

LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Sherman Thomas Charter High School

CDS Code: California

School Year: 2023-24

LEA contact information:

Tera Napier

Executive Director

tnapier@mystcs.org

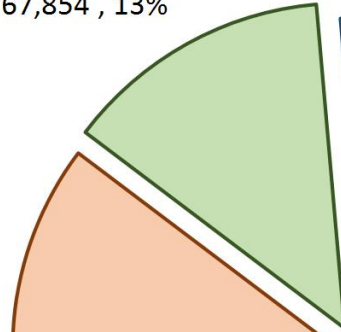
5596756626

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

All local funds,
\$267,854 , 13%



All other state funds,
\$682,196 , 34%

Total LCFF funds
\$1,062,017
53 %

All Other LCFF funds,
\$947,916 , 47%

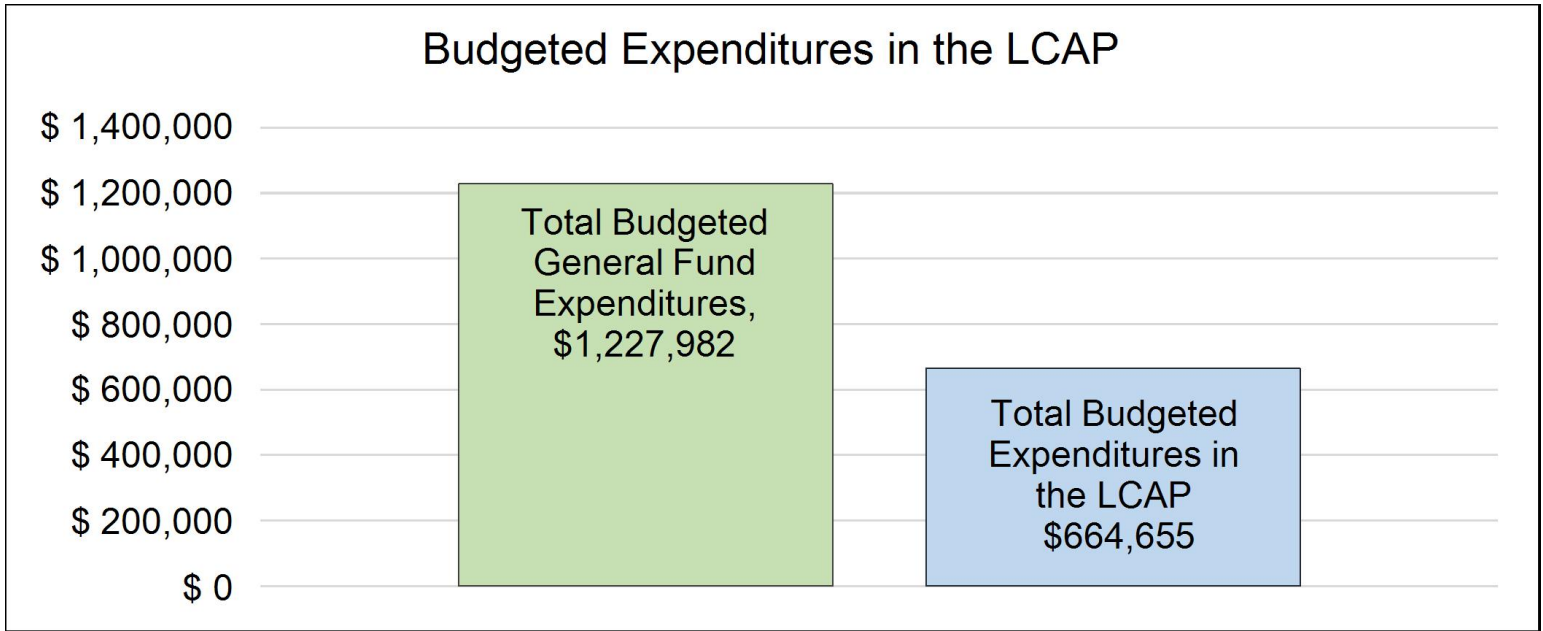
LCFF supplemental &
concentration grants,
\$114,101 , 6%

This chart shows the total general purpose revenue Sherman Thomas Charter High School expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Sherman Thomas Charter High School is \$1,062,017.00, of which \$1,062,017.00 is Local Control Funding Formula (LCFF), \$682,196.00 is other state funds, \$267,854 is local funds, and \$0 is federal funds. Of the \$1,062,017.00 in LCFF Funds, \$114,101.00 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 Sherman Thomas Charter High School plans to spend for 2023-24. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Sherman Thomas Charter High School plans to spend \$1,227,982.00 for the 2023-24 school year. Of that amount, \$664,654.55 is tied to actions/services in the LCAP and \$563,327.45 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

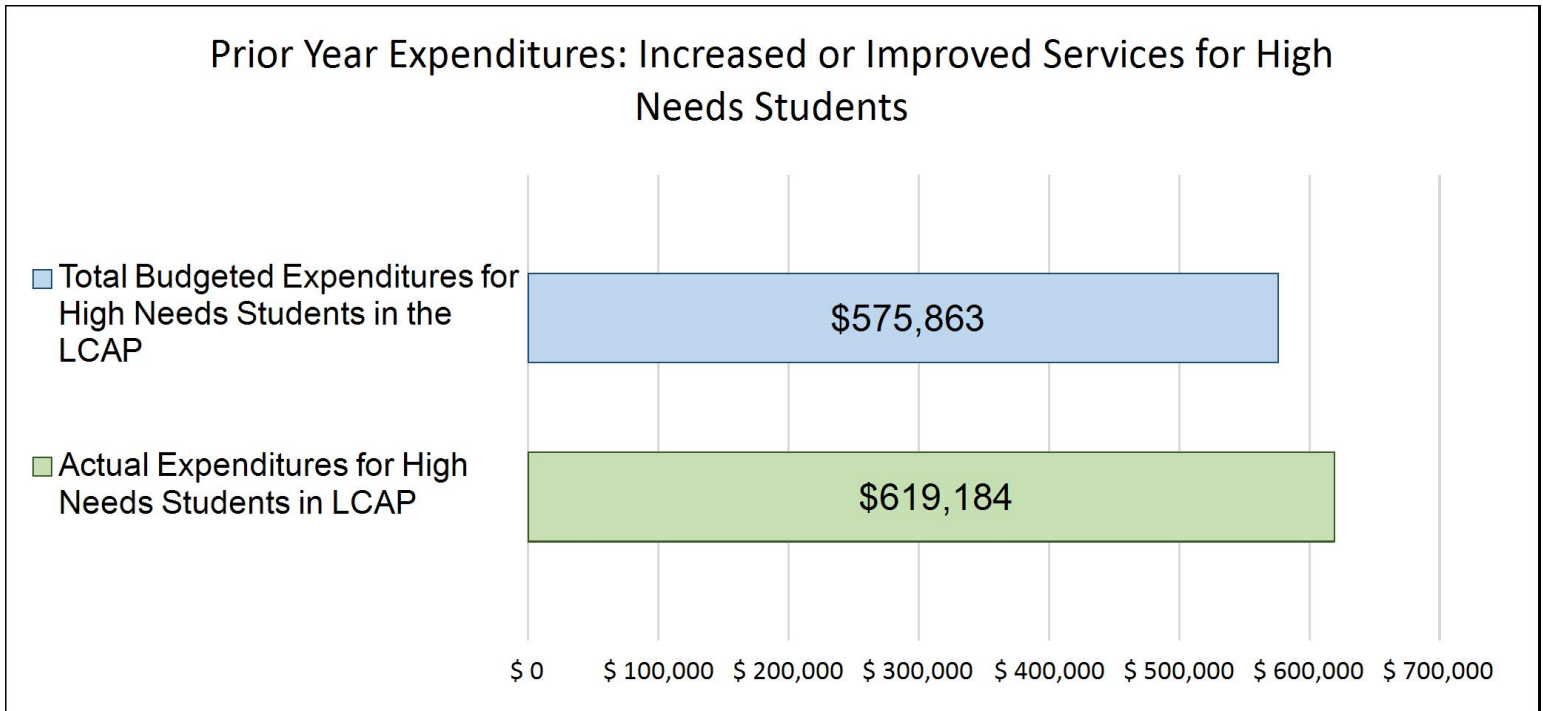
The budget for the 2023-2024 school year includes certain expenses that are not mentioned in the LCAP. These expenditures are related to staffing for non-classroom positions such as campus supervision, cafeteria staff, district office staff, and executive director salaries. Additionally, the budget includes fees for MUSD oversight, MCSOS business support, tech support, and special education services.

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

In 2023-24, Sherman Thomas Charter High School is projecting it will receive \$114,101.00 based on the enrollment of foster youth, English learner, and low-income students. Sherman Thomas Charter High School must describe how it intends to increase or improve services for high needs students in the LCAP. Sherman Thomas Charter High School plans to spend \$114,101.00 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 Sherman Thomas Charter High School budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what Sherman Thomas Charter High School estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

The text description of the above chart is as follows: In 2022-23, Sherman Thomas Charter High School's LCAP budgeted \$575,863.33 for planned actions to increase or improve services for high needs students. Sherman Thomas Charter High School actually spent \$619,184.46 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
Sherman Thomas Charter High School	Tera Napier Executive Director	tnapier@mystcs.org 5596756626

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.

Sherman Thomas Charter High School is a hybrid of a non-classroom independent study coupled with direct instruction in the core academic areas, open to students in grades 9 -12. It is an independent, direct-funded charter school located in Madera, California, and currently serves 80 students from the town of Madera, which has a population of over 60,000. Sherman Thomas Charter High School, or STCHS, is a small, intimate school. The ethnic makeup of the student body roughly mirrors an average of the town from which it draws its students: 70% Hispanic, 25% White, and the remaining 8% a variety of other ethnicities: 4% American Indian, 2% Asian, and 2% African Americans. A home language survey conducted at the beginning of the 2022-2023 school year showed 6% of our population are English Learners. 30% of our school population is in Special Education. 20%of students with disabilities. 80% of our school is socioeconomically disadvantaged. 3% are homeless youth, and 2% are foster youth. 15% are currently enrolled in our Enrichment Program. The school was founded in 2009 to provide a supportive, small environment for students and their families searching for an alternative educational model that provides opportunities for greater flexibility in terms of time and delivery of instruction. The school serves high school students looking for a hybrid of direct instruction in a smaller classroom environment with the flexibility to combine learning through real-life experiences with standards-based academic assignments. Students enroll in STCHS for a variety of reasons. It was initially developed as a school for Sherman Thomas Charter Elementary students. Still, its student population has changed to include students seeking an independent study model for reasons such as health issues and a desire for a smaller, more supportive school environment. The high school is on the same campus as its primary feeder school, Sherman Thomas Charter School, a K-8 elementary school. The schools' buildings are located are converted residential homes that have been renovated to meet the school's needs. The property itself is owned by a local church, which the school leases. The student-teacher ratio are assigned no more than 25 students per Full-time Teacher Equivalent. Three to five days a week, students attend school for an hour of instruction in each of their assigned core subjects. On days/time periods when students may not have class, they can attend lab, receive tutoring, meet with their Supervising Teacher, and take Service Learning classes. The mission of Sherman Thomas Charter High School is to provide a 9 – 12th-grade hybrid-based learning environment that enables lifelong learners through a student-centered, situated/real-life, and authentic educational program design. The vision of our school is continuous

community recognition of our graduates as positive, participative, and productive citizens, which authenticates Sherman Thomas Charter High as the premier model for hybrid-based 9th and 12th-grade learning.

Reflections: Successes

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

Although we are still in recovery from the results of school closures during the pandemic, we have seen and been able to implement great things this past school year. We have seen a rise in enrollment for the 2022-2023 school year, and the attendance rate has increased. We are immensely proud of our staff, students, and families, who all worked together to ensure students are in school and accessing the services we provide.

There were several things to celebrate throughout the 2022-2023 school year. Students worked hard to achieve their academic goals, and the staff saw strides in academic growth. Throughout the school year, STCHS provided many of its services and offerings with regular access to credentialed teachers and expert help with our staff and community partners with the Madera Art Council and Madera Fairgrounds. STCHS also provided many opportunities for our community to gather, learn and celebrate the student's success through family nights, awards ceremonies, and social activities throughout the school year. Additionally, we provided direct support in Spanish to assist students in meeting the A-G requirements. These achievements were made possible through the hard work and collaboration of the STCHS staff. This school year we were also able to provide counseling services on our campus through a grant partnered with the Madera County Office of Education and Camarena Health.

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.

In the 2022 CA DASHBOARD, STCHS students were 152 points below standard, and 0% of STCHS students met the standard in Math. In Science on the 2022 Dashboard, 20% of our students met the standard. The STCHS team has identified additional academic needs in Math and Science within their student population. We will implement standard-based instruction in the core subjects. We will implement a local diagnostic assessment to monitor progress and differentiate instruction and intervention. For a smaller group of students, it was evident that additional tier 2 supports need to be implemented to support learning and ensure that students reach their academic goals. Through personalized education, direct instruction, credit recovery, small group tutoring, and precise data about students' instructional needs, we believe we will see an increase in overall academic performance.

Through our stakeholder outreaches, we have determined the need for a part-time school counselor on our campus, and we are excited to partner with Sherman Thomas Charter School to have a full-time counselor on our campuses five days a week.

LCAP Highlights

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

During the 2022-2023 School year, we saw increased student attendance and enrollment. We provided more opportunities for students with direct instruction in Spanish and increased time in Science. These additions will increase the number of students completing A-G requirements and test scores in the California Science test.

Feedback from our educational partners is critical to meeting the needs of our students, families, and community. Consistently our partners noted that our strengths were a strong school culture, communication, and a safe environment for students. Our stakeholders stressed the need for continued direct instruction opportunities—extended opportunities for credit deficit to be made up through credit recovery.

Providing direct instruction in the Core subjects is the most vital driving point of this LCAP. As an Independent Study Hybrid, we see the value in having flexibility for students and families in this modern world while providing direct regular instructional support to meet students' academic goals and 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.

Sherman Thomas Charter High School is a single school LEA that is not eligible for comprehensive support and improvement.

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 - All parent/guardian input is heard and addressed through an ongoing, informal process. All parents/guardians are invited to bring ideas, concerns, and thoughts about our school at any given time to any appropriate staff member.

Fall Master Agreements-
08/10/22, 08/11/2022, and 08/12/2022

Spring Master Agreements-
12/12/22, 12/13/2022, and 12/14/2022

Winter Family Night-
01/19/2023

Parent/Guardian Survey-
04/17/2023

Spring Family Night-
05/19/2023

Annual Survey Parent and Students- April/ May 2023

Strengths:

- A strong school culture
- Strong leadership
- Great communication
- Safe environment

Needs:

- Continued opportunities for direct instruction in all subjects.
- Extended opportunities for credits deficit to be made up through credit recovery

Teacher/Staff/Admin -

A. Staff Meetings (weekly) - All staff meet weekly to address the needs of our students.

B. Board meetings (monthly) - The board meets monthly to address the needs of our students.

C. Admin Meetings (monthly) - The board meets monthly to address the needs of our students.

Staff Meetings -

Staff Meetings-

8/8-8/9/2022, 8/15, 8/18, 8/25, 9/1, 9/22, 9/29, 10/7, 10/20, 10/27, 11/4, 1/12/23, 1/19, 1/26, 2/2, 2/16, 3/3, 3/9, 3/16,4/13, and 5/5.

Board Meetings - August 23, 2022; September 27, 2022; October 25, 2022; November 15, 2022; December 13, 2022; January 24, 2023

February 28, 2023 March 28, 2023 April 25, 2023 May 23, 2023 June 27, 2023

July 25, 2023

Admin Meetings -

10/26, 12/10, 3/11, 4/28

Strengths:

- A strong school culture
- Caring and respectful environment
- Strong mission and vision

Needs:

- Continued opportunities for direct instruction in all subjects.
- Extended opportunities for credits deficit to be made up through credit recovery

SPED -

A.Site Meetings - The Special education team (consisting of program specialists, teachers, administration, psychologist, and speech) meet several times within the school year to address the needs of our Special education students.

B. Annual IEPs - The Special education team (consisting of program specialists, teachers, administration, psychologist, and speech) meets a minimum of once a year to address the needs, concerns, and strengths of each individual student.

Site Meetings -

11/18/2021

3/24/2022

Strengths:

- Staff up to date on SPED laws
- Strong transition services

Needs:

- Continued opportunities for direct instruction in all subjects.
- Extended opportunities for credits deficit to be made up through credit recovery
- More access to paraprofessionals in all core subjects

Students - All student input is heard and addressed through an ongoing, informal process. All students are invited to bring ideas, concerns, and thoughts about our school at any given time to any appropriate staff member. We understand that not all students may speak up about issues and concerns; therefore, our school has also incorporated several other means of contact with our students.

A. Student Council- Our student council is made up of an elected student body consisting of freshman-seniors. Most subgroups are represented through the student council. The council meets once a week to discuss the concerns and needs of the school. The student council is a force that drives the decision-making that affects the student population.

B. Student Survey- At the end of each year, all students take an anonymous survey that asks questions from “Does the staff provide rigorous and relevant assignments?” to “Do you feel safe at school?”

72% of students surveyed feel safe at school

77% of students surveyed believe this school promotes academic success.

75% of students surveyed believe that Staff at this school encourage them to work hard so they can be successful in college or at the job they choose.

79% of students surveyed believed that the school encourages students to take responsibility for their actions.

53% of students surveyed believe that the schools help them with conflict resolution among their peers.

62% of students surveyed believe that communication between staff and students is open and effective.

Needs from student survey:

We should have a peer counseling class because we do not have any counselors.

Be more aware of bullying that is happening right under your nose.

Advertise for events WAY ahead and not the week of.

Work given to students (especially in science) can be very hard for us to complete fully and can often lead students to put the work off till the last second (I should know). I hope that in the future, we can find a way to reduce the work or find a way to make it easier and less daunting

for students.

C. Student Course Evaluations – Students evaluate selected courses' rating areas from content to curriculum to teacher relationships.

Student Surveys - Spring 2023

62% of students surveyed believe that they receive a quality and challenging math lesson.

43% of students surveyed believe that they receive quality and challenging Spanish lessons.

74% of students surveyed believe that they receive quality and challenging English lessons.

64% of students surveyed believe that they receive quality and challenging Social Studies lessons.

61% of students surveyed believe that they receive a quality and challenging Science lesson.

73% of students surveyed believe that they receive quality and challenging Service learning lessons.

52% of students believe that Apex credit recovery has worked for them.

A summary of the feedback provided by specific educational partners.

Feedback from our educational partners is critical to meeting the needs of our students, families, and community. Consistently our partners noted that our strengths were a strong school culture, communication, and a safe environment for students. Our stakeholders stressed the need for continued direct instruction opportunities. Extended opportunities for credit deficit to be made up through credit recovery.

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

Providing direct instruction in the Core subjects is the strongest driving point of this LCAP. As an Independent Study Hybrid, we see the value in having the flexibility for students and families in this modern world while still providing direct regular instructional support to meet student's academic goals and needs.

Goals and Actions

Goal

Goal #	Description
1	STCHS will continue integrate state adopted standards into our school’s curriculum and instruction while increasing mastery on courses and assessments to ensure students are fully prepared to meet the demands of post graduation.

An explanation of why the LEA has developed this goal.

In determining the need for increased services for the District’s Unduplicated Pupils (low-income students, English Learners, and Foster Youth), the District examined available data for objective indicators of academic risk. We know that Sherman Thomas Charter High School's 2022 CA Dashboard indicators for Mathematics were both low, indicating lower-than-expected overall achievement. The LEA considers the needs, conditions, or circumstances of its unduplicated pupils as a result of Covid-19; and is continuing to provide tutoring for learning loss by providing the following actions.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Standards- - Aligned Instructional Materials	100% of students have access to standards- - aligned instructional materials.	100% of students have access to standards-aligned instructional materials.	100% of students have access to standards-aligned instructional materials.		100% of students have access to standards- - aligned instructional materials.
State Assessment - English Language Arts	68% "Standard Met/Standard Exceeded" on English Language Arts state assessment.	66.6% met or exceeded the standard in English Language Arts state assessment.	57.9% met or exceeded the standard in English Language Arts state assessment.		75% "Standard Met/Standard Exceeded" on English Language Arts state assessment.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
State Assessment - Mathematics	12% "Standard Met/Standard Exceeded" on Mathematics state assessment.	11.11% met or exceeded standard on Mathematics state assessment.	0% met or exceeded standard on Mathematics state assessment.		25% "Standard Met/Standard Exceeded" on Mathematics state assessment.
State Assessment - Science	12% "Standard Met/Standard Exceeded" on Science state assessment	26.67% met or Exceeded standard on Science state assessment	20.59% met or exceeded standard on the Science state assessment.		30% "Standard Met/Standard Exceeded" on Science state assessment
100% of students identified, given annual ELPAC test, properly identified, and appropriate resources in place.	100% of students identified, given annual ELPAC test, properly identified, and appropriate resources in place.	100% of students identified, given the annual ELPAC test, properly identified, and appropriate resources in place.	100% of students identified, given annual ELPAC test, properly identified, and appropriate resources in place.		100% of students identified, given annual ELPAC test, properly identified, and appropriate resources in place.
Local Assessment - English - Language Arts	50% average "Standard Met/Standard Exceeded" all local assessments for English - Language Arts.	unavailable at this time	unavailable at this time		75% average "Standard Met/Standard Exceeded" all local assessments for English - Language Arts.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Local Assessment - Math	22% average "StandardMet/StandardExceeded" all local assessments for Math.	unavailable at this time	unavailable at this time		35% average "StandardMet/Exceeded" all local assessments for Math.
Local Assessments - Science	22% average "Standard Met/Standard Exceeded" all local assessments for Science.	unavailable at this time	unavailable at this time		30% average "Standard Met/Standard Exceeded" all local assessments for Science.
Graduates - College Preparedness (A G courses)	35% of students will graduate with taking all A G courses needed for post - secondary education.	2021 graduates: 18% of students will graduate with taking all A G	unavailable at this time		40% of students will graduate with taking all A G courses needed for post - secondary education.
Graduates - College Bound	58% of graduates will enter college in one- two years after graduation.	64% (National Clearinghouse 12/2021 report)	unavailable at this time		60% of graduates will enter college in one- two years after graduation.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Graduates - Graduating On Time	92% of graduates will graduate on time.	2020-2021 graduates: 76% of graduates graduated on time (82% of seniors graduated after summer school; 94% by fall semester; one student - 6% - transferred schools for 5th year)	2021-2022- 85% graduation rate		95% of graduates will graduate on time.
Special Education	100% of identified students will have appropriate resources in place.	100% of identified students will have appropriate resources in place.	100% of identified students will have appropriate resources in place.		100% of identified students will have appropriate resources in place.
PSAT/SAT Participation	60% PSAT/SAT Participation	41% PSAT/SAT	85% PSAT/SAT participation		80% PSAT/SAT Participation
Teacher Credentialing	100% teachers appropriately assigned and credentialed.	100% teachers appropriately assigned and credentialed	100% teachers appropriately assigned and credentialed		100% teachers appropriately assigned and credentialed.

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Professional Development	Professional development in the most recent, data-based best teaching practices. Also, all supervising teachers to receive professional development in post graduation preparedness for students.	\$13,000.00	No
1.2	Student Tracking - Post Graduation	Continue annual license of National Clearinghouse. National Clearinghouse tracks all graduates into college, tracking their data (i.e., what school; what degree, how long it takes to earn a degree; etc).	\$595.00	No
1.3	Instructional Materials	All students have access to curriculum, technology, and any other supports needed to be successful (for example: one-to-one computers, licensing, science lab materials, curriculum, etc)	\$75,076.00	No
1.4	English Language Learners Students with Disabilities	All students are appropriately identified and assessed, and resources are in place. Professional development to ensure understanding of our English Language Learners and our students with disabilities needs.	\$22,362.00	No
1.5	State and College Entrance Assessments	PSAT prep and test given to all 10th and 11th graders,	\$1,500.00	No
1.6	Diagnostic Assessments	Local diagnostic assessment(s) renewed to continue assessing students, know their math and English levels, and assisting with interventions.	\$5,550.00	No

Action #	Title	Description	Total Funds	Contributing
1.7	A-G Courses	Continue A-G approved courses	\$23,147.00	No
1.8	WASC Accreditation	Continue WASC accreditation so that students are eligible for college after high school.		No
1.9	Education Enrichment Program/Dual Enrollment	Services and oversight to allow our students to attend college for dual enrollment starting in 10th grade. The school purchases all books.	\$4,500.00	No
1.10	Direct instruction, Tutoring, and/or Intervention Program	Direct instruction in core subjects, tutoring, labs, and intervention services are in place for identified students in need	\$109,285.86	Yes
1.11	Credit Recovery	Credit recovery program in place to assist students with credits deficit (including curriculum and summer/winter school stipend)	\$20,500.00	Yes
1.12	Students taught by highly qualified teachers	Providing Direct instruction in the core academics with an Hybrid Independent Study model	\$282,917.00	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.

All actions were implemented as planned.

We saw an increase in our graduation rate from 76% to 85%. We believe that we will continue to see growth in this with the continuance of summer school and credit recovery offerings.

The intervention, progress monitoring, SPED supports, and professional development and coaching actions have not yet demonstrated effectiveness as demonstrated by 2021-22 ELA, Math, and Science scores. Despite increased engagement in class this year and support classes, We are not seeing the impact of the program at the classroom level. Standardized Local assessment implementation and training should assist with that. We have seen an increase in attendance by providing additional support through direct instruction. We anticipate seeing growth in Distance from the Standard on the 2023 CAASPP assessments.

Observation data indicates the professional development and coaching action is showing effectiveness with teachers implementing teaching strategies that are evidence-based best practices in their classrooms this year. The effectiveness of professional development and coaching is also demonstrated by 100% standards-aligned benchmarks, lesson plans, and curriculum maps, including ELD standards.

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.

Explanations for material differences between budgeted expenditures and estimated actuals: 5,000 for a standardized local assessment was not completed this year. This funding will roll over to next year to purchase a standardized assessment and provide training.

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

1.3 The Common Core aligned course materials action was effective in ensuring that 100% of students have access to standards aligned instructional materials and we were able to provide Chrome books to any student who needed one.

1.4 We were able to provide paraprofessional support for students with disabilities this year and it was so successful we are continue this to also include our English Language Learners as well.

1.9, 1.10, 1.11. and 1.12 continue to be the strength in our organization providing a hybrid learning model allows students the flexibility of an Independent Study but the supports of a comprehensive school.

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

No changes will be made to these planned goals and metrics.

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	STCHS will continue to increase student and parent/guardian involvement and continue to provide a safe learning environment

An explanation of why the LEA has developed this goal.

When surveying our stakeholders, school safety and parent involvement in their child's education is why parents choose Sherman Thomas Charter High School our ability to provide a small school environment and a flexible learning model is vital to the needs of our stakeholders.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Satisfaction Rate on School Climate Survey from Stakeholders (or other local surveys).	86% Satisfaction on School Climate Survey from Stakeholders (or other local surveys).	2021-2022 School Climate Surveys: Overall 87% satisfaction rate. Data: Students - 76% satisfaction rate (100% participation rate); Parent/Guardians - 98% satisfaction overall (24% participation rate)	2022-2023 School Climate Surveys: Overall 87% satisfaction rate. Data: Students - 78% satisfaction rate (97% participation rate); Parent/Guardians - 82% satisfaction overall (73% participation rate)		87% Satisfaction on School Climate Survey from Stakeholders (or other local surveys).
Increased Enrollment Status	5% increased enrollment status from previous	74 students enrolled at P2 21-22	22-23 P2 80 students enrolled		5% increased enrollment status from previous

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Increased Retention Rate	5% increased retention of student population from previous graduating class.	74 students enrolled at P2 21-22	2022-2023 P2 80 students enrolled a		5% increased retention of student population from previous graduating class.
Graduation Rate	92% graduation rate	2020-2021 graduates: 76% of graduates graduated on time (82% of seniors graduated after summer school; 94% by fall semester; one student - 6% - transferred schools for 5th year)	2021-2022- 85% graduation rate		95% graduation rate
Dropout Rate	5% or less Dropout Rate	2020-2021 graduates: 0% drop out rate	2021-2022 graduates 9% drop out rate		5% or less Dropout Rate
ADA Attendance Rate	92% ADA Attendance Rate	90.65% ADA attendance rate P2	97% ADA attendance rate P2 2022-2023		93% ADA Attendance Rate

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	Facilities	Facilities to allow in-person classes, tutoring, labs, and more.	\$96,373.00	No

Action #	Title	Description	Total Funds	Contributing
2.2	Learning Through Service Program	The heart of our school. Our school-specific courses and curriculum to prepare students to be well-rounded citizens in their community. Includes: service projects, career focus, mock interviews, internships within the community, and senior projects. Various field trips.	\$40,456.00	No
2.3	Parent/Guardian Involvement	Communication and events within the school year to help elicit parent/guardian involvement. Provide parents the ability to see student progress and grades.	\$13,805.55	No
2.4	School Climate Survey	Survey students, staff, and parent/guardians yearly to determine the safety of our school and school population.		No
2.5	Social and Emotional Learning (SEL)	Hiring of a Part time School Counselor and professional development.	\$26,000.00	Yes
2.6	School Culture	Various weekly, monthly, and quarterly activities and events to continue to establish the culture of STCHS. Beginning with orientation and back to school rally.	\$3,600.00	No
2.7	Marketing	Continue to market our school as a viable option for all high school students (social media, flyers, posters, video, etc)	\$1,500.00	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.

In the 2021-2022 LCAP Action 2.6, funding was set aside to be used to train staff in order to provide SEL support to students. These funds were not used this year, and when receiving feedback from stakeholders, we truly would like a person part-time on our campus. We have rolled over this funding to this year and will be hiring a part-time counselor in partnership with Sherman Thomas Charter School, our K-8 feeder school, and will have funds to train and start programs to assist this new position. Action 2.7 We have increased funding from \$500.00 to \$3600. Now that students have the ability to be back on campus, we have seen a rise in student activities, and our stakeholders suggested more activities for students. Removed funding from 2.4 to increase 2.7. We did not use the \$1,000 for the parent survey in 2.4.

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.

Action 2.5 had \$13,000 was set aside for professional development for SEL training for the staff that was not used not was it contributing, we have rolled over that funding to hire a part-time counselor and we will have funds to train and start programs to assist this new position. We will be using A-G funding and Learning Loss funding for this.

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

Goal 2, Action 2: Learning Through Service Program: We see a high percentage of our unduplicated students not having a long-term plan (i.e., after high school).
Actions are Effective: Our "Learning Through Service" program teaches students what a productive citizen looks like. It allows our students who have never been on a college campus to tour various colleges throughout California. It allows students to intern with community professionals and to dream bigger. When students were surveyed, this action was often mentioned as a strength.

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.

In the 2021-2022 LCAP Action 2.2, funding was set aside to be used to train staff in order to provide SEL support to students. These funds were not used this year, and when receiving feedback from stakeholders, we truly would like a person part-time on our campus. We have rolled over this funding to this year and will be hiring a part-time counselor in partnership with Sherman Thomas Charter School, our K-8 feeder school, and will have funds to train and start programs to assist this new position. Action 2.6 removed and combined with 2.7 Action 2.7 We have increased funding from \$500.00 to \$3600. Now that students have the ability to be back on campus, we have seen a rise in student activities, and our stakeholders suggested more activities for students. Removed funding from 2.4 to increase 2.7. We did not use the \$1,000 for the parent survey in 2.4.

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)
\$114,101.00	\$7,517.00

Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
10.74%	0.00%	\$0.00	10.74%

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.

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

Goal 1, Action 4: English Language Learners
 Explanation of Needs: 8% of our school population are English Language students Actions are Effective: Ensuring students are receiving the services they need in quality education.

Goal 1, Action 5: State and College Entrance Assessments
 Explanation of Needs: We see a high percentage of our unduplicated students not attending college after high school.
 Actions are Effective: With this action, students allowed to attend college with direct oversight from our school, we see more students allowed to experience college before graduating from high school.

Goal 1, Action 9: Educational Enrichment Program
 Explanation of Needs: We see a high percentage of our unduplicated students not attending college after high school.

Actions are Effective: With this action, students allowed to attend college with direct oversight from our school, we see more students allowed to experience college before graduating from high school.

Goal 1, Action 10: Direct Instruction, Tutoring, and Intervention

Explanation of Needs: We see a high percentage of our unduplicated students not at a grade level in math, English-language arts, and reading. The average math level is 5th grade, 5th month.

Actions are Effective: Direct instruction, tutoring, and intervention will help students successfully master the independent study program.

Goal 2, Action 2: Learning Through Service Program: We see a high percentage of our unduplicated students not having a long-term plan (i.e., after high school).

Actions are Effective: Our "Learning Through Service" program teaches students what a productive citizen looks like. It allows our students who have never been on a college campus to tour various colleges throughout California. It allows students to intern with community professionals and to dream bigger.

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.

Goal 1 Action 12 Students taught by highly qualified teachers. Goal 1 Action 10 Direct instruction, Tutoring, and/or Intervention Program. Although we are funded as an Independent study program, we believe that direct instruction in the core subject areas levels the playing field to provide support through tutors, mentors, and certificated teachers to meet our student's needs on our campus, the community college campus, and or virtually when needed.

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	26 to 1	
Staff-to-student ratio of certificated staff providing direct services to students	16 to 1	

2023-24 Total Expenditures Table

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	\$681,658.41			\$58,509.00	\$740,167.41	\$555,909.86	\$184,257.55

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1.1	Professional Development	All	\$13,000.00				\$13,000.00
1	1.2	Student Tracking - Post Graduation	All	\$595.00				\$595.00
1	1.3	Instructional Materials	All	\$75,076.00				\$75,076.00
1	1.4	English Language Learners Students with Disabilities	English Learners Students with Disabilities				\$22,362.00	\$22,362.00
1	1.5	State and College Entrance Assessments	All	\$1,500.00				\$1,500.00
1	1.6	Diagnostic Assessments	All	\$5,550.00				\$5,550.00
1	1.7	A-G Courses	All				\$23,147.00	\$23,147.00
1	1.8	WASC Accreditation	All					
1	1.9	Education Enrichment Program/Dual Enrollment	All	\$4,500.00				\$4,500.00

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1.10	Direct instruction, Tutoring, and/or Intervention Program	English Learners Foster Youth Low Income	\$109,285.86				\$109,285.86
1	1.11	Credit Recovery	English Learners Foster Youth Low Income	\$20,500.00				\$20,500.00
1	1.12	Students taught by highly qualified teachers	All	\$282,917.00				\$282,917.00
2	2.1	Facilities	All	\$96,373.00				\$96,373.00
2	2.2	Learning Through Service Program	All	\$40,456.00				\$40,456.00
2	2.3	Parent/Guardian Involvement	All	\$13,805.55				\$13,805.55
2	2.4	School Climate Survey	All					
2	2.5	Social and Emotional Learning (SEL)	Foster Youth Low Income	\$13,000.00			\$13,000.00	\$26,000.00
2	2.6	School Culture	All	\$3,600.00				\$3,600.00
2	2.7	Marketing	All	\$1,500.00				\$1,500.00

2023-24 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
\$106,2017.00	\$114,101.00	10.74%	0.00%	10.74%	\$142,785.86	0.00%	13.44 %	Total:	\$142,785.86
								LEA-wide Total:	\$142,785.86
								Limited Total:	\$122,285.86
								Schoolwide Total:	\$122,285.86

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1.10	Direct instruction, Tutoring, and/or Intervention Program	Yes	LEA-wide Schoolwide Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools	\$109,285.86	
1	1.11	Credit Recovery	Yes	LEA-wide	English Learners Foster Youth Low Income		\$20,500.00	
2	2.5	Social and Emotional Learning (SEL)	Yes	LEA-wide Schoolwide Limited to Unduplicated Student Group(s)	Foster Youth Low Income	All Schools	\$13,000.00	

2022-23 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	\$575,863.33	\$619,779.46

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	Professional Development	No	\$13,000.00	\$14,465.00
1	1.2	Student Tracking - Post Graduation	No	\$500.00	\$595.00
1	1.3	Instructional Materials	No	\$59,448.33	\$66,545.78
1	1.4	English Language Learners	Yes	\$1,000.00	\$1,000.00
1	1.5	State and College Entrance Assessments	Yes	\$1,500.00	\$874.00
1	1.6	Diagnostic Assessments	No	\$5,000.00	\$1,750.00
1	1.7	A-G Courses	Yes	\$23,147.00	\$23,951.00
1	1.8	WASC Accreditation	No		

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1.9	Education Enrichment Program/Dual Enrollment	Yes	\$4,500.00	\$2050.43
1	1.10	Direct instruction, Tutoring, and/or Intervention Program	Yes	\$148,825.00	\$189,181.00
1	1.11	Credit Recovery	Yes	\$20,000.00	\$23,375.00
1	1.12	Students taught by highly qualified teachers	No	\$168,510.00	\$149,285.00
2	2.1	Facilities	No	\$80,784.00	\$94,373.00
2	2.2	Learning Through Service Program	Yes	\$33,049.00	\$48686.45
2	2.3	Parent/Guardian Involvement	No	\$100.00	\$100.00
2	2.4	School Climate Survey	No	\$1,000.00	0
2	2.5	Social and Emotional Learning (SEL)		\$13,000.00	0
2	2.6	Extra-Curricular Activities (to support School Culture and SEL)	Yes	\$500.00	\$537.00
2	2.7	School Culture	No	\$500.00	\$500.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
2	2.8	Marketing	No	\$1,500.00	\$2510.80

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)
\$121,005.00	\$232,521.00	\$289,655.28	(\$57,134.28)	0.00%	0.00%	0.00%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.4	English Language Learners	Yes	\$1,000.00	\$1000.00		
1	1.5	State and College Entrance Assessments	Yes	\$1,500.00	\$874.00		
1	1.7	A-G Courses	Yes	\$23,147.00	\$23,951.83		
1	1.9	Education Enrichment Program/Dual Enrollment	Yes	\$4,500.00	\$2,050.00		
1	1.10	Direct instruction, Tutoring, and/or Intervention Program	Yes	\$148,825.00	\$189,181.00		
1	1.11	Credit Recovery	Yes	\$20,000.00	\$23,375.00		
2	2.2	Learning Through Service Program	Yes	\$33,049.00	\$48,686.45		
2	2.6	Extra-Curricular Activities (to support School Culture and SEL)	Yes	\$500.00	\$537.00		

2022-23 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
982,994	\$121,005.00	0	12.31%	\$289,655.28	0.00%	29.47%	\$0.00	0.00%

Instructions

[Plan Summary](#)

[Engaging Educational Partners](#)

[Goals and Actions](#)

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

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

Introduction and Instructions

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

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

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

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

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

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

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

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

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

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

Engaging Educational Partners

Purpose

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

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

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

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

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

Requirements and Instructions

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

Local Control and Accountability Plan:

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

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

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

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

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

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

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

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

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

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

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

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

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

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

Focus Goal(s)

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

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

Broad Goal

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

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

Maintenance of Progress Goal

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

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

Required Goals

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

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

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

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

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

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

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

Measuring and Reporting Results:

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

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

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

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

Complete the table as follows:

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

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

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

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

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

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

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

Goal Analysis:

Enter the LCAP Year.

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

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

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

Purpose

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

Requirements and Instructions

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

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

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

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

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

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

Required Descriptions:

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

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

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

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

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

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

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

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

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

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

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

For School Districts Only:

Actions Provided on an LEA-Wide Basis:

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

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

Actions Provided on a Schoolwide Basis:

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

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

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

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

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

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

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

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

Provide the following descriptions, as applicable to the LEA:

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

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

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

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

Complete the table as follows:

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

Action Tables

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

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

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

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

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

Data Entry Table

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

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

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

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

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

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

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

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

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

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

LCFF Carryover Table

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

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

Calculations in the Action Tables

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

Contributing Actions Table

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

Contributing Actions Annual Update Table

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

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

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

LCFF Carryover Table

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

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

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

California Department of Education
January 2022