LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Sherman Thomas STEM Academy
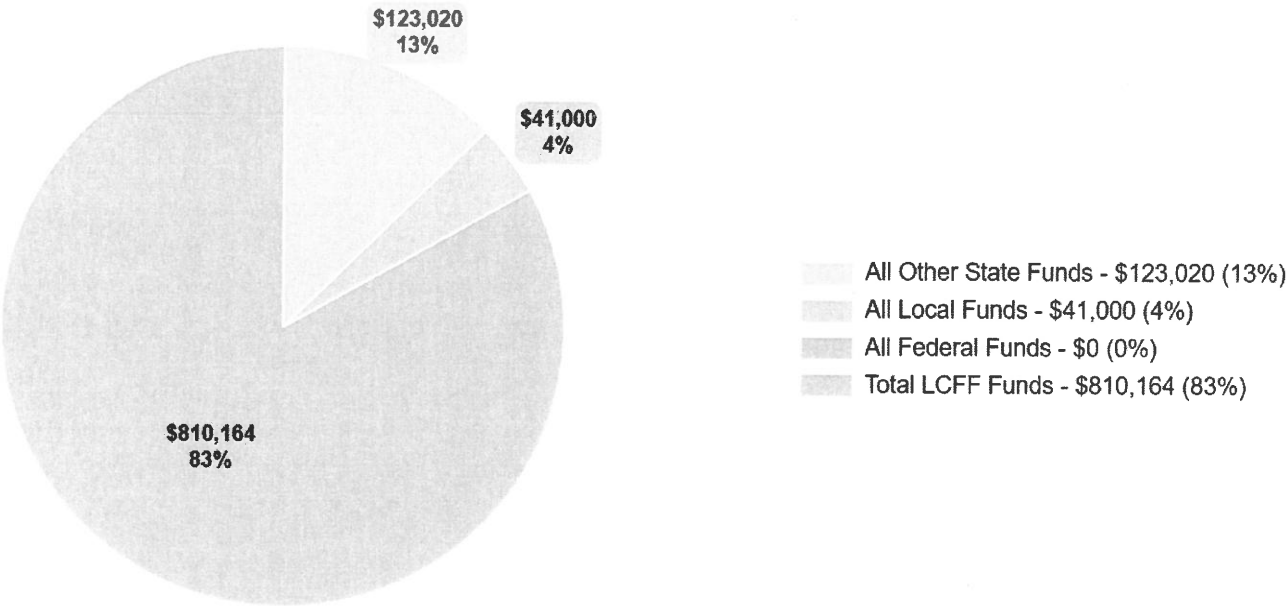CDS Code: 20652430134510
School Year: 2023-24
LEA Contact Information: Jamie Brock | jabrock@stcsca.org | 559-871-5490

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 LCAP Year

Projected Revenue by Fund Source

$123,020
13%

$41,000
4%

$810,164
83%

All Other State Funds - $123,020 (13%)
All Local Funds - $41,000 (4%)
All Federal Funds - $0 (0%)
Total LCFF Funds - $810,164 (83%)

Source	Funds	Percentage
All Other State Funds	$123,020	13%
All Local Funds	$41,000	4%
All Federal Funds	$0	0%
Total LCFF Funds	$810,164	83%

Breakdown of Total LCFF Funds

$50,003
5%

$760,161
78%

LCFF S/C Grants - $50,003 (5%)

All Other LCFF Funds - $760,161 (78%)
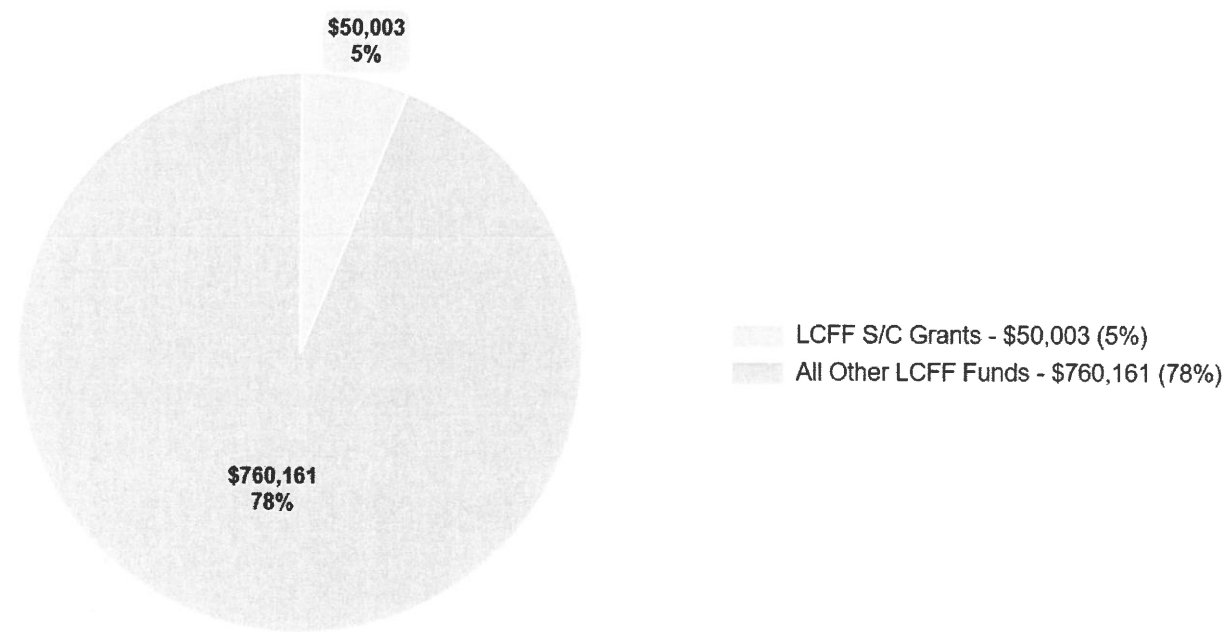
Source	Funds	Percentage
LCFF S/C Grants	$50,003	5%
All Other LCFF Funds	$760,161	78%

These charts show the total general purpose revenue Sherman Thomas STEM Academy expects to receive in the coming year from all sources.

The total revenue projected for Sherman Thomas STEM Academy is $974,184, of which $810,164 is Local Control Funding Formula (LCFF), $123,020 is other state funds, $41,000 is local funds, and $0 is federal funds. Of the $810,164 in LCFF Funds, $50,003 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

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.

Budgeted Expenditures in the LCAP
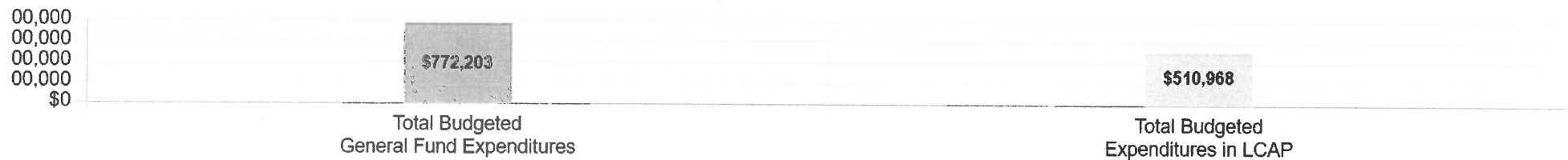
This chart provides a quick summary of how much Sherman Thomas STEM Academy plans to spend for 2023-24. It shows how much of the total is tied to planned actions and services in the LCAP.

Sherman Thomas STEM Academy plans to spend $772,203 for the 2023-24 school year. Of that amount, $510,968 is tied to actions/services in the LCAP and $261,235 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:
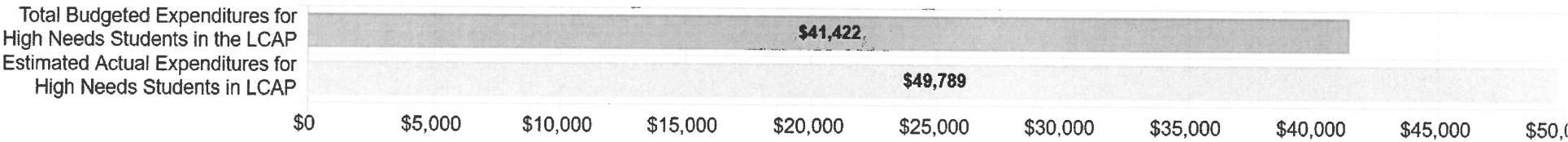
Some of the General Fund Budget Expenditures for the 2023-24 school year not included in the LCAP are non-classroom staffing expenses (office, yard duty, and cafeteria staffing), services (district oversight, lawyer fees, county back office), Sherman Thomas Charter Schools shared staff (Executive Director, janitorial, and maintenance), and maintenance costs.

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

In 2023-24, Sherman Thomas STEM Academy is projecting it will receive $50,003 based on the enrollment of foster youth, English learner, and low-income students. Sherman Thomas STEM Academy must describe how it intends to increase or improve services for high needs students in the LCAP. Sherman Thomas STEM Academy plans to spend $53,500 towards meeting this requirement, as described in the LCAP.

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

Prior Year Expenditures: Increased or Improved Services for High Needs Students

Total Budgeted Expenditures for High Needs Students in the LCAP	$41,422
Estimated Actual Expenditures for High Needs Students in LCAP	$49,789

$0 $5,000 $10,000 $15,000 $20,000 $25,000 $30,000 $35,000 $40,000 $45,000 $50,0

This chart compares what Sherman Thomas STEM Academy 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 STEM Academy estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

In 2022-23, Sherman Thomas STEM Academy's LCAP budgeted $41,422 for planned actions to increase or improve services for high needs students. Sherman Thomas STEM Academy actually spent $49,789 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 STEM Academy	Jamie Brock Principal	jabrock@stcsca.org 559-871-5490

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 STEM Academy is a small middle school serving approximately 75 students in grades six, seven, and eight. We opened August 21, 2017. We are located in central California in a growing rural agricultural community.

Our current demographic information (as of April 2023) is 62.7% Hispanic or Latino, 28% Caucasian, 5.3% Two or more races, 2.67% Asian, 1.3% Filipino, 46.7% Female, 53.3% Male, 1.3% English Language Learner, 2.67% IFEP (Initial Fluent English Proficient), 6.67% RFEP (Reclassified Fluent English Proficient), 38.7% Socioeconomically disadvantaged, 4% 504, and 8% have Individualized Educational Plans.

Something that makes us unique is that we are the first STEM school in our county. We believe in an integrative instructional model where we apply the principles of the subjects of STEM, Science (hypothesizing and investigating), Technology (improvements that foster ease of a task), Engineering (design process), and Mathematics (identifying problems and persevering to solve them) in all subject areas. Our motto, "Dream it, Think it, Do it," is a constant focal point. The lessons are designed to be engaging and interactive. Our Fridays, in particular, are specifically set aside for hands on projects, college and career emphasis, field trips, and guest speakers. We are excited to bring these opportunities to the children of our entire community.

Reflections: Successes

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

There are several successes we are proud of at our school.

California Dashboard:
In the most recent Dashboard (2022), as a school we are in the "very high" category for both English Language Arts and Mathematics. Our only significant student group with data, Hispanic, is also in the very high category for English and the high category for Mathematics. Our students, as a whole, as well as our significant student group are performing far above the state average.

CAASPP Results (2021-22):
While much of the news over the course of the past three years has talked about "learning loss" and how far behind students across America were getting due to school closures, I am proud to say that our scores from the most recent CAASPP (May 2022) showed that 85% of our students met/exceeded standard in ELA, 64% met/exceeded standard in mathematics, and 87% met/exceeded standard in science. We have not taken the CAASPP for the 2022-23 school year to see how our students have done this year. Over 1/3 of our student population is new to our school, and many were behind, but we have seen great gains in them and are excited to take the CAASPP in May.

School Culture:
Students report year in and year out, verbally as well as anonymously in surveys, how much they appreciate our school and feel safe here - this is a school that feels like a family. On our most recent parent survey, 98% of parents agreed or strongly agreed that they were satisfied with the school (we also believe the one parent who disagreed might have selected that by mistake as all of their other responses, covering every aspect of the school, were scored favorably and they agreed or strongly agreed with all positive descriptions).

Competitive Teams:
Academic Pentathlon: In our first year we earned fourth place as an 8th grade team (we only had one team). In year two our 8th grade team placed 3rd and our 7th grade team won the event. There were no team awards for year three, due to COVID closures and a drastically altered competition. In year four our 8th grade team (we only had one team) got 2nd in Super Quiz and 3rd place overall. Last year, our 7th grade team got 2nd in Super Quiz and 2nd overall (a team made up entirely of 6th graders) and our 8th grade team got 1st in Super Quiz and 1st overall (for the first time). We have not competed yet this year, as the competition was moved from March 11 to April 29, due to the weather.
Math Team: Our 7th and 8th grade team (Radical Ravens) have done very well every year. In our 5 years of competing (there was no event in year 3), our 7th grade team has won three times and gotten 4th twice, and our 8th grade team has won every year. In our five years competing in all four events for 7th and 8th grade, out of 40 events (4 per year for 2 grades), we have had three 3rd place finishes, six 2nd

place finishes, and twenty-five 1st place finishes (placing in the top 3 in 34 of 40 events for Madera County).

Battle of the Books: This year, we competed in the Madera County Battle of the Books competition for the first time ever. There were three events, and then an overall championship round for the top three teams. Our sixth graders won every event and were the overall champions.

Robotics: Our robotics team (RoboRavens) qualified for the Central California Championship every year for our first three years (there was no competition two years ago, and we have not competed since returning to school, and have instead opted to run an in house club where all students who wanted to participate could, rather than 10). Every year, in those first three years, we improved. The first year we qualified for the championships, the second year we won an award and were one of 6 schools in the finals for the Valley for the Global Innovation Award Nomination, and in year three we won the championship award (1st place overall team) at our qualifying event and were in third place overall in the Central California Championship.

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.

We have two areas, according to the Dashboard, that are in the "Medium" category - suspension and chronic absenteeism. Due to the size of our school, having just two suspensions (which is the amount we had), causes our overall percentage to register this indicator (at 2.6%). In terms of our chronic absenteeism rate, we had several students who had to be out for extended periods of time due to the COVID restrictions at the time - some students were out for anywhere from 10-20 days if they and someone in their family contracted COVID, as those were the rules for the first half of the year. As restrictions are easing, we continue to encourage families to stay home when sick and to test when exposed or experiencing symptoms of COVID-19, but if they test negative we are able to return them to school, which has decreased the number of students who are chronically absent.

LCAP Highlights

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

2021-24 LCAP Goals:

1. To prepare students through rigorous and relevant content, to be productive and successful citizens by developing a strong work ethic, and the higher level critical thinking skills needed to solve problems in the 21st century world.

2. For all parents to embrace their VOICE (Volunteer, Outings, Inform, Challenge Days, Engage)

3. To provide a safe, positive, organized setting with clearly defined behavior expectations where effective character education enhances the academic program, while developing habits of professionalism.

Being a small school, there is not a lot of revenue, but small class and school size is important to our parents and staff, and necessary with the limited size of our facility. A key element of our school that the with the exception of salaries and our facility lease, has the largest apportionment of funds, is our field trip program. We believe it is vital to a child's education to foster higher-level critical thinking skills, and a well-rounded character education program that focuses on professionalism to get students "in the field." College, and careers to a different extent, seem far away and mysterious to students in this age group in our community. We want kids to see these possibilities as accessible and to understand there are steps they can take, even now, in middle school, to put them on a realistic pathway toward their dream. We not only wish to open their minds to these possibilities but help build habits they can use on their way through high school and college or higher education training programs. This is a key to our program and is especially vital for our low income students who would not otherwise have some of these opportunities.

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.

Not applicable

Support for Identified Schools

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

Not applicable

Monitoring and Evaluating Effectiveness

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

Not applicable

Engaging Educational Partners

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

We greatly value the input of our educational partners. One of the benefits of being small and run at a local level is we have the ability to make changes throughout the year. We have gotten feedback from students in the past who have stated that they appreciate the surveys we do because they feel like the staff actually take their suggestions seriously and that it makes a difference. We are all on the same "team," working together to provide a meaningful and impactful education to our middle school students.

Every month we meet with parents in what we call a STAff chat (our school abbreviation is STA, so it is a play on the word "staff"), which serves as a parent advisory committee for our school. Most of our staff, classified and certified, attend some of these meetings as well as 82% of our parents attending at least one for the 2022-23 school year. All student groups have been represented at these meetings. Our 7th grade teacher has attended most meetings, about 1/4 of our parents regularly attend, and the 6th and 8th grade teacher/principal have attended and ran them all. At these monthly meetings, we always go over things that we have done as well as any upcoming events. We end each one with a time of discussion - asking parents for input regarding things that we are doing well and areas for improvement. We also specifically address budgetary issues and discuss possible ideas regarding changes for the future. Our parents have been educated on the LCAP and its purpose and were given opportunities to provide feedback.

Our STAff chats for 2022-23 were held on: 9/15/22, 10/13/22, 11/7/22, 12/12/22, 1/12/23, 2/13/23, 3/13/23, 4/18/23, and our last one will be on 5/18/23.

In addition to monthly STAff chats, we also have monthly board meetings (typically the fourth Tuesday of the month), where community stakeholders were given time to provide input regarding STA. They were also given updates on student progress as well as all other

components of the LCAP and given opportunities to provide feedback regarding decisions being made.

We also have a student council who meets weekly with the principal. They plan upcoming events and also provide meaningful feedback, sharing what they like as well as possible areas for improvement. This weekly debriefing of all school wide activities is very important to staff as we plan.

Our school is also part of an organization, Sherman Thomas Charter Schools, that has two other schools, Sherman Thomas Charter School and Sherman Thomas Charter High School. Our site principal meets with the other site principals and the Executive Director of the organization to discuss progress on the current year and planning for the 2022-23 school year.

Lastly, the site principal also consulted, regularly, with the Sherman Thomas Charter Schools fiscal analyst as well as the senior director of business services at Madera County Superintendent of Schools to ensure that planned expenditures were within budget and to confirm numbers for both the 2022-23 and 2023-24 school year.

A summary of the feedback provided by specific educational partners.

We conducted a parent survey at the end of March. When given options of strongly disagree, disagree, neutral, agree or strongly agree, we had the following results:

98% Agree or Strongly Agree - I am satisfied with this school
98% Agree or Strongly Agree - The staff at this school builds trusting and respectful relationships with families.
100% Agree or Strongly Agree - This school supports and builds capacity of family members to effectively engage in advisory groups and decision-making.
95.9% Agree or Strongly Agree - This school promotes academic success for all students
100% Agree or Strongly Agree - School staff take parents' concerns seriously at this school
98% Agree or Strongly Agree - Staff members at this school communicate with parents on a regular basis
96% Agree or Strongly Agree - I feel that the principal is fair and has effective conflict resolution skills to manage student-related issues
98% Agree or Strongly Agree - I feel that the principal cares about my child
96% Agree or Strongly Agree - I feel that the teachers (Miss Brock, Mrs. Romero, and Ms. Reed) care about my child
100% Agree or Strongly Agree - I am satisfied with the typical Monday-Thursday program
100% Agree or Strongly Agree - I am satisfied with the typical Friday program
83.3% Agree or Strongly Agree - I feel that my child's teacher is fair and has effective conflict resolution skills to manage student-related issues
86% Agree or Strongly Agree - I feel that my child's teacher is qualified to teach my child and that my child is prepared, academically, for

next year

80% Agree or Strongly Agree - I feel that my child's teacher provides quality feedback on assignments, which helps me help my child

When given the choice between having a robotics club (everyone can join) or team (10 can join), of those who responded, approximately 86% were in support of a club, rather than team.

We conducted a student survey at the end of March. Below are the results:

75% Agree or Strongly Agree - I am satisfied with this school

88% Agree or Strongly Agree - I feel safe at school (physically)

62% Agree or Strongly Agree - I feel safe at school (emotionally)

74% Agree or Strongly Agree - I feel like my teacher cares about me and how I'm doing

81% Agree or Strongly Agree - I feel like the principal cares about me

59% Agree or Strongly Agree - I feel like the yard duty/office staff cares about me

82% Agree or Strongly Agree - I feel like the support staff (Torok and Julie) cares about me

When asked if we have the funds, what would you prefer we do - have an instructional aid or an activities assistant, 87% would rather we hire an instructional aid.

We also asked students preferred learning activities, favorite challenges and field trips, as well as their thoughts regarding the difficulty level and homework level of their classes.

STAff have provided regular feedback throughout the year in terms of program planning for 2022-23 as well as 2023-24.

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

Parent communication is key to our program and working with parents. We will continue to have actions that support that, and build certain expectations into teacher responsibilities.

To provide extra support for struggling students, as requested by teachers, parents, and students, we will continue to have (for one more year) a full time instructional aid. They will be paid out of Special Education Funding, and from our supplemental LCFF funds. Their day will be split in half, with a focus on a different group of students in each half to provide support to those who need it most, across grades. This is reflected in Goal 1, Action 7.

There were two particular responses on the student survey that we have taken note of and will be working hard to change - how safe students feel (emotionally) and how the students perceive that yard duty/office staff feel about them. We have increased our training for yard duty and will continue to implement new strategies. We also don't know if how students are feeling emotionally is related to school or not,

but regardless, we want our students to feel safe emotionally. We did not do our student mental health conference this year, but after seeing these results, we are strongly considering bringing it back for the 2023-24 school year. It's a great day of providing students with several strategies to help with depression. anxiety, friendship, identity, leadership, and peer pressure.

The last significant aspect of the LCAP influenced by our educational partner's input is our field trip program. This is something that comes up in person, as well as through the survey. Our hope is that by next year our field trip program is back to pre-pandemic levels. This is reflected in Goal 3, Action 1.

Goals and Actions

Goal

Goal #	Description
Goal 1	To prepare students, through rigorous and relevant content, to be productive and successful citizens by developing a strong work ethic and the higher-level critical thinking skills needed to solve problems in the 21st century world.

An explanation of why the LEA has developed this goal.

This is a "Broad Goal" as it allows our school to focus on improving performance across a wide range of metrics. We feel this goal is important, as it is also the vision of our school. Because this is our vision for the school, it's important to keep it at the forefront of our minds. We wish to ensure that all students are achieving at a high level and/or showing significant growth.

Measuring and Reporting Results

Metric #	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023-24

Instructional Materials Quarterly Self Audit	All students have access to standards-aligned instructional materials. (2020-21)	All students have access to standards-aligned instructional materials	All students have access to standards-aligned instructional materials.	[Intentionally Blank]	All students will have access to standards-aligned instructional materials.
CAASPP Results	100% Participation Rate; 76% Met/Exceeded Standard in ELA; 65% Met/Exceeded Standard in Math; 64% Met/Exceeded Standard in Science (2018-2019)	Students have not yet tested for the 2021-22 school year (we are testing May 3 - 13). Update will be provided when data is released.	Students have not yet tested for the 2022-23 school year (we are testing May 2 - 12). Update will be provided when data is released. For the 2021-22 school year: 99% Participation Rate; 85% Met/Exceeded Standard in ELA; 64% Met/Exceeded Standard in Math; 87% Met/Exceeded Standard in Science	[Intentionally Blank]	98% Participation Rate; 75% Met/Exceeded Standard in ELA; 66% Met/Exceeded Standard in Math; 66% Met/Exceeded Standard in Science

ELPAC Results	No EL students (2019-20 or 2020-21)	We have one student who is currently testing and therefore we do not have data at this time	We have one student who is currently testing and therefore we do not have data at this time	[Intentionally Blank]	67% of EL pupils will be reclassified before graduating from STA
Renaissance and IXL Results	74.8% of students were at grade level in ELA and Math and/or grew a minimum of one year (2018-19)	85.3% of students are currently at grade level in ELA and Math and/or grew a minimum of one year (in a 7 month span) according to Renaissance and/or IXL Diagnostic data.	69% of students are currently at grade level in ELA and Math and/or grew a minimum of one year (in a 7 month span) according to Renaissance and/or IXL Diagnostic data.	[Intentionally Blank]	80% of students will be at grade level in ELA and Math and/or grew a minimum of one year
Teacher Certification	100% appropriately assigned and fully credentialed (2020-21)	100% appropriate assigned and fully credentialed	100% appropriate assigned and fully credentialed	[Intentionally Blank]	100% appropriately assigned and fully credentialed

Actions

Action #	Title	Description	Total Funds	Contributing
Action #1	Students taught by highly qualified teachers	Ensure 100% of teaching staff, as well as site administration, will be fully credentialed and highly qualified to teach all required subjects and have EL certification.	$337,489.00	No
Action #2	Professional Development	Provide training to staff to ensure that all students have access to standards-aligned instructional materials that are addressing all state board adopted academic content and performance standards for grades 6-8. This will be through regular PLC meetings as well as outside Professional Development, based on teacher input and administrative approval.	$11,292.00	No
Action #3	Technology Support and Infrastructure	Students will participate in all statewide assessments and show growth in all areas. Ensure that all infrastructure, in terms of technology, is in place for assessments. This includes our contract for services/support through the Madera County Superintendent of Schools, as well as purchasing any additional devices to ensure 1:1 connectivity for all students. This also includes internet hot spots, if necessary.	$25,000.00	No
Action #4	Intervention Program	Create an intervention program that targets specific skills and specific students for periodic rotations. This could include students struggling with pre-middle school standards as well as students struggling socially/emotionally and gifted and talented students. The role of intervention teacher is part of the 6th	$1,000.00	No

Action #	Title	Description	Total Funds	Contributing
		grade teacher's job duties. Costs here are for any necessary supplies to support the program.		
Action #5	EL Coordinator	Ensure that all EL students are making progress towards their goals and that all assessments and parent communication happens in a timely manner. This is part of the 6th grade teacher's job description and is embedded into their salary.	$2,500.00	No
Action #6	Diagnostic Assessment Tools	Purchase Renaissance learning for English and IXL for all subjects, to monitor growth of students in English and Mathematics. For all students who achieve their three-pronged individualized goal (AR points earned, reading level - grade level and/or growth, and math level - grade level and/or growth) take a local end of year reward trip.	$8,187.00	No
Action #7	Instructional Aid Salary (and benefits)	Hiring a full time instructional aid who will have their duty day divided into two segments. Approximately one half of their day will be working with struggling unduplicated students.	$37,000.00	Yes

Goal Analysis 2022-23

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

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

There were no substantive differences between planned actions and actual implementation of these actions.

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

The material difference Budgeted Expenditures and Estimated Actual Expenditures was in a few areas. One area was for the salaries of the 3 teachers - we projected "additional costs" (ie. benefits, retirement, etc.) to be approximately 33%, when in reality, it is projected to be closer to 38%. Another area was in the professional development. We did not budget any LCFF funds for this, as we planned to use the Educator Effectiveness grant. We did not spend the full $14,000, but we did not intend to, as we are using these funds to attend conferences over the course of 3 years. The last material difference was in technology. Most of our computers in 7th and 8th grade ended up dying this year, so we had to purchase 50 Chromebooks (we were under budget by about $6,000, but with the Chromebooks it put us over budget by approximately $8000).

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

Based on our outcomes, in all areas but one, we met or exceeded our goals, therefore drawing the conclusion that our actions are helping to achieve our goal. An area of concern, is that our number of students who are at grade level, or growing at an accelerated rate (1 year in a 7 month span) is not at the level we would like (69%). We attended a math conference, for our professional development, but the effectiveness of that training, as measured by student outcomes, is not consistent across grades. Students at grade level and/or showing a minimum of 1 year growth is 96% in 6th, 57% in 7th, and 70% in 8th.

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

We have not made any changes to the planned goal, metrics, desired outcomes, or actions for the coming year. We will be adding in more mentoring and professional development during our regular Friday staff meetings, as well as providing more opportunities for observations of in house as well as outside teachers.

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

found in the Contributing Actions Annual Update Table.

Goal

Goal #	Description
Goal 2	For all parents to embrace their VOICE (Volunteer, Outings, Inform, Challenge Days, Engage) at STA

An explanation of why the LEA has developed this goal.

One of our core values as a school is that "parents are the first and primary teachers." We strongly believe this and see what we are doing at the school as a partnership to what is happening at home. We want for parents to feel supported in what they are doing and we want their support in what we are doing. We are a team, working together to help the children of our community as they grow academically as well as physically, socially, and emotionally.

Measuring and Reporting Results

Metric #	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023-24
Sign-in Sheets and Call Logs	100% parent participation in at least one parent-teacher conference during the year (2020-21)	100% parent participation in at least one parent-teacher conference during the year	100% parent participation in at least one parent-teacher conference during the year	[Intentionally Blank]	100% parent participation in at least one parent-teacher conference during the year

| Sign-in sheets | 99% parent partici-pation in at least one of our on cam-pus evening events (2019-20) | 83% parent partici-pation in at least one of our on cam-pus evening events | 99% parent partici-pation in at least one of our campus evening events | [Intentionally Blank] | 90% parent partici-pation in at least one of our on cam-pus evening events |

Actions

Action #	Title	Description	Total Funds	Contributing
Action #1	Parent Communication	Regularly communicate all opportunities for parent engagement through our website, Facebook page, email, Remind App, and fliers. Promote a culture of volunteerism among parents by pro-viding a variety of ways they can be involved (ie. Field trips, Friday challenge days, quarterly family nights, monthly STAff chats, and general classroom volunteer work). Regular commu-nication with parents is part of the expectations of all staff and is embedded in their salaries.	$0.00	No

Goal Analysis 2022-23

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

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

We did not have any substantive differences in planned actions and actual implementation of these actions.

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

There are no budgeted expenditures for this goal and therefore there were no material differences between budged and actual.

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

Our frequent communication and notices allows parents to feel very involved and connected with the school. The actions seem to be effective in making progress towards the goal as we have very high participation numbers for various elements of parent involvement and our parents feel connected.

These are some of the responses we got on our most recent (March 2023) parent survey:

"I believe you invest in each student partnering with their parents/guardians through regular communication, availability, volunteer and chaperone opportunities, Family Nights, STAFF Chats and so much more. With each, you ask for parent input helping to shape each student's middle school academic and social success."

"I appreciate all the communication between the staff and the parents. I feel very involved even if I don't always get to participate in every school activity or field trip."

"Communication...you do a great job at it! Staff chat nights are so helpful and informative. Staff truly care for each student. Friday challenges are amazing...our kids are learning life skills and enjoy the majority of the activities. Field Trips are amazing and create memories that will last a lifetime...all while learning! Everyone is treated as family...STEM is one big family :)"

"We appreciate the regular feedback regarding academic and other issues. It truly feels like we are on the same team, supporting our kids...Thank you for all of the communication, and for holding standards high for all people at the school."

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

We are not making any changes to the goal, metrics, desired outcomes, or actions for the coming year.

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

Goal

Goal #	Description
Goal 3	To provide a safe, positive, organized setting with clearly defined behavior expectations where effective character education enhances the academic program, while developing habits of professionalism.

An explanation of why the LEA has developed this goal.

School culture is the most important thing at our school. By establishing a positive culture, with clearly defined expectations, students thrive academically as well as socially and emotionally. We believe a key element of our school is our field trip program. While it is beneficial to all students, it is of particular importance for our low income students who might not otherwise be provided with these enrichment opportunities as well as the opportunity to tour businesses and college in our community and neighboring communities.

Measuring and Reporting Results

Metric #	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023-24
Facility Monthly Evaluations	100% of monthly evaluations received a "good" rating (2020-21)	100% of monthly evaluations received a "good" rating	100% of monthly evaluations received a "good" rating	[Intentionally Blank]	80% of monthly evaluations will receive a "good" rating
Diverse Enrichment Field Trip Opportunities	2 colleges, 4 community businesses, and 1 enrichment standards aligned field trip (2019-20)	3 colleges, 1 career focus (military base), and 1 enrichment standards aligned field trip	2 colleges, 1 career focus, 2 high school involvement (and career focus), and 1 enrichment standards aligned field trip	[Intentionally Blank]	3 colleges, 3 community businesses, and 1 enrichment standards aligned field trip

School Climate Survey to Students and Parents	93% of students and parents reported being satisfied or very satisfied with the school (2019-20)	95% of students and parents reported being satisfied or very satisfied with the school (100% of parents and 94% of students)	85% of students and parents reported being satisfied or very satisfied with the school (98% of parents and 75% of students)	[Intentionally Blank]	88% of parents and students will report being satisfied or very satisfied with the school
Pupil Expulsion Rate	0% of students were expelled (2019-20)	0% of students were expelled	0% of students were expelled	[Intentionally Blank]	Less than 1.5% of students will be expelled
Pupil Suspension Rate	0% of students were suspended (2019-20)	2.7% of students were suspended	1.3% of students were suspended	[Intentionally Blank]	Less than 3% of students will be suspended
Middle School Dropout Rate	0% of students dropped out (2019-20)	0% of students dropped out	0% of students dropped out	[Intentionally Blank]	0% of students will drop out
Chronic Absenteeism	0% of students were chronically absent (2019-20)	10.5% of students were chronically absent	4% of students were chronically absent	[Intentionally Blank]	Less than 3% of students will be chronically absent
Attendance Rate	99% attendance rate (2019-20)	97% attendance rate	98% attendance rate	[Intentionally Blank]	95% attendance rate

Actions

Action #	Title	Description	Total Funds	Contributing
Action #1	Field Trip Program	All students will have access to our field trip and enrichment program that will include a minimum of 3 college campus visits, 3 community businesses, and 1 standards aligned enrichment field trip for no charge (with no fundraising), ensuring equal access to all. Due to COVID-19, we were not able to take any field trips for the 2020-21 school year and so out intention is, for 2021-22 to go on the enrichment and college trips that were planned for this 2020-21 as well as 2021-22. For 2021-22 only, we also be filling buses at 1/2 capacity.	$35,000.00	Yes
Action #2	School Climate Survey	Give a school climate survey to determine school culture/climate satisfaction to students, parents, and other if applicable, other meaningful stakeholders.	$0.00	No
Action #3	Student Study Team	All teachers and principal will participate in the student study team that meets to discuss students that are deemed "at promise," which could include issues with academics, attendance, and/or behavior, to address issues before they become a significant problem. Attending these meetings is built part of the job duties of our teachers and is thus embedded in salaries. In addition, the 6th grade teacher is the coordinator of the Student Study Team, which is part of her job duties, and thus embedded in the salary.	$0.00	No
Action #4	Facility Lease	Secure a lease for a facility with a large space to accommodate 75 students at one time, with regular maintenance.	$72,000.00	

Action #	Title	Description	Total Funds	Contributing
				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.

The main substantive difference between our planned actions and our actual implementation was in regard to field trips. We had hoped to have more trips, particularly on college campuses, but continued to run into some issues due to more restrictions with health/safety. We were still able to visit 2 colleges and are hoping to get one more in the last week of school.

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.

The material difference between our budgeted expenditures and estimated actual expenditures is in regard to field trips. We still had approximately $10,000 left, as we were not able to go to quite as many places as hoped.

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

Our actions are, overall, helping us to achieve our goal. Our students seem to take pride in their campus and what it means to be a Raven. Through our continued focus on culture and being good stewards, we create a positive professional environment for the kids. Our various field trips have caused conversations regarding life after high school. Our enrichment trip was also very successful in helping us to make progress towards our goal as it greatly enhanced school culture and sense of community, while "bringing science life" (4 day science camp in the mountains). We did see a dip in overall satisfaction, and so we will continue to work hard to create a positive culture, where students are excited about 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.

We will not be making any changes to the goal, metrics, desired outcomes, or actions for the coming year.

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

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

Projected LCFF Base Grant	Projected LCFF Supplemental and/or Concentration Grants	Projected Additional LCFF Concentration Grant (15 percent)
$810,164.00	$50,003.00	$0.00

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

5%	0.05%	$309.45	5%

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.

Our students took the CAASPP in May 2022. In looking at that data, we observed that:

ALL Students in ELA:
85.13% Exceeded or Met Standard (was 78.59% in 2021)
10.81% Nearly Met Standard (was 18.57% in 2021)
4.05% Did Not Meet Standard (was 2.86% in 2021)

Socioeconomically Disadvantaged Students in ELA:
78.95% Exceeded or Met Standard (was 73.68% in 2021)
15.79% Nearly Met Standard (was 21.05% in 2021)
5.26% Did Not Meet Standard (was 5.26% in 2021)

ALL Students in Math:
63.52% Exceeded or Met Standard (was 67.14% in 2021)
31.08% Nearly Met Standard (was 24.29% in 2021)
5.41% Did Not Meet Standard (was 8.57% in 2021)

Socioeconomically Disadvantaged Students in Math:
52.63% Exceeded or Met Standard (was 57.9% in 2021)
36.84% Nearly Met Standard (was 26.32% in 2021)
10.53% Did Not Meet Standard (was 15.79% in 2021)

When we evaluated those results we can see that our low income students are not meeting standard at the percentage as our students at our

school as a whole. While they are performing far above the state average, it is still an achievement gap within our school, and therefore an identified need. Just over 6.18% less in ELA and 15.43% less in Math were meeting/exceeding standard than our school, as whole numbers.

The actions included in the LCAP that are marked as contributing to the increased or improved services requirement for foster youth, English learners, and low-income students are being provided on an LEA-wide basis, and are consistent with 5 CCR Section 15496(b).
Note: As described in the LCAP instructions, the District has ensured they are principally directed toward Unduplicated Pupils and effective in meeting their needs.

Goal 1, Action 7: Hiring Full Time Instructional Aid
We will be hiring a full time instructional aid who will have approximately 1/2 of their duty day principally directed at serving our low income struggling students. It is our goal to see our struggling students show growth and be on par with the rest of the school. We also want to continue to see our high achieving students be successful and feel supported. Since implementing this action, we have seen a decrease in the number of low income students not meeting standard, but the number meeting/exceeding standard is still not on par with the school as a whole, so we are continuing to focus on this area. Low income students are not performing as well and our goal is that by hiring an instructional aid, we will close that achievement gap. We will measure the effectiveness of this action by CAASPP results. While this is principally directed to low income students, all students may benefit.

Goal 3, Action 4: Field Trip Program
The other action that is school wide but principally directed at our low income students is our field trip program. We recognize that it is a crucial part of our program and who we are as a school, but it is most important to those who would not otherwise have the opportunity to have these experiences. We want students to see themselves working in various businesses in our community or on college campuses. Without this program, many of our low income students would not otherwise have the opportunity. I have found that when I ask most 8th graders what colleges they are thinking of attending, the low income students state the ones that we have toured. I recognize that this is because they envisioned themselves on the campus, by being there. I also think the enrichment field trips are important to expose students to critical thinking and to "bring the standards to life." Again, these opportunities would be unlikely without this program. We believe that by providing these additional opportunities, it will increase engagement. With this increased interest in school activities, our students will be me more engaged and perform better, which will be measured through CAASPP results. This will also increase connectedness on campus, which can be measured through student and parent surveys, to determine effectiveness. While this action is principally directed at low income students, we believe all students may benefit.

I have only addressed low income students in this write up because at this time we do not have any foster/homeless youth and only have one English Language Learner.

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

The instructional aid has been hired full time and will be spending approximately 3.75 hours a day primarily working with our struggling low income students. This is going to be only the third time we have had an instructional aid for this purpose, which is an increased service. It started in the 2021-22 school year, year one of this 3 year LCAP. For this year (year 3) they will be spending more time working with our low-income students (going from approximately 2.5 hours/day to 3.75).

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.

We do not receive additional concentration funding.

Staff-to-student ratios by type of school and concentration of undu-plicated 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	3.25-to-25	
Staff-to-student ratio of certificated staff providing direct services to students	1-to-25	

2023-24 **Total Planned Expenditures Table**

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-Personnel
Totals	$499,676.00	$11,292.00	$18,500.00	$0.00	$529,468.00	$376,989.00	$152,479.00

Goal #	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1	Students taught by highly qualified teachers	All	$337,489.00	$0.00	$0.00	$0.00	$337,489.00
1	2	Professional Development	All	$0.00	$11,292.00	$0.00	$0.00	$11,292.00
1	3	Technology Support and Infrastructure	All	$25,000.00	$0.00	$0.00	$0.00	$25,000.00
1	4	Intervention Program	All	$1,000.00	$0.00	$0.00	$0.00	$1,000.00
1	5	EL Coordinator	English Language Learners	$2,500.00	$0.00	$0.00	$0.00	$2,500.00
1	6	Diagnostic Assessment Tools	All	$8,187.00	$0.00	$0.00	$0.00	$8,187.00

Goal #	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	7	Instructional Aid Salary (and benefits)	English Learners, Foster/Homeless Youth, Low Income	$18,500.00	$0.00	$18,500.00	$0.00	$37,000.00
2	1	Parent Communication	All	$0.00	$0.00	$0.00	$0.00	$0.00
3	1	Field Trip Program	English Learners, Foster Youth, and/or Low Income Students	$35,000.00	$0.00	$0.00	$0.00	$35,000.00
3	2	School Climate Survey	All	$0.00	$0.00	$0.00	$0.00	$0.00
3	3	Student Study Team	All	$0.00	$0.00	$0.00	$0.00	$0.00
3	4	Facility Lease	All	$72,000.00	$0.00	$0.00	$0.00	$72,000.00

2023-24 Contributing Actions Tables

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover - Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1 plus 5)
$810,164.00	$50,003.00	6.17%	0.05%	6.22%	$53,500.00	0.00%	6.60%

Totals by Type	Total LCFF Funds	Total Funds
Total:	$53,500.00	$72,000.00
LEA-wide Total:	$0.00	$0.00
Limited Total:	$0.00	$0.00
Schoolwide Total:	$53,500.00	$72,000.00

Goal #	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	7	Instructional Aid Salary (and benefits)	Yes	Schoolwide	English Learners, Foster/Homeless Youth, Low Income	All Schools	$18,500.00	0%
3	1	Field Trip Program	Yes	Schoolwide	English Learners, Foster Youth, and/or Low Income Students	All Schools	$35,000.00	0%

2022-23 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Actual Expenditures (Total Funds)
Totals	$521,474.00	$522,146.00

Last Year's Goal #	Last Year's Action #	Action Title	Contributed to Increased or Improved Services?	Last Year's Total Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1	Students taught by highly qualified teachers	No	$325,842.00	$337,489.00
1	2	Professional Development	No	$14,012.00	$3,562.00
1	3	Technology Support and Infrastructure	No	$15,000.00	$23,891.00
1	4	Intervention Program	No	$1,000.00	$0.00
1	5	EL Coordinator	No	$2,500.00	$2,500.00
1	6	Diagnostic Assessment Tools	No	$7,500.00	$8,103.00
1	7	Instructional Aid Salary (and benefits)	Yes	$35,970.00	$37,218.00
2	1	Parent Communication	No	$0.00	$0.00
3	1	Field Trip Program	Yes	$47,650.00	$37,383.00
3	2	School Climate Survey	No	$0.00	$0.00
3	3	Student Study Team	No	$0.00	$0.00

Last Year's Goal #	Last Year's Action #	Action Title	Contributed to Increased or Improved Services?	Last Year's Total Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
3	4	Facility Lease	No	$72,000.00	$72,000.00

2022-23 Contributing Actions Annual Update Table

Totals	6. Estimated Actual LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 4 from 7)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Actual Percentage of Improved Services (%)	Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)
Totals	$744,431.00	$83,620.00	$37,383.00	$46,237.00	0.00%	0.00%	0.00%

Last Year's Goal #	Last Year's Action #	Action Title	Contributed to Increased or Improved Services?	Last Year's Total Planned Expenditures for Contributing Actions(LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services (%)	Estimated Actual Percentage of Improved Services (Input Percentage)
1	7	Instructional Aid Salary (and benefits)	Yes	$12,050.00	$0.00	0.00%	0.00%
3	1	Field Trip Program	Yes	$47,650.00	$37,383.00	0.00%	0.00%

2022-23 LCFF Carryover Table

Totals	9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover - Percentage (Input Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 plus 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)
Totals	$703,009.00	$744,431.00	0.05%	105.94%	$37,383.00	0.00%	5.32%	No carryover	No carryover

Instructions

LCFF Budget Overview for Parents Data Entry Instructions

These instructions are for the completion of the Local Control Funding Formula (LCFF) Budget Overview for Parents.

NOTE: The "High Needs Students" referred to below are Unduplicated Students for LCFF funding purposes.

LEA Information

The LEA must enter the LEA name, county district school (CDS) code (14 digits), and LEA contact information (name, phone number and email address) in the corresponding blue boxes.

Coming School Year: This information is automatically generated.

Current School Year: This information is automatically generated.

Projected General Fund Revenue for the 2022–23 School Year

All amounts should be entered in the boxes below the corresponding amount title. The coming school year (as indicated above) means the fiscal year for which an LCAP is adopted or updated by July 1.

- *Total LCFF Funds:* This amount is the total amount of LCFF funding (including supplemental & concentration grants) the LEA estimates it will receive pursuant to California Education Code (EC) sections 2574 (for county offices of education) and 42238.02 (for school districts and charter schools), as applicable for the coming school year. This amount is the amount indicated in the Standardized Account Code Structure (SACS) Budget Fund Form 01, Column F, row A.1 (LCFF Sources).

- *LCFF Supplemental & Concentration Grants:* This amount is the total amount of LCFF supplemental and concentration grants the LEA estimates it will receive on the basis of the number and concentration of low income, foster youth, and English learner students as determined pursuant to California Code of Regulations, Title 5 (5 CCR) Section 15496(a)(5), pursuant to EC sections 2574 and 42238.02, as applicable for the coming school year.

- *All Other State Funds:* This amount is the total amount of other state funds (do not include LCFF funds) the LEA estimates it will receive.

- *All Local Funds:* This amount is the total amount of local funds and entitlements the LEA estimates it will receive.

- *All Federal Funds:* This amount is the total amount of federal funds (including all Every Student Succeeds Act Title funds) the LEA estimates it will receive.

The total of the Projected General Fund Revenue should equal the amount indicated in the SACS Budget Fund Form 01, Column F, row A.5 (Total Revenues).

- *Brief description for General Fund Expenditures:* Briefly describe any of the General Fund Budget Expenditures for the current school year that are not included in the Local Control and Accountability Plan. The LEA's response for this prompt is limited to 450 characters.

Total Budgeted Expenditures for the 2022–23 School Year

- *Total Budgeted General Fund Expenditures:* This amount is the LEA's total budgeted General Fund expenditures for the coming school year as indicated on SACS Budget Fund Form 01, column F, Row B.9 (Total Expenditures). The General Fund is the main operating fund of the LEA and accounts for all activities not accounted for in another fund. All activities are reported in the General Fund unless there is a compelling reason to account for an activity in another fund. For further information please refer to the California School Accounting Manual (http://www.cde.ca.gov/fg/ac/sa/). (Note: For some charter schools that follow governmental fund accounting, this amount is the total budgeted expenditures in the Charter Schools Special Revenue Fund. For charter schools that follow the not-for-profit accounting model, this amount is total budgeted expenses, such as those budgeted in the Charter Schools Enterprise Fund.)

- *Total Budgeted Expenditures in the LCAP:* This is the total amount of budgeted expenditures for the planned actions to meet the goals included in the LCAP for the coming school year.

- *Total Budgeted Expenditures for High Needs Students in the LCAP:* This is the total amount of the LCFF funds budgeted to implement the planned actions and services included in the LCAP that are identified as contributing to the increased or improved services for high needs students pursuant to EC Section 42238.07.

- *Expenditures Not in the LCAP:* This amount is automatically calculated.

- *Brief description for High Needs Students:* If the amount in "Total Budgeted Expenditures for High Needs Students in the LCAP" is less than the amount in "LCFF Supplemental & Concentration Grants", a prompt will appear and the LEA must provide a brief description of the additional actions it is taking to meet its requirement to increase or improve services for high needs students. *Note:* If no prompt appears, the LEA is not required to supply a description.

Expenditures for High Needs Students in the 2021–22 School Year

- *Total Budgeted Expenditures for High Needs Students in the LCAP:* This is the total amount of the LCFF funds budgeted to implement the planned actions and services included in the LCAP that are identified as contributing to the increased or improved services for high needs students pursuant to EC Section 42238.07 for the current school year.

- *Actual Expenditures for High Needs Students in the LCAP:* This is the total of the estimated actual expenditures of LCFF funds to implement the actions and services included in the LCAP that are identified as contributing to the increased or improved services for high needs students pursuant to EC Section 42238.07, as reflected in the Annual Update for the current LCAP year.

- *Brief description for actual expenditures for high needs students:* If the amount in "Total Budgeted Expenditures for High Needs Students in the LCAP" for the 2021–22 school year is greater than the amount in "Actual Expenditures for High Needs Students in LCAP", a prompt will appear and the LEA must provide a brief description of how the difference impacted the actions and services and overall increased or improved services for high needs students in the current fiscal year pursuant to EC Section 42238.07. *Note:* If no prompt appears, the LEA is not required to supply a description.

California Department of Education December 2021

Instructions

- Plan Summary

- Engaging Educational Partners

- Goals and Actions

- Increased or Improved Services

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

Introduction and Instructions

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

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

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning (California Education Code [EC] Section 52064[e][1]). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students.

- **Meaningful Engagement of Educational Partners:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful engagement (EC Section 52064[e][1]). Local educational partners possess valuable perspectives and insights about an LEA's programs and services. Effective strategic planning will incorporate these perspectives and insights in order to identify potential goals and actions to be included in the LCAP.

- **Accountability and Compliance:** The LCAP serves an important accountability function because aspects of the LCAP template require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:

- Demonstrating that LEAs are increasing or improving services for foster youth, English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (EC Section 52064[b][4-6]).

- Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (EC sections 52064[b][1] and [2]).

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

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

General Information

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

Reflections: Successes

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

Reflections: Identified Need

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

LCAP Highlights

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

Comprehensive Support and Improvement

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

Schools Identified:

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

Support for Identified Schools:

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

Monitoring and Evaluating Effectiveness:

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

Engaging Educational Partners

Purpose

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

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

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

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

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

Requirements and Instructions

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

Local Control and Accountability Plan:

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

a. Presented the local control and accountability plan to the parent advisory committee in accordance with Education Code section 52062(a)(1) or 52068(a)(1), as appropriate.

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

c. Notified members of the public of the opportunity to submit comments regarding specific actions and expenditures proposed to be included in the local control and accountability plan in accordance with Education Code section 52062(a)(3) or 52068(a)(3), as appropriate.

d. Held at least one public hearing in accordance with Education Code section 52062(b)(1) or 52068(b)(1), as appropriate.

e. Adopted the local control and accountability plan in a public meeting in accordance with Education Code section 52062(b)(2) or 52068(b)(2), as appropriate.

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

Describe the engagement process used by the LEA to involve educational partners in the development of the LCAP, including, at a minimum, describing how the LEA met its obligation to consult with all statutorily required educational partners as applicable to the type of LEA. A

sufficient response to this prompt must include general information about the timeline of the process and meetings or other engagement strategies with educational partners. A response may also include information about an LEA's philosophical approach to engaging its educational partners.

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

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

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

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

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

- Elimination of action(s) or group of actions

- Changes to the level of proposed expenditures for one or more actions

- Inclusion of action(s) as contributing to increased or improved services for unduplicated services

- Determination of effectiveness of the specific actions to achieve the goal

- Determination of material differences in expenditures

- Determination of changes made to a goal for the ensuing LCAP year based on the annual update process

- Determination of challenges or successes in the implementation of actions

Goals and Actions

Purpose

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

A well-developed goal can be focused on the performance relative to a metric or metrics for all students, a specific student group(s), narrowing performance gaps, or implementing programs or

strategies expected to impact outcomes. LEAs should assess the performance of their student groups when developing goals and the related actions to achieve such goals.

Requirements and Instructions

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

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

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

- **Broad Goal:** A Broad Goal is relatively less concentrated in its scope and may focus on improving performance across a wide range of metrics.

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

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

Focus Goal(s)

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

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

Broad Goal

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

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

Maintenance of Progress Goal

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

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

Required Goals

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

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

- *Consistently low-performing student group(s) goal requirement:* An LEA meeting the consistently low-performing student group(s) criteria must include a goal in its LCAP focused on improving the performance of the student group or groups that led to the LEA's eligibility for Differentiated Assistance. This goal must include metrics, outcomes, actions, and expenditures specific to addressing the needs of, and improving outcomes for, this student group or groups. An LEA required to address multiple student groups is not required to have a goal to address each student group; however, each student group must be specifically addressed in the goal. This requirement may not be met by combining this required goal with another goal.

- *Goal Description:* Describe the outcomes the LEA plans to achieve to address the needs of, and improve outcomes for, the student group or groups that led to the LEA's eligibility for Differentiated Assistance.

- *Explanation of why the LEA has developed this goal:* Explain why the LEA is required to develop this goal, including identifying the student group(s) that lead to the LEA being required to develop this goal, how the actions and associated metrics included

in this goal differ from previous efforts to improve outcomes for the student group(s), and why the LEA believes the actions, metrics, and expenditures included in this goal will help achieve the outcomes identified in the goal description.

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

- *Low-performing school(s) goal requirement:* A school district or COE meeting the low-performing school(s) criteria must include a goal in its LCAP focusing on addressing the disparities in performance between the school(s) and the LEA as a whole. This goal must include metrics, outcomes, actions, and expenditures specific to addressing the needs of, and improving outcomes for, the students enrolled at the low-performing school or schools. An LEA required to address multiple schools is not required to have a goal to address each school; however, each school must be specifically addressed in the goal. This requirement may not be met by combining this goal with another goal.

- *Goal Description:* Describe what outcomes the LEA plans to achieve to address the disparities in performance between the students enrolled at the low-performing school(s) and the students enrolled at the LEA as a whole.

- *Explanation of why the LEA has developed this goal:* Explain why the LEA is required to develop this goal, including identifying the schools(s) that lead to the LEA being required to develop this goal; how the actions and associated metrics included in this goal differ from previous efforts to improve outcomes for the school(s); and why the LEA believes the actions, metrics, and

expenditures included in this goal will help achieve the outcomes for students enrolled at the low-performing school or schools identified in the goal description.

Measuring and Reporting Results:

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

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

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

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

Complete the table as follows:

- **Metric:** Indicate how progress is being measured using a metric.

- **Baseline:** Enter the baseline when completing the LCAP for 2021–22. As described above, the baseline is the most recent data associated with a metric. Indicate the school year to which the data applies, consistent with the instructions above.

- **Year 1 Outcome:** When completing the LCAP for 2022–23, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.

- **Year 2 Outcome:** When completing the LCAP for 2023–24, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.

- **Year 3 Outcome:** When completing the LCAP for 2024–25, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above. The 2024–25 LCAP will be the first year in the next three-year cycle. Completing this column will be part of the Annual Update for that year.

- **Desired Outcome for 2023-24:** When completing the first year of the LCAP, enter the desired outcome for the relevant metric the LEA expects to achieve by the end of the 2023–24 LCAP year.

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

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

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

Actions:

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

Actions for English Learners:

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

Actions for Foster Youth:

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

Goal Analysis:

Enter the LCAP Year

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

instructed.

- Describe the overall implementation of the actions to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process. This must include any instance where the LEA did not implement a planned action or implemented a planned action in a manner that differs substantively from how it was described in the adopted LCAP.

- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures and between the Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services, as applicable. Minor variances in expenditures or percentages do not need to be addressed, and a dollar-for-dollar accounting is not required.

- Describe the effectiveness of the specific actions to achieve the articulated goal as measured by the LEA. In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal. When responding to this prompt, LEAs may assess the effectiveness of a single action or group of actions within the goal in the context of performance on a single metric or group of specific metrics within the goal that are applicable to the action(s). Grouping actions with metrics will allow for more robust analysis of whether the strategy the LEA is using to impact a specified set of metrics is working and increase transparency for educational partners. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.

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

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

Purpose

A well-written Increased or Improved Services section provides educational partners with a comprehensive description, within a single dedicated section, of how an LEA plans to increase or improve services for its unduplicated students in grades TK–12 as compared to all students in grades TK–12, as applicable, and how LEA-wide or schoolwide actions identified for this purpose

meet regulatory requirements. Descriptions provided should include sufficient detail yet be sufficiently succinct to promote a broader understanding of educational partners to facilitate their ability to provide input. An LEA's description in this section must align with the actions included in the Goals and Actions section as contributing.

Requirements and Instructions

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

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

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

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

LCFF Carryover — Dollar: Specify the LCFF Carryover — Dollar amount identified in the LCFF Carryover Table. If a carryover amount is not identified in the LCFF Carryover Table, specify an

amount of zero ($0).

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

Required Descriptions:

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

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

Principally Directed and Effective:

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

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

- The action, or aspect(s) of the action (including, for example, its design, content, methods, or location), is based on these considerations; and

- The action is intended to help achieve an expected measurable outcome of the associated goal.

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

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

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

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

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

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

status, we expect that the attendance rate for our low-income students will increase significantly more than the average attendance rate of all other students. (Measurable Outcomes [Effective In])

COEs and Charter Schools:

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

For School Districts Only:

Actions Provided on an LEA-Wide Basis:

Unduplicated Percentage > 55%:

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

Unduplicated Percentage < 55%:

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

Actions Provided on a Schoolwide Basis:

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

schoolwide basis.

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

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

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

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

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

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

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

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

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

Provide the following descriptions, as applicable to the LEA:

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

Identify the goal and action numbers of the actions in the LCAP that the LEA is implementing to meet the requirement to increase the number of staff who provide direct services to students at

schools with an enrollment of unduplicated students that is greater than 55 percent.

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

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

Complete the table as follows:

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

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

Action Tables

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

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

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

- Table 2: Contributing Actions Table (for the coming LCAP Year)

- Table 3: Annual Update Table (for the current LCAP Year)

- Table 4: Contributing Actions Annual Update Table (for the current LCAP Year)

- Table 5: LCFF Carryover Table (for the current LCAP Year)

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

Data Entry Table

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

- *LCAP Year:* Identify the applicable LCAP Year.

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

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

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

- *3. Projected Percentage to Increase or Improve Services for the Coming School Year:* This percentage will not be entered; it is calculated based on the Projected LCFF Base Grant and the Projected LCFF Supplemental and/or Concentration Grants, pursuant to 5 CCR Section 15496(a)(8). This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the coming LCAP year.

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

- *Total Percentage to Increase or Improve Services for the Coming School Year:* This percentage will not be entered; it is calculated based on the Projected Percentage to Increase or Improve Services for the Coming School Year and the LCFF Carryover — Percentage. This is the percentage by which the LEA must increase or improve services for unduplicated pupils as compared to the services provided to all students in the coming LCAP year.

Goal #:

Enter the LCAP Goal number for the action.

Action #:

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

Action Title:

Provide a title of the action.

Student Group(s):

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

Contributing to Increased or Improved Services?:

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

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

Scope:

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

Unduplicated Student Group(s)

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

Location:

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

Time Span:

Enter "ongoing" if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an

LEA might enter "1 Year", or "2 Years", or "6 Months".

Personnel Expense:

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

Total Personnel:

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

Total Non-personnel:

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

LCFF Funds:

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

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

Other State Funds:

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

Local Funds:

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

Federal Funds:

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

Total Funds:

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

Planned Percentage of Improved Services:

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

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

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

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

- *6. Estimated Actual LCFF Supplemental and/or Concentration Grants:* Provide the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on of the number and concentration of unduplicated students in the current school year.

- *Estimated Actual Expenditures for Contributing Actions:* Enter the total estimated actual expenditure of LCFF funds used to implement this action, if any.

- *Estimated Actual Percentage of Improved Services:* For any action identified as contributing, being provided on a Limited basis only to unduplicated students, and that does not have funding associated with the action, enter the total estimated actual quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%).

- Building on the example provided above for calculating the Planned Percentage of Improved Services, the LEA in the example implements the action. As part of the annual update process, the LEA reviews implementation and student outcome data and

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

LCFF Carryover Table

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

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

Calculations in the Action Tables

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

Contributing Actions Table

4. Total Planned Contributing Expenditures (LCFF Funds)

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

5. Total Planned Percentage of Improved Services

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

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

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

Contributing Actions Annual Update Table

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

6. Estimated Actual LCFF Supplemental and Concentration Grants

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

4. Total Planned Contributing Expenditures (LCFF Funds)

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

7. Total Estimated Actual Expenditures for Contributing Actions

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

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

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

5. Total Planned Percentage of Improved Services (%)

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

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

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

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

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

LCFF Carryover Table

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

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

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

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

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

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

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

LCFF funds that is required to be carried over to the coming year.

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

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

California Department of Education January 2022