

Required Goals

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

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

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

Low-performing school(s) criteria: The following criteria only applies to a school district or COE with two or more schools; it does not apply to a single-school district. A school district or COE has one or more schools that, for two consecutive years, received the two lowest performance levels on all but one of the state indicators for which the school(s) receive performance levels in the Dashboard and the performance of the

“All Students” student group for the LEA is at least one performance level higher in all of those indicators. A list of the LEAs required to include a goal in the LCAP based on school performance, and the school(s) that lead to identification, may be found on the CDE’s Local Control Funding Formula web page at <https://www.cde.ca.gov/fg/aa/lc/>.

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

Measuring and Reporting Results:

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

Include in the baseline column the most recent data associated with this metric available at the time of adoption of the LCAP for the first year of

the three-year plan. LEAs may use data as reported on the 2019 Dashboard for the baseline of a metric only if that data represents the most recent available (e.g. high school graduation rate).

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

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

Complete the table as follows:

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

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

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

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

Actions:

Enter the action number. Provide a short title for the action. This title will also appear in the action tables. Provide a description of the action.

Enter the total amount of expenditures associated with this action.

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

Actions for English Learners:

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

Actions for Foster Youth:

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

Goal Analysis:

Enter the LCAP Year

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

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

- Describe any changes made to this goal, expected outcomes, metrics, or actions to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard or other local data, as applicable.

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

Purpose

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

Requirements and Instructions

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

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

Projected Percentage to Increase or Improve Services for the Coming School Year: Specify the estimated percentage by which services for

unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year as calculated pursuant to 5 CCR Section 15496(a)(7).

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

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

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

Required Descriptions:

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

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

as expected, and this determination must reflect evidence of outcome data or actual implementation to date.

Principally Directed and Effective:

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

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

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

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

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

- After assessing the needs, conditions, and circumstances of our low-income students, we learned that the attendance rate of our low-income students is 7 percent lower than the attendance rate for all students. (Needs, Conditions, Circumstances [Principally Directed])
- In order to address this condition of our low-income students, we will develop and implement a new attendance program that is designed to address some of the major causes of absenteeism, including lack of reliable transportation and food, as well as a school climate that does not emphasize the importance of attendance. Goal N, Actions X, Y, and Z provide additional transportation and nutritional resources as well as a districtwide educational campaign on the benefits of high attendance rates. (Contributing Action[s])

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

(Measurable Outcomes [Effective In])

COEs and Charter Schools:

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

For School Districts Only:

Actions Provided on an LEA-Wide Basis:

Unduplicated Percentage > 55%:

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

Unduplicated Percentage < 55%:

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

Actions Provided on a Schoolwide Basis:

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

For schools with 40% or more enrollment of unduplicated pupils:

Describe how these actions are principally directed to and effective in meeting its goals for its unduplicated pupils in the state and any local priorities.

For school districts expending funds on a schoolwide basis at a school with less than 40% enrollment of unduplicated pupils:

Describe how these actions are principally directed to and how the actions are the most effective use of the funds to meet its goals for foster youth, English learners, and low-income students in the state and any local priorities.

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

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

unduplicated pupils as compared to the services the LEA provides to all students for the relevant LCAP year.

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

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

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

Provide the following descriptions, as applicable to the LEA:

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

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

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

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

Complete the table as follows:

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

number of FTE staff and the number of enrolled students as counted on the first Wednesday in October of each year.

Action Tables

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

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

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

Note: The coming LCAP Year is the year that is being planned for, while the current LCAP year is the current year of implementation. For example, when developing the 2024-25 LCAP, 2024-25 will be the coming LCAP Year and will be the current LCAP Year.

Data Entry Table

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

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

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

- *2. Projected LCFF Supplemental and/or Concentration Grants*: Provide the total amount of LCFF supplemental and concentration grants the LEA estimates it will receive on the

basis of the number and concentration of unduplicated students for the coming school year.

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

Goal #:

Enter the LCAP Goal number for the action.

Action #:

Enter the action's number as indicated in the LCAP Goal.

Action Title:

Provide a title of the action.

Student Group(s):

Indicate the student group or groups who will be the primary beneficiary of the action by entering "All", or by entering a specific student group or groups.

Contributing to Increased or Improved Services?:

Type "Yes" if the action is included as contributing to meeting the increased or improved services; OR, type "No" if the action is not included as contributing to meeting the increased or improved services.

If "Yes" is entered into the Contributing column, then complete the following columns:

Scope:

The scope of an action may be LEA-wide (i.e., districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.

Unduplicated Student Group(s)

Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.

Location:

Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate "All Schools". If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter "Specific Schools" or "Specific Grade Spans". Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades K-5), as appropriate.

Time Span:

Enter "ongoing" if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter "1 Year", or "2 Years", or "6 Months".

Personnel Expense:

This column will be automatically calculated based on information provided in the following columns:

Total Personnel:

Enter the total amount of personnel expenditures utilized to implement this action.

Total Non-personnel:

This amount will be automatically calculated based on information provided in the Total Personnel column and the Total Funds column.

LCFF Funds:

Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA's total LCFF target (i.e., base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).

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

Other State Funds:

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

Local Funds:

Enter the total amount of Local Funds utilized to implement this action, if any.

Federal Funds:

Enter the total amount of Federal Funds utilized to implement this action, if any.

Total Funds:

Enter the total amount of Federal Funds utilized to implement this action, if any.

Planned Percentage of Improved Services:

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

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

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

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

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

LCFF Carryover Table

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

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

Calculations in the Action Tables

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

Contributing Actions Table

4. Total Planned Contributing Expenditures (LCFF Funds)

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

5. Total Planned Percentage of Improved Services

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

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

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

Contributing Actions Annual Update Table

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

6. Estimated Actual LCFF Supplemental and Concentration Grants

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

4. Total Planned Contributing Expenditures (LCFF Funds)

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

7. Total Estimated Actual Expenditures for Contributing Actions

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

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

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

5. Total Planned Percentage of Improved Services (%)

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

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

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

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

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

LCFF Carryover Table

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

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

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

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

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

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

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

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

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