

LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Lincoln Unified School District

CDS Code: 68569

School Year: 2023-24

LEA contact information:

Jonathan M. Gillig

Principal

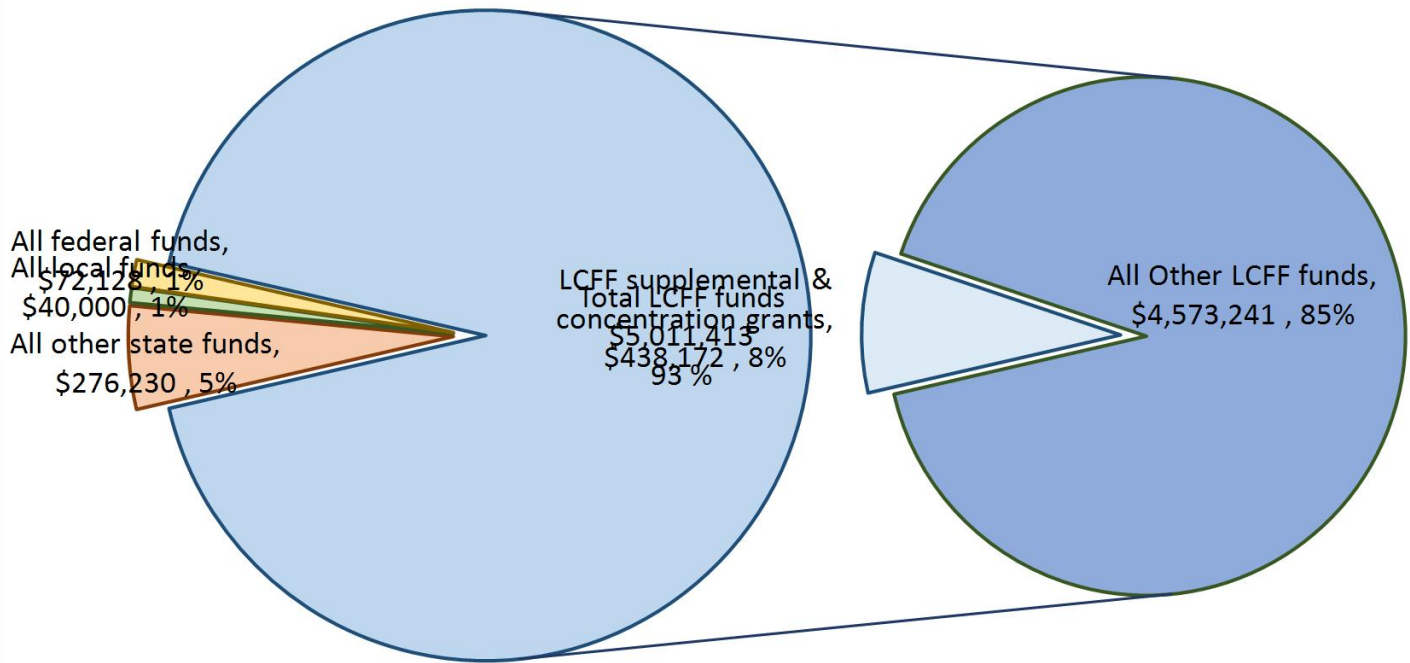
209-888-0160

School districts receive funding from different sources: state funds under the Local Control Funding Formula (LCFF), other state funds, local funds, and federal funds. LCFF funds include a base level of funding for all LEAs

and extra funding - called "supplemental and concentration" grants - to LEAs based on the enrollment of high needs students (foster youth, English learners, and low-income students).

Budget Overview for the 2023-24 School Year

Projected Revenue by Fund Source

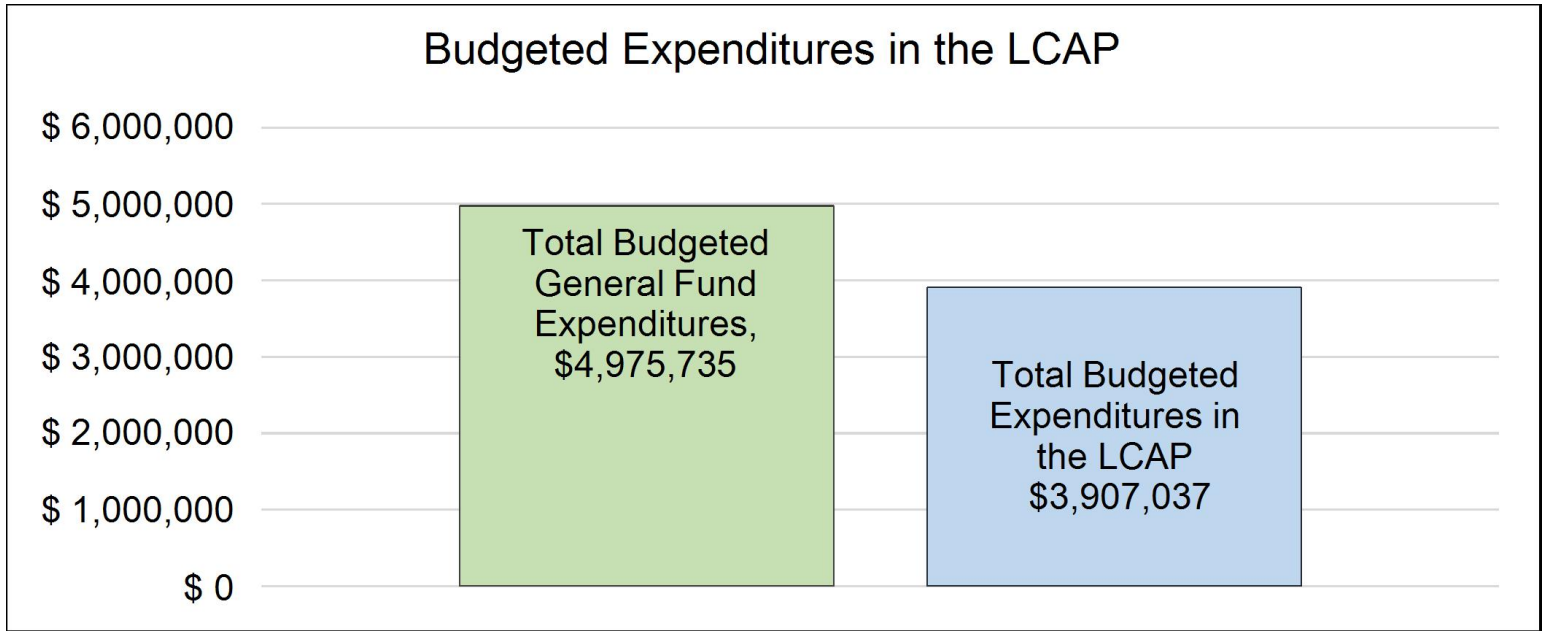


This chart shows the total general purpose revenue Lincoln Unified School District expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Lincoln Unified School District is \$5,399,771, of which \$5,011,413 is Local Control Funding Formula (LCFF), \$276,230 is other state funds, \$40,000 is local funds, and \$72,128 is federal funds. Of the \$5,011,413 in LCFF Funds, \$438,172 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

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



This chart provides a quick summary of how much Lincoln Unified School District plans to spend for 2023-24. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Lincoln Unified School District plans to spend \$4,975,735 for the 2023-24 school year. Of that amount, \$3,907,037 is tied to actions/services in the LCAP and \$1,068,698 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

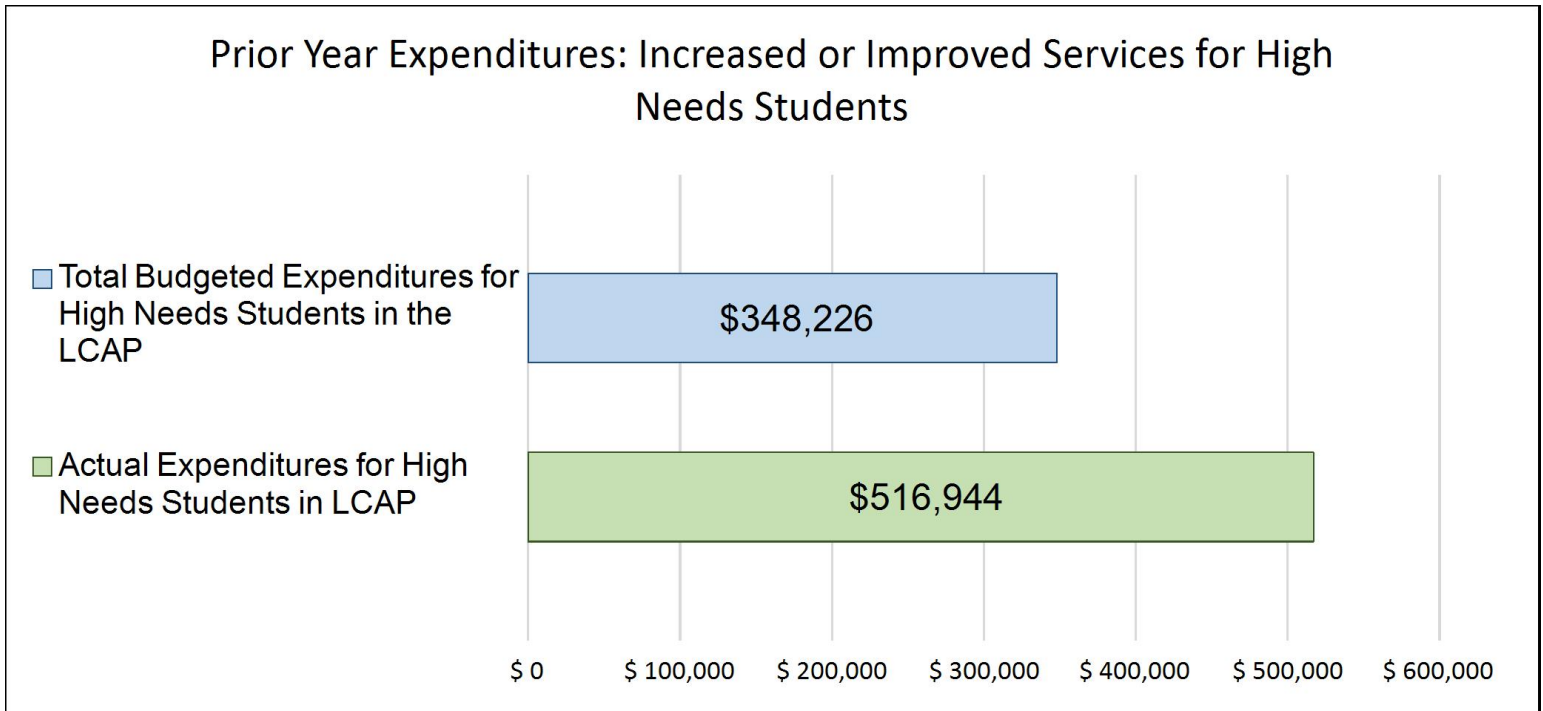
One time money and other restricted funding is not included in the LCAP

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

In 2023-24, Lincoln Unified School District is projecting it will receive \$438,172 based on the enrollment of foster youth, English learner, and low-income students. Lincoln Unified School District must describe how it intends to increase or improve services for high needs students in the LCAP. Lincoln Unified School District plans to spend \$593,343 towards meeting this requirement, as described in the LCAP.

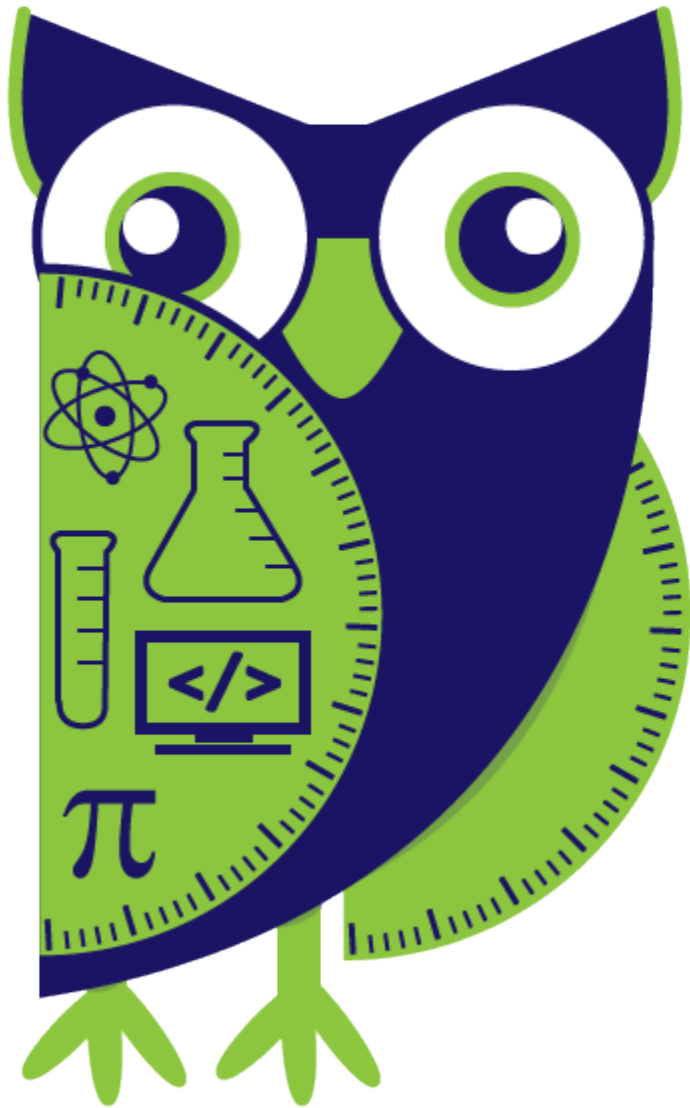
LCFF Budget Overview for Parents

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



This chart compares what Lincoln Unified School District budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what Lincoln Unified School District estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

The text description of the above chart is as follows: In 2022-23, Lincoln Unified School District's LCAP budgeted \$348,226 for planned actions to increase or improve services for high needs students. Lincoln Unified School District actually spent \$516,944 for actions to increase or improve services for high needs students in 2022-23.



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
Lincoln Unified School District	Jonathan M. Gillig Principal	jgillig@lusd.net 209-888-0160

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.

John McCandless STEM Charter School is a dependent charter school that opened in 2015-16 with grades Kindergarten through 3rd. Every year, the school added grade levels and the current students moved up to the new grade level. For the first few years, the school was housed at multiple sites, but in 2020, it relocated to the Rose Marie Lane location. The school services students in grades TK-8.

John McCandless Charter School is designated as a School-wide Title 1 school, and the student population is made up of 51.49% Hispanic, 21.45% White, 9.25% Asian, and 3.3% African-American students. English Learners make up 6.9% of the student population, and 33% of the students are on free or reduced lunch. Additionally, 8.2% of the student population receives special education services.

The school is dedicated to STEM education and Project Based Learning. The mission of John McCandless Charter School is to provide a comprehensive, quality education with an emphasis on science, technology, engineering, and mathematics to prepare all students for success in a rigorous middle school and high school curriculum. The vision of the school is to be a leader in STEM education, inspiring and preparing students to meet the challenges of the 21st century through innovation, collaboration, and creative problem-solving.

Reflections: Successes

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

John McCandless Charter School has been operating for 6 years. Apart from 2020, our CAASPP data reveals that we are making steady progress as a school. We gauge our students' overall academic successes by looking for growth during the time they have attended our school. Our 3rd-grade students' performance in ELA and math exceeded state standards at a rate of 22.5% and 19%, respectively. JMC's performance is 5 and 7 points higher than the district average in ELA and math, respectively. For 5th grade, our performance in ELA and Math was equally positive. Our 5th graders exceeded standards at a rate of 21% and 16%, respectively. This put us above the average for Lincoln Unified which scored 11% and 12%, respectively. These results indicate that our school is moving in the right direction and taking effective measures to improve student achievement. We gauge the success of programmatic decisions by comparing assessment results to students in other schools who use similar assessments (CAASPP, iReady, and DIBELS Reading). That data shows that students at John McCandless are learning to read and write at an achievement level the same or better than other San Joaquin Valley charter schools and

Lincoln Unified School District schools. John McCandless Charter School students are showing math achievement that is significantly higher than other San Joaquin Valley charter schools and LUSD school sites.

We are reporting strong progress this academic year of 2022-2023. Our academic formative assessment and enrichment system, iReady, is proctored to students three times a year. Our proportion of students meeting grade-level standards went up over 20 points between fall and winter for grades TK-5. All teachers hired for John McCandless Charter School hold valid credentials and EL authorizations. All students have access to core and supplemental instructional materials that are exactly the same as those used in LUSD. John McCandless Charter School had no Williams Act findings. We still have much work to do in the areas of pupil achievement and the implementation of state standards but we are proud of the work we've done thus far.

An analysis of data indicates that John McCandless STEM charter continues to make appropriate progress toward goal two. The desired outcome for 2023-24 was met for students with disabilities in middle school. These students averaged a 2.85 GPA for the third quarter. This was in large part due to the addition of a study skills course for middle school students with disabilities. English learners continue to reclassify as proficient in English at the desired rate. Supplemental curriculum, special education services, paraeducator support, and intervention have had a positive impact on student achievement data. We are exceptionally proud of the overall achievement of all of our English Learners. We recently reclassified a new group of English Language Learners in April of 2023 and are awaiting the ELPAC results of EL students grades TK-2 who just took the test in late April.

Positive Behavior Intervention and Support (PBIS) and restorative practice efforts to create a safe, conflict-free learning environment continue to positively impact our students' behavior, interactions with one another, and communication. The employment of these practices also reduces discipline incidents and empowers students to have a voice as they problem solve using skills they are developing. In 2022-23, suspension rates decreased dramatically. This decrease is due to significantly improved restorative justice supports in place at the administrative, counseling and classroom level. In 2022-2023 we implemented social emotional learning lessons to improve behavior and self regulation. This work should continue. Additional counseling support was provided to JMC students.

John McCandless parents support their students in many ways. We have a strong PTSA, parent help in classrooms, and well-attended events. All events have an academic portion that shares school related student work with parents and community members. That is an improvement and a success. At the start of the year many activities involving the community were completed virtually. While many of our families attended virtual events such as parent coffees and APTT, the vast majority attended in person events in the fourth quarter such as open house, band concerts, promotion, wax museum, and in class activities.

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 reflection pertaining to the dashboard cites the data from academic year 2021-2022. John McCandless Charter School's 2022 California School Dashboard indicates that scores for ELA and Mathematics need improvement. John McCandless STEM Charter saw a slight decrease in the percentage of students meeting or exceeding standards in mathematics, English language arts and science on the 2022 CAASPP. This can be attributed to the challenges of being back on a new campus for the 2021-2022 school year with an expanded student body recently coming back from the COVID lockdowns. Additional academic support is needed to assist students in all academic areas. 2022 CAASPP results showed no gain in CAST results, a 4% decrease in students meeting ELA standards, and a 1% increase in students meeting or exceeding math standards in grades 3-8. JMC implemented small group instruction, additional para educator support, and differentiated instruction to address those significant dips. John McCandless Charter School also saw an increase in Chronic Absenteeism in 2022 from 27% to 31%. Additional outreach through the use of a school counselor and office clerk was identified as a need and implemented. Personal phone calls from staff, regular attendance check-ins, home visits, fun attendance contests and SSTs were implemented to assist in decreasing chronic absenteeism. Additional parent support through counseling and outreach has been put in place to assist families in remaining connected to John McCandless Charter School. Attendance continues to be an area in which improvement is needed. We were unable to analyze the steps we put in place to improve attendance due to an increase in absenteeism due to the COVID pandemic. We continue to see evidence of achievement gaps due in part to COVID, the impact of distance learning, and 2021-2022 attendance rates. We do believe we are focusing on necessary actions and services and will continue to work on refining our implementation and intervening more quickly and more often as we review data on our students.

LCAP Highlights

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

Students remain the top priority at John McCandless Charter School. School Culture and Engagement, High Academic Achievement, and Parent Involvement remain our areas of focus. The LCAP is comprised of four goals and a variety of actions which address the three areas of focus identified by our stakeholders. All goals and actions address state and local priorities. All components of the LCAP were developed based on student data and educational partner input.

School Culture and Engagement:

All students should be and feel safe at school. We will continue to maintain clean, safe physical facilities with the addition of our newly renovated TK-8th grade campus on Rose Marie Lane. We will continue to work on teaching positive behaviors and conflict management skills to students to help them make good, safe decisions. In addition, we believe that all students should feel welcome and sense their importance to our school community. Additional social and emotional support is a key component of the LCAP to school safety and student success. To address that goal, we will continue to provide a myriad of opportunities in relation to STEM.

High Academic Achievement:

Our goals focus on providing a high quality, innovative learning environment that emphasizes science, technology, engineering and math (STEM) as well as core subject matter. We continue to work to keep teachers current on Project Based Learning, technology integration, and the Next Generation Science Standards. Student progress will be carefully monitored through multiple measures of assessment. Stakeholders addressed an increased need for improvement in writing.

Parent Involvement:

Most John McCandless parents are involved in their students' learning in one or more ways. The goal continues to be that all John McCandless parents are involved in their children's education. We will continue to promote and encourage parent involvement through a vigorous and involved PTSA, weekly communication from the school and from teachers, and increasing the amount of JMC community events held throughout the school year.

Goal 1

Provide all students high quality classroom instruction, equitable access to a broad course of study and standards aligned curriculum. Priorities 1, 2, 4, 7 and 8 are addressed through this goal and these actions. Teachers will continue receive professional development to implement new science curriculum aligned to the NGSS. Staff will be provided with professional development in key content areas and Project Based Learning. Enrichment opportunities and supplemental instructional materials will be provided to improve student success and address gaps in student achievement. Staff will be provided release time for observation, alignment, professional development, and planning. John McCandless will recruit and retain highly qualified teachers. Additionally, all students will be provided with devices and staff will receive technology to assist in access and implementation of standards based instruction.

Goal 2

Increase the achievement of all students (including English Learners, Socioeconomically Disadvantaged and Students with Disabilities) in reaching high academic standards and attaining proficiency in ELA and Mathematics. Priorities 2, 4, and 8 are addressed through this goal and the following actions. Staff will receive professional development in PBL, writing, ELD, ELA, and mathematics to target students with academic need including the above identified students groups. John McCandless Charter will provide supplemental curriculum in technology, engineering, math, science, social science, and ELA to extend learning, provide support for intervention, and support the charter mission and vision. Identified students will participate in targeted small group intervention and tutoring in ELA and Math. John McCandless Charter will contract with Lincoln Unified School District to provide services to students with disabilities.

Goal 3

All students will have a safe and supportive school culture, climate, and learning environment to promote academic achievement and physical and emotional health. Priorities 5 and 6 are addressed through this goal and the following actions. Mental health and counseling services and professional development will be provided to staff and students to improve overall behavior on campus. Personnel will implement PBIS to actively supervise recess and assist with student behavior modification to reduce behavioral infractions. Professional development will be provided to all staff in PBIS and Restorative Practices to reduce behavioral infractions and improve school culture. Staff will implement behavior supports

to improve student behavior. Implementing consistent, systematic social emotional learning school wide will address attendance and culture needs at John McCandless STEM charter.

Goal 4

Engage parents and community members as partners to work collaboratively to support and enhance student achievement.

Priority 3 is addressed in this goal through the following actions. Monthly parent meetings such as coffee with administration, PTSA, etc. John McCandless Charter will hold community events such as STEM Fest, Force Museum, and APTTs. A more robust calendar of JMC community events, coordinated with JMC PTSA, will be provided in order to strengthen our community. Parent education will be provided to assist parents in connecting to the school site and improve student achievement. Staff will use Parent Square for all communication.

Goal 5

Reduce suspensions and improve the achievement of all students with disabilities in attaining proficiency in ELA, Mathematics and College and Career Readiness.

In order to achieve this goal, we have designed actions and services that will allow us to provide equitable access to grade level content for all special education students. We will provide high quality professional development and coaching around effective inclusive practices, accommodations, and modifications. We will continue to provide effective, high quality instructional programming for students with special needs.

Comprehensive Support and Improvement

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

Schools Identified

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

N/A

Support for Identified Schools

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

N/A

Monitoring and Evaluating Effectiveness

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

N/A

Engaging Educational Partners

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

Parents, students, staff and community members were given the opportunity to provide input through various means. PTSA meetings, designated LCAP input sessions, Youth Truth Survey, staff meetings, School Site Council, and direct emails are some examples of how community members assisted in the LCAP process. Students in student leadership provided feedback during their leadership elective. Additionally, students were able to provide input through the Youth Truth Survey. Staff members provided input during staff meetings, through shared documents, through school site council, through the Youth Truth Survey, via direct message, and during specific LCAP input meetings. The input gathered by site administration from parents, teachers, other school personnel, and students was used in conjunction with student data to develop goals and actions for the LCAP.

In the fall John McCandless Charter developed a proposed timeline for engaging educational partners. The timeline lists dates and times for proposed meetings with stakeholder groups. Multiple meetings were held between November 2022 and April 2023 to share updates on the 2021-22 LCAP. The updates included progress based on identified metrics for state priority areas and local measures identified for the 2022-23 school year as well as progress on the implementation of actions. Educational partners were given the opportunity to identify actions from the 2021-22 LCAP to maintain or change. Based on this input the goals for the 2023-24 LCAP were maintained and shared with educational partners at a second meeting and again educational partners were given an opportunity to propose new actions or actions to maintain. The goals and actions from the 2021-22 LCAP were maintained based on feedback from educational partners.

School Site Council, teachers, staff, and site administration participated in the reporting of data and analysis of actions during the meetings identified in the LCAP timeline. At these meetings the CA Dashboard results and other local measures were shared with educational partners. Educational partners were then given the opportunity to review the current goals and implemented actions. Educational partners then provided feedback on the actions associated with each goal. Their input has been included in the development of the 2023-24 LCAP.

A draft plan was shared with the Board of Trustees at their regularly scheduled meeting on May 17, 2023. Feedback from the board presentation has been incorporated into the plan as we prepared a final LCAP. The final LCAP was presented to the John McCandless Executive Board on June 27, 2023.

A summary of the feedback provided by specific educational partners.

Students, parents, and staff members provided feedback to influence the development of the LCAP.

Students reported that they feel welcomed on campus and in class. They love the family and student events, want to see them continue and increase (tie dye, movie nights, STEM fest, rallies, dances, etc.). They would love more competition on campus involving staff, students, academics, and athletics. Students reported that there needs to be more interaction across grade levels and that they have enjoyed what we

have started to implement. Students stated that they benefit from tutoring offered at lunch and requested that more be available. Students reported that staff are caring and want them to succeed. Finally, students reported that they would like more hands on STEM activities at lunch and for teachers to be provided professional development to continue to grow.

Parents reported that they would like to see more culturally inclusive family events and outreach. They stated that they enjoy community and family events and would like to see them continue at John McCandless Charter. Use of the gym for school rallies and whole school community building was a priority for families. Parents noted that students would benefit from additional tutoring, additional teacher training as needed, and continued implementation of hands on activities. Parents also noted a need for more academic, athletic, and social clubs on campus. Parents noted an increased need for counseling support and social emotional learning. Counseling services were expanded based on this input. Families also reported that they want a deeper connection to campus and are eager for school wide events to resume. Parents noted a need for renewed focus on STEM and the NGSS standards at all grade levels. As a result, teachers have received training in engineering projects and NGSS standards through the County Office of Education. Parents stressed the need for additional social and emotional support on campus for students.

Staff reported a need for social and emotional support as well as curriculum in this areas. Additional mental health support is needed for students, families, and staff. Staff commented on the need for more planning time and professional development opportunities. Additionally, staff noted a need for intervention materials, paraeducator assistance, and paraeducator training. Additional funding for hands on materials and supplies related to STEM instruction and the charter. Staff specifically noted the need for a stronger multigrade STEM program. Staff is creating a STEM scope and sequence to identify areas of need and maintain consistency throughout the school.

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

All aspects of the LCAP were influenced by input from educational partners and student data. The four goals created address student needs, educational partner input, and state and local priorities. The LCAP is the result of all educational partner input and work of the administration at John McCandless Charter to address the identified needs and recommendations as well as feedback received. The proposed goals were shared with all educational partners and no further revisions to the goals were suggested. Actions identified by stakeholders as supporting the goals were maintained.

All actions in the LCAP were created with educational partner input. Educational partners noted a need for an increase to intervention services proved by teachers and para educators for all students as well as English Learners. Parents noted an increased need for counseling support and social emotional learning. Mental health services will continue to be maintained in action 3.1 based on this input. Additionally, funding was allocated to purchase social emotional learning curriculum in action 3.3 based on educational partner input.

We will use an ongoing cycle of inquiry to ensure that we are developing a plan that allows us to better meet the needs of all of our students and to define a meaningful direction for John McCandless Charter.

Goals and Actions

Goal

Goal #	Description
1	Provide all students high quality classroom instruction, equitable access to a broad course of study and standards aligned curriculum.

An explanation of why the LEA has developed this goal.

John McCandless Charter uses both state and local measures (DIBELS, iReady. Local measures indicate that there is continued need for a focus on providing all students with high quality classroom instruction, equitable access to a broad course of study and standards aligned curriculum. The actions in this goal are designed to improve student performance in math, ELA and science. We will monitor and evaluate the actions by reviewing iReady, DIBELS, and CAASPP data as well as soliciting feedback from educational partners throughout the year.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Percentage of 5th grade students meeting or exceeding standards CAST	55% 2109	25% 2021	42.56% 2022		60%
Percent of grade 3-8 students meeting or exceeding standards CAASPP	74% ELA 2019	55% ELA 2021	50.72% ELA 2022		75% ELA
	73% Math 2019	45% Math 2021	45.09% Math 2022		75% Math
Percentage of teachers appropriately	100% 2020-21	NA 2021-2022	100% 2022 - 2023		100%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
assigned and fully credentialed SARC					
Percentage of K-3 students at core or with minimal risk DIBELS	K: 66% 1: 76% 2: 83% 3: 75% Winter 2021	K: 55% 1: 70% 2: 65% 3: 74% Winter 22	K: 27% 1: 56% 2: 71% 3: 71% MOY 2022		K: 70% 1: 78% 2: 85% 3: 78%
Percentage of Grade 3-8 students meeting or exceeding standards MAP Reading/iReady	3rd: 67% 4th: 83% 5th: 73% 6-8: 73% Winter 2021	3rd: 50% 4th: 49% 5th: 72% 6-8: 57% Winter 2022	3rd: 65% 4th: 41% 5th: 53% 6-8: 37% Winter 2022		3rd: 70% 4th: 85% 5th: 75% 6-8: 75%
Percentage of Grade 3-8 students meeting or exceeding standards MAP Math/iReady	3rd: 52% 4th: 82% 5th: 63% 6-8: 71% Winter 2021	3rd: 73% 4th: 51% 5th: 62% 6-8: 53% Winter 2022	3rd: 38% 4th: 46% 5th: 40% 6-8: 31% Winter 2022		3rd: 75% 4th: 84% 5th: 65% 6-8: 74%
Percentage of students with access to a Broad Course of Study Aeries Grades/Courses/Master Schedule	100% 2020-21	100% 2022-23	100% 2022-2023		100%

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	NGSS Professional Development	Focused coaching and instructional support for NGSS implementation.	\$38,000.00	No Yes
1.2	Professional Development	Provide staff professional development in key content areas and PBL	\$30,000.00	No Yes
1.3	Supplemental Instructional Materials	Enrichment opportunities through extracurricular activities, genius hour, school clubs, zspace, and PBL.	\$10,000.00	No
1.4	Staff Collaboration	Provide staff with release time to observe other staff members, collaborate, vertical articulation and plan exceptional instruction.	\$3,000.00	Yes
1.5	Core Services	The Charter will provide highly qualified staff (certificated, classified, management) and maintain facilities in good repair.	\$3,026,694.00	No
1.6	Technology	Provide devices for all students	\$20,000.00	No
1.7	Instructional Materials	Provide students with standards based core curriculum	\$1,000.00	No
1.8	Instructional Time	Ongoing costs of minutes and days exceeding the minimum requirements.	\$299,343.00	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.

During the 2022-2023 school year, \$5,000 was allotted towards professional development for staff in the areas of NGSS. This was implemented with fidelity. Staff received training the NGSS standards with time built-in to plan units and PBL's with the NGSS standards as the central focus. Additionally, the training focused on bringing engineering technology into the classroom. These trainings focused on 3-D printing and physical computing technology (microbits). All of the expenditures dedicated towards this PD was spent. The professional development was provided by the County Office of Education.

For the 2023-2024 school year, an increase in the NGSS PD budget has been planned for to provide coaching for science teachers at grade levels 5-8. The purpose of the coaching is to assist teachers with setting up NGSS labs, creating authentic NGSS assessments, and promoting literacy within science lessons.

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

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

The actions taken to improve English Language Art (ELA) outcomes have been effective in maintaining or improving upon progress in many grade levels. An exception is ELA in grades 6-8, as indicated by local and state assessments. It is clear that attention is needed in mathematics, particularly at grades 4-8. To address this need, iReady assessments and supplemental lessons were implemented. Teachers engaged in data sessions with iReady professionals to help identify further needs for instruction and intervention. Additionally, teachers in grade 5-8 participated in the Silicon Valley Math Initiative (SVMI) in order to assist them with measuring student progress through formative assessment, and engaging students in math language routines. Teachers also engaged in professional development provided by the County Office of Education to address the NGSS standards in classroom instruction. Overall, particular grade-levels have seen significant gains in ELA and all grade-levels are creating a foundation for future improvements in math.

The budget for NGSS professional development was effective in proliferating the practice of science and technology in many grade levels from TK-8. Specific projects, based on the NGSS standards, were implemented in the Spring semester of 2023 based on the training provided. Topics such as centrifical force, animal habitats, microbiology, computer coding, and gravity were all explored in lessons and projects as a result of the guidance provided by the professional development in NGSS.

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 did not make any changes to the goal, metrics, desired outcomes. The action in 1.1 was given a bigger budget so that professional development could be more targeted for science teachers grades 5-8. This targeted action will focus on coaching, provided by the County Office of Education, directed towards setting up lab environments, creating authentic NGSS assessments, and promoting literacy within science lessons.

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

Goals and Actions

Goal

Goal #	Description
2	Increase the achievement of all students (including English Learners, Socioeconomically Disadvantaged and Students with Disabilities) in reaching high academic standards and attaining proficiency in ELA and Mathematics.

An explanation of why the LEA has developed this goal.

The 2019 CA Dashboard Academic Indicators and local measures used to measure student proficiency during the 2020-21 school show a need for continued focus on the academic achievement of all students and identified student groups in reaching proficiency in ELA and Mathematics. This goal was developed to increase current progress and achievement. The actions in this goal are designed to improve student achievement for our unduplicated population in math and ELA . We will monitor and evaluate the actions by selecting and reviewing reclassification, report card, and CAASPP data as well as soliciting feedback from educational partners throughout the year.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Points above standard for each measurable subgroup CA Dashboard Socioeconomically Disadvantaged (SED)	22.1 ELA SED 2019 20.4 Math SED 2019	Dashboard Suspended	16.1 below ELA SED 2022 23.3 below Math SED 2022		23 ELA 21 Math
Percent of English Learners reclassified as proficient in English	27% 2019-20	31.5% 2020-21	13% 2022-2023		32%
Percent of passing grades for students with disabilities in grades 6-8	73% Q2, 2020-21 92.8% Q4, 2020-21	89.5% Q2, 2021-22 100% Q4, 2021-22	92% Q2, 2022-23		100%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Percent meeting or exceeding standards according to CAASPP data.	50% ELA SED 2021 33% Math SED 2021 21% ELA Students with Disabilities 2021 25% Math Students with Disabilities 2021 27% ELA ELs 2021 27% Math ELs 2021 55% ELA All students 2021 45% Math All students 2021	New Measure	41.74% ELA SED 2022 42.98% Math SED 2022 30% ELA Students with Disabilities 2022 30% Math Students with Disabilities 2022 33.34% ELA ELs 2022 22% Math ELs 2022 50.72% ELA All Students 2022 45.09% Math ELs 2022		55% ELA SED 37% Math SED 25% ELA Students with Disabilities 30% Math Students with Disabilities 30% ELA ELs 30% Math ELs

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	Professional Development	Professional development in Project Based Learning, writing, ELD, ELA and math	\$5,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
2.2	Supplemental Materials	Supplemental curriculum in technology, engineering, math, science, social science, and ELA to extend learning, provide support for intervention, and support the charter.	\$16,000.00	Yes
2.3	Intervention	Small group intervention and tutoring in ELA and Math	\$1,000.00	Yes
2.4	Special Education Services	John McCandless Charter will contract with Lincoln Unified School District to provide services to students with disabilities.	\$235,500.00	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 substantive differences were made.

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

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

The actions taken have had a positive impact on the achievement of unduplicated students in the areas of Math and ELA in comparison to the baseline year. Students with disabilities have increased their achievement on the CAASPP in both ELA and mathematics. Students who are socio-economically disadvantaged saw their achievement rates go up in math when compared to the baseline year. This goes for our English Learner population as well. We do see a drop in English reclassification rates when compared to the baseline year. Yet, we see an increase rate in success rates for EL students in state and local indicators when compared to the baseline year. Teachers have been able to take advantage of EL professional learning opportunities offered through the district. Additionally, many teachers have taken advantage of professional learning opportunities provided for PBL which is a highly-inclusive pedagogical strategy. Lastly, this data indicates the effectiveness of our contracted services provided by Lincoln Unified School District. Namely, our intervention services staff and our Resource Service Provider.

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 significant changes have been made to the metrics, outcomes, or intended goals.

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

Goals and Actions

Goal

Goal #	Description
3	All students will have a safe and supportive school culture, climate, and learning environment to promote academic achievement and physical and emotional health.

An explanation of why the LEA has developed this goal.

The 2019 CA Dashboard Academic Indicators and local measures used to measure suspension and attendance rates identified a need for improvement in both areas. 2021 local data showed improvement in both areas. This goal was developed to address attendance concerns and the overall physical and emotional health of students on campus. This goal aims to improve school culture and reduce disciplinary infractions. The actions in this goal are designed to improve student attendance and suspension rates. We will monitor and evaluate the actions by selecting and reviewing data as well as soliciting feedback from educational partners throughout the year.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Suspension Rate - the percentage of students who are suspended at least once during the academic year DataQuest CA Dashboard - Suspension Rate Indicator	3% 2019-20 Orange 2019-20	0.4% 2021	4% 2021-2022 High 2021-2022		2% Green
School Attendance Rate - the percentage of students attending school daily on average Aeries	97.11% 2019-20	93.3% 2021-22 P2	74% 2021-2022		97%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Percentage of TK-8 students identified as chronically absent - absent from school 10% or more for the total number of days that they are enrolled in school CA Dashboard Chronic Absenteeism Indicator	4.7% 2019 Yellow 2019	6% 2021	27% 2021-22 Very High 2021-22		3% Green
Youth Truth Student Survey Percentage of Positive Responses	Engagement 88% Academic Challenge 20% Relationships 64% Culture 22% Belonging 38% Instructional Methods 37% Elementary March 2022 Engagement 51% Academic Challenge 60% Relationships 47% Culture 36% Middle March 2022	New Measure	Engagement 80% Academic Challenge 30% Relationships 63% Culture 20% Belonging 21% Instructional Methods 51% Elementary March 2023 Engagement 35% Academic Challenge 55% Relationships 40% Culture 21% Middle Grades March 2023		Engagement 90% Academic Challenge 50% Relationships 75% Culture 50% Belonging 50% Instructional Methods 50% Elementary Engagement 65% Academic Challenge 75% Relationships 65% Culture 50% Middle

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	Mental Health Services	Mental health and counseling services and professional development will be provided to staff and students to improve overall behavior on campus.	\$100,000.00	Yes
3.2	School Climate	Charter staff to support creating safe and welcoming school environments.	\$111,000.00	Yes
3.3	SEL Curriculum	Purchase SEL Curriculum to support positive behavior and attendance	\$7,000.00	No
3.4	Behavioral Supports	Prioritize restorative practices and positive behavioral intervention supports (PBIS) by building on staff capacity to promote diversity, equity and inclusion.	\$1,000.00	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.

We were able to implement the actions associated with this goal as planned, while other aspects are still in development. The PBIS system has been developing at the staff level with a dedicated group of teachers bringing form and shape to our system which will be implemented in the 2023-23 school year. We have provided mental health and counseling services both with increased counseling capacity and our contracted services with outside agencies. The transition to in-person learning continues to pose challenges for many students. Despite these challenges, JMC has maintained a low suspension rate. This is due to addition of our focus center staff and the restorative opportunities provided by administrators, counselors, campus security, and teachers. With the increased training and collaborative professional opportunities, these staff have been able to contribute to a safe, welcoming environment during the 2022-2023 school year.

For the 2023-2024 school year, the school counselor position has increased from .75 FTE to a 1.0 FTE. This increase in time will provide students with additional supports for restorative conversations, social-emotional learning, on the spot counseling, and connections to more targeted counseling services. This accounts for an increase in funds allotted towards goal 3.1.

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

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

The pandemic had negative impacts on student engagement and school climate. John McCandless witnessed a decline in attendance rates primarily due to increase student absences partially due to student who were required to quarantine or remain at home with potential COVID-19 symptoms. However, the data shows no significant increase in suspensions and expulsions and we anticipate that there will be an increase in both of the school climate measures of relationships and school culture because of the strong performance on the YouthTruth data in the areas of academic engagement and relationships.

While the analysis of the metrics could indicate that the actions taken are not producing the intended results in making progress towards the goal, we believe these are the appropriate actions to support our students and families.

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 made no changes to the goal and metrics. We have made a revision 3.4 as we are implementing our PBIS plan in 2023-24. We are switching SEL curriculum from BASE to Second Step and shifting funds to our PBIS rewards program. Based on the input from our educational partners we are maintaining the remaining actions associated with this goal.

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

Goals and Actions

Goal

Goal #	Description
4	Engage parents and community members as partners to work collaboratively to support and enhance student achievement.

An explanation of why the LEA has developed this goal.

Family and community involvement is a direct contributor to student success. Educational partners would like to see an increase in family and student events outside of the school day. Families would also like monthly informal meetings to continue. John McCandless Charter has an involved parent community and would like to maintain the level of family involvement moving forward. The actions in this goal are designed to improve family involvement. We will monitor and evaluate the actions by reviewing data from the Youth Truth Survey, Parent Square and community events. Additionally, John McCandless will solicit feedback from educational partners throughout the year.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Percentage of families attending at least one event/meeting per year	85% 2020-21	92% 2021-22	88% 2022-23		94%
Percentage of parents with active Parent square accounts	98% 2021	99% 2022	99% 2022		99%
Youth Truth Family Survey Percentage of Positive Responses	Engagement 52% Relationships 78% Culture 69% Communications/Feed back 73% Resources 79% School Safety 72%	Engagement 42% Relationships 79% Culture 68% Communications/Feed back 69% Resources 76% School Safety 51%	Engagement 66% Relationships 88% Culture 80% Communications/Feed back 79% Resources 78% School Safety 60%		Engagement 70% Relationships 95% Culture 85% Communications/Feed back 85% Resources 90% School Safety 75%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	February 2021	March 2022	March 2023		
Percentage of Families completing the Youth Truth Survey Response Rate	34% February 2021	50% March 2022	95% March 2023		95%

Actions

Action #	Title	Description	Total Funds	Contributing
4.1	Parent Meetings and Parent communication	Monthly parent meetings such as coffee with administration and School Site Council and parent communication.	\$500.00	No
4.2	Community Events	John McCandless Charter will hold community events such as STEM Fest, Flight Museum, and APTTs.	\$1,500.00	No
4.3	Parent Education	Parent education will be provided to assist parents in connecting to the school site and improve student achievement.	\$500.00	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 significant changes have been made to this goal and planned actions.

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

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

In every measure surveyed in the YouthTruth survey, John McCandless has experienced increased results when compared to the baseline year. This includes engagement, relationships, culture, communication and feedback. We will continue to focus on providing a safe, welcoming environment and opportunities for families to participate in school-related activities. Our response rate for the YouthTruth survey was 95%, the highest its been since the baseline year. We recognize the importance of engaging our families and community in our schools and we will continue to implement these actions.

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 have adjusted the metrics to reflect a higher standard for YouthTruth measures from parents as we have met many of our goals set forth in the baseline year. Based on the input from our educational partners, we will increase parent education opportunities and maintain positive communication.

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

Goals and Actions

Goal

Goal #	Description
5	Reduce suspensions and improve the achievement of all students with disabilities in attaining proficiency in ELA, Mathematics and College and Career Readiness.

An explanation of why the LEA has developed this goal.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Percentage of Grade 3-8 Students with Disabilities meeting or exceeding standards on the CAASPP summative assessments in ELA.	20.83% ELA 2020-2021	30% ELA 2021-22			50% ELA 2023-24
Percentage of Grade 3-8 Students with Disabilities meeting or exceeding standards on the CAASPP summative assessments in Math.	25% Math 2020-2021	30% Math 2021-22			50% Math 2023-24
Percentage of Grade 3-8 Students with Disabilities Proficient/Above - Reading	39% Beginning of Year 2022-23 iReady	59% Middle of Year 2022-23 iReady			65% Middle of Year 2023-24 iReady

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Percentage of Grades 3-8 Students with Disabilities Proficient/Above Math	23% Beginning of Year 2022-23 iReady	43% Middle of Year 2022-23 iReady			55% Middle of Year 2023-24 iReady
Percent of passing grades for students with disabilities in grades 6-8	73% Q2, 2020-21 92.8% Q4, 2020-21	89.5% Q2, 2021-22 100% Q4, 2021-22	92% Q2, 2022-23		100%

Actions

Action #	Title	Description	Total Funds	Contributing
5.1	Special Education Program	John McCandless with contract with Lincoln Unified School District to provide educational and support services for our Students with Disabilities. Costs included action 2.4		No
5.2	Program Specialist	John McCandless will be provided IEP team support to ensure compliance and access to the least restrictive environment for students with disabilities. Costs include action 2.4.		
5.3	Tiered Re-engagement	Prioritize restorative practices and positive behavioral intervention supports (PBIS) by building on staff capacity to promote diversity, equity and inclusion. Costs included in action 3.4		

Action #	Title	Description	Total Funds	Contributing
5.4	Curriculum	Provide curriculum for special education program to support student progress towards goals and improve academic achievement. Costs included in Action 2.4.		

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.

This goal is new for academic year 2022-23. No differences were made as the goal is new for this 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.

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

Progress on this goal will be measured in the 2023-24 academic year as the goal, and its related actions, were conceived during the 2022-23 academic year.

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

No changes were made as the goal was devised during the 2022-2023 academic year.

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

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

Projected LCFF Supplemental and/or Concentration Grants	Projected Additional LCFF Concentration Grant (15 percent)
438,172	N/A

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
9.72%	114.87%	\$4,017,564.00	124.58%

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.

John McCandless Charter has an unduplicated pupil count of 39.15%. Based on our student data, we know that our unduplicated pupils have specific needs in academic achievement and student engagement. The following actions and services are provided on a school-wide basis, using LCFF funds, with a focus on addressing the needs of unduplicated pupils.

Goal 1: John McCandless Charter is committed to providing our students with high quality instruction delivered by committed and trained staff, the most up to date technology, a standards aligned curriculum, and opportunities for equitable course access. "In the increasingly competitive global economy, it is crucial for American students to be well-trained in math, science and critical languages. U.S. students are currently performing below their international peers in math and science. We live in a world where technological innovation and global competition are increasing at a pace never before seen. Now is the time to invest in our children to make sure they are prepared to succeed in the 21st century." - U.S. Secretary of Education, Margaret Spellings (Action 1.2 and 1.4). Academic Indicators on the California Dashboard as well as local measures indicate that English learners, low income students, foster youth and homeless students have made progress. Project Based Learning (PBL) implemented sitewide continues to provide engaging access to standards based instruction across various content areas (Action 1.2). "PBL shows promise as a strategy for closing the achievement gap by engaging lower achieving students." - Boaler, 2002; Penuel & Means, 2000. "PBL can work in different types of schools, serving diverse learners." - Hixson, Ravitz, & Whisman,

2012. The charter will provide additional instructional time (Action 1.8). These services are principally directed towards, and are the most effective use of funds to meet the charter goals for its unduplicated pupils in state priority areas 1, 2, 4, 7, 8, while serving the needs of all students. Based on the improved academic achievement of unduplicated pupils it has been determined that these actions have been effective in addressing the intended outcomes and these actions have been continued.

Goal 2: John McCandless Charter is focused on improving the achievement of all students in reaching high academic standards and attaining proficiency in ELA and Mathematics. Assessments in ELA and Math indicate that John McCandless Charter is making progress in academic achievement for English Learners, low income students, Foster Youth and Homeless students. The charter will provide professional development focused on supporting English Language Development (ELD), ELA and Mathematics. Students facing academic challenges will receive intervention support during the school year and access to a summer program. Our students will benefit from skilled teachers trained to support students with unique learning and behavioral needs from diverse backgrounds (Actions 2.1, 2.2, 2.3). Professional development to support the implementation of high quality instruction and coaching support helps teachers to design effective classroom instruction and Tier 1 interventions to differentiate for the diverse needs of students (Sweeney, 2011). Professional development that occurs regularly and over the span of several months can increase student achievement (Yoon, Duncan, Lee, Scarios, and Shapley, 2007). These actions serve as the Charter's core approach to educating all English Learners with a focus on developing language fluency and improved academic achievement (Zacarian, 2011). These specific actions are principally directed towards and are the most effective use of funds to meet the district goals for its unduplicated pupils in state priority areas 2, 4, 8, while serving the needs of all students. Based on the continued academic achievement of our unduplicated students, specifically low income students in ELA and Mathematics we believe these actions should be maintained as they have been effective in addressing the intended outcomes.

Goal 3: John McCandless Charter is committed to providing all students with a safe and supportive school culture, climate and learning environment to promote academic achievement and physical and emotional health. The Chronic Absenteeism indicator for the charter has decreased from blue to yellow for all students and from green to orange for students with disabilities and low income students. Additionally, the suspension rate is appropriately proportionate for English learners and low income students. The charter will provide counseling and mental health services, behavioral supports and support staff to assist with outreach and providing a safe and supportive learning environment (Actions 3.1, 3.2). The California Department of Education indicates that effective counseling programs and alternative academic settings allow students to resolve emotional, behavioral and academic problems, which helps them develop a clearer focus or sense of direction, important when building a positive school climate and improving student achievement. Providing social emotional support to unduplicated students helps to improve academic achievement (Jensen, 2009). The impact of attendance on student achievement has been documented by research, including how prevalent Chronic Absenteeism is (Attendance Works). These specific actions are principally directed towards and are the most effective use of funds to meet the Charter's goals for its unduplicated pupils in state priority areas 5, 6. Based on the outcomes for unduplicated pupils already achieved in both attendance and engagement we believe these actions are effective in achieving the goals for all students while also meeting the needs of our unduplicated pupils.

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

John McCandless Charter School, with input from its educational partners, has determined that it is appropriate to utilize our supplemental and concentration funds in a charter-wide manner. The above funds are principally directed for the use of supports and services to all students at John McCandless. Services for unduplicated pupils are increased or improved by more than the required 7.83%, as compared to services provided for all students. Based on supporting research, experience, and educational theory, John McCandless Charter has determined these actions described in the LCAP are the most effective use of funds to meet the charter's goals for unduplicated pupils. With a site-wide unduplicated pupil count of 39.15%, John McCandless Charter recognizes that a significant percentage of our pupils may come from homes that do not have the resources to provide early education, technology, outside tutoring, or other supports for student achievement and engagement. John McCandless Charter has chosen to spend the majority of our supplemental and concentration funds in a site-wide manner. We believe the above referenced research and identified actions and services provide justification for doing so. Based on alternatives considered research and experience, we have determined this approach to be the most effective use of these funds and they are principally directed toward and effective in meeting the charter's goals for unduplicated pupils because these actions focus on the identified needs of these students. Although we discussed other actions and services for alternate consideration, we were unable to identify any additional actions or services that should be provided to only our unduplicated students. In discussions with stakeholders and review of research, most of the recommended actions and services identified to address the needs of unduplicated pupils were determined to be of benefit to all students. It is our determination that funds allocated to implement best practices, assure teachers have adequate training and professional development and receive coaching, for the effective implementation of high quality instruction will meet the needs of all learners including our unduplicated pupils as well as our student subgroups where academic achievement gaps exist. Providing intervention supports, counseling and mental health services and support staff contributes to student learning in a positive and safe school culture and climate and has been deemed an effective use of supplemental funds for unduplicated pupils based on research, experience, educational theory and good educational practices. The use of Project Based Learning is an ideal means of lesson delivery to continue to lessen any present achievement gap while benefiting all students.

Although our unduplicated count of students is 39.15%, we have carefully considered how best to direct our funds and believe the utilization of these funds in a charter wide manner is most appropriate. We believe the actions and services written, as well as the identified use of our funds, will meet the goals for unduplicated pupils in all of the state and local priority areas.

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.

John McCandless Charter did not received additional concentration grant add-on funding.

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

2023-24 Total Expenditures Table

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	\$3,896,037.00			\$11,000.00	\$3,907,037.00	\$3,828,537.00	\$78,500.00

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1.1	NGSS Professional Development	All English Learners Foster Youth Low Income	\$38,000.00				\$38,000.00
1	1.2	Professional Development	All English Learners Foster Youth Low Income	\$30,000.00				\$30,000.00
1	1.3	Supplemental Instructional Materials	All	\$10,000.00				\$10,000.00
1	1.4	Staff Collaboration	English Learners Foster Youth Low Income	\$3,000.00				\$3,000.00
1	1.5	Core Services	All	\$3,026,694.00				\$3,026,694.00
1	1.6	Technology	All	\$20,000.00				\$20,000.00
1	1.7	Instructional Materials	All	\$1,000.00				\$1,000.00
1	1.8	Instructional Time	English Learners Foster Youth Low Income	\$299,343.00				\$299,343.00
2	2.1	Professional Development	English Learners Foster Youth Low Income	\$5,000.00				\$5,000.00
2	2.2	Supplemental Materials	English Learners Foster Youth Low Income	\$16,000.00				\$16,000.00

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
2	2.3	Intervention	English Learners Foster Youth Low Income	\$1,000.00				\$1,000.00
2	2.4	Special Education Services	Students with Disabilities	\$235,500.00				\$235,500.00
3	3.1	Mental Health Services	English Learners Foster Youth Low Income	\$90,000.00			\$10,000.00	\$100,000.00
3	3.2	School Climate	English Learners Foster Youth Low Income	\$111,000.00				\$111,000.00
3	3.3	SEL Curriculum	All	\$7,000.00				\$7,000.00
3	3.4	Behavioral Supports	All	\$1,000.00				\$1,000.00
4	4.1	Parent Meetings and Parent communication	All				\$500.00	\$500.00
4	4.2	Community Events	All	\$1,500.00				\$1,500.00
4	4.3	Parent Education	All				\$500.00	\$500.00
5	5.1	Special Education Program	Students with Disabilities					
5	5.2	Program Specialist						
5	5.3	Tiered Re-engagement						
5	5.4	Curriculum						

2023-24 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
4,508,872	438,172	9.72%	114.87%	124.58%	\$593,343.00	0.00%	13.16 %	Total:	\$593,343.00
								LEA-wide Total:	\$0.00
								Limited Total:	\$0.00
								Schoolwide Total:	\$593,343.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1.1	NGSS Professional Development	Yes	Schoolwide	English Learners Foster Youth Low Income		\$38,000.00	
1	1.2	Professional Development	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools	\$30,000.00	
1	1.4	Staff Collaboration	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools	\$3,000.00	
1	1.8	Instructional Time	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools	\$299,343.00	
2	2.1	Professional Development	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools	\$5,000.00	
2	2.2	Supplemental Materials	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools	\$16,000.00	

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 (%)
2	2.3	Intervention	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools	\$1,000.00	
3	3.1	Mental Health Services	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools	\$90,000.00	
3	3.2	School Climate	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools	\$111,000.00	

2022-23 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	\$3,642,276.00	\$3,838,947.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1.1	NGSS Professional Development	No	\$5,000.00	5,000
1	1.2	Professional Development	Yes	\$5,000.00	16,752
1	1.3	Supplemental Instructional Materials	No	\$10,000.00	17,145
1	1.4	Staff Collaboration	Yes	\$5,000.00	3,000
1	1.5	Core Services	No	\$3,002,250.00	3,026,694
1	1.6	Technology	No	\$10,000.00	21,950
1	1.7	Instructional Materials	No	\$1,000.00	1850
1	1.8	Instructional Time	Yes	\$260,377.00	299,343
2	2.1	Professional Development	Yes	\$5,000.00	4000
2	2.2	Supplemental Materials	Yes	\$3,000.00	16,000

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
2	2.3	Intervention	Yes	\$1,000.00	1000
2	2.4	Special Education Services	No	\$235,500.00	235,500
3	3.1	Mental Health Services	Yes	\$69,849.00	79,849
3	3.2	School Climate	Yes	\$20,000.00	109,000
3	3.3	SEL Curriculum	No	7000	0
3	3.4	Behavioral Supports	No	\$1,000.00	800
4	4.1	Parent Meetings and Parent communication	No	\$300.00	464
4	4.2	Community Events	No	\$500.00	600
4	4.3	Parent Education	No	\$500.00	0

2022-23 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
4,534,508	\$348,226.00	\$516,944.00	(\$168,718.00)	0.00%	0.00%	0.00%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.2	Professional Development	Yes	\$5,000.00	5000		
1	1.4	Staff Collaboration	Yes	\$5,000.00	16,752		
1	1.8	Instructional Time	Yes	\$260,377.00	299,343		
2	2.1	Professional Development	Yes	\$5,000.00	3000		
2	2.2	Supplemental Materials	Yes	\$3,000.00	3000		
2	2.3	Intervention	Yes	\$1,000.00	1000		
3	3.1	Mental Health Services	Yes	\$48,849.00	79,849		
3	3.2	School Climate	Yes	\$20,000.00	109,000		

2022-23 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
\$3,497,609	4,534,508	0.00%	129.65%	\$516,944.00	0.00%	14.78%	\$4,017,564.00	114.87%

Instructions

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

Introduction and Instructions

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

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

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

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

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

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

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

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

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

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

Engaging Educational Partners

Purpose

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

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

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

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

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

Requirements and Instructions

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

Local Control and Accountability Plan:

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

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

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

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

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

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

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

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

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

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

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

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

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

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

Focus Goal(s)

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

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

Broad Goal

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

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

Maintenance of Progress Goal

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

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

Required Goals

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

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

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

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

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

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

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

Measuring and Reporting Results:

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

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

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

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

Complete the table as follows:

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

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

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

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

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

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

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

Goal Analysis:

Enter the LCAP Year.

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

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

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

Purpose

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

Requirements and Instructions

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

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

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

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

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

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

Required Descriptions:

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

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

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

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

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

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

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

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

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

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

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

For School Districts Only:

Actions Provided on an LEA-Wide Basis:

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

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

Actions Provided on a Schoolwide Basis:

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

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

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

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

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

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

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

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

Provide the following descriptions, as applicable to the LEA:

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

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

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

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

Complete the table as follows:

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

Action Tables

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

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

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

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

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

Data Entry Table

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

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

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

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

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

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

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

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

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

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

LCFF Carryover Table

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

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

Calculations in the Action Tables

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

Contributing Actions Table

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

Contributing Actions Annual Update Table

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

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

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

LCFF Carryover Table

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

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

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

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