

# LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Anderson New Technology High School

CDS Code: 45-69856-4530333

School Year: 2023-24

LEA contact information:

Terry Bennett

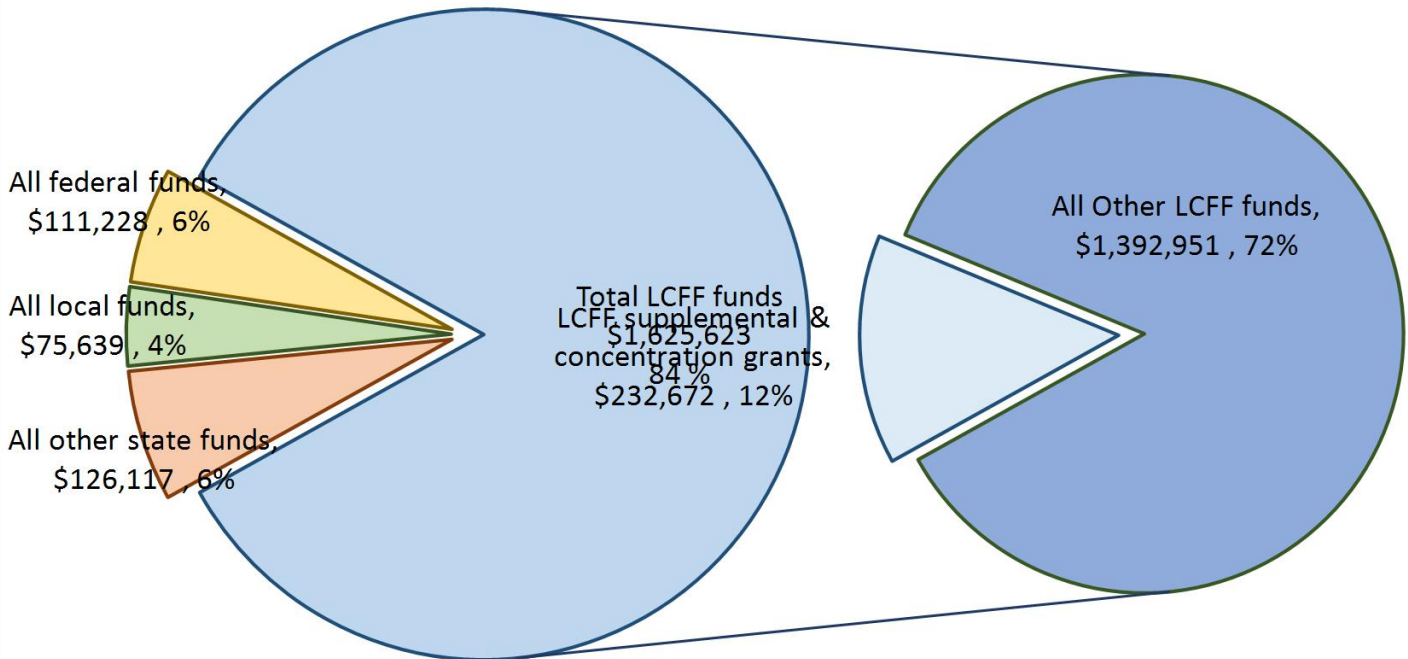
Principal

530-365-3100

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

## Budget Overview for the 2023-24 School Year

### Projected Revenue by Fund Source

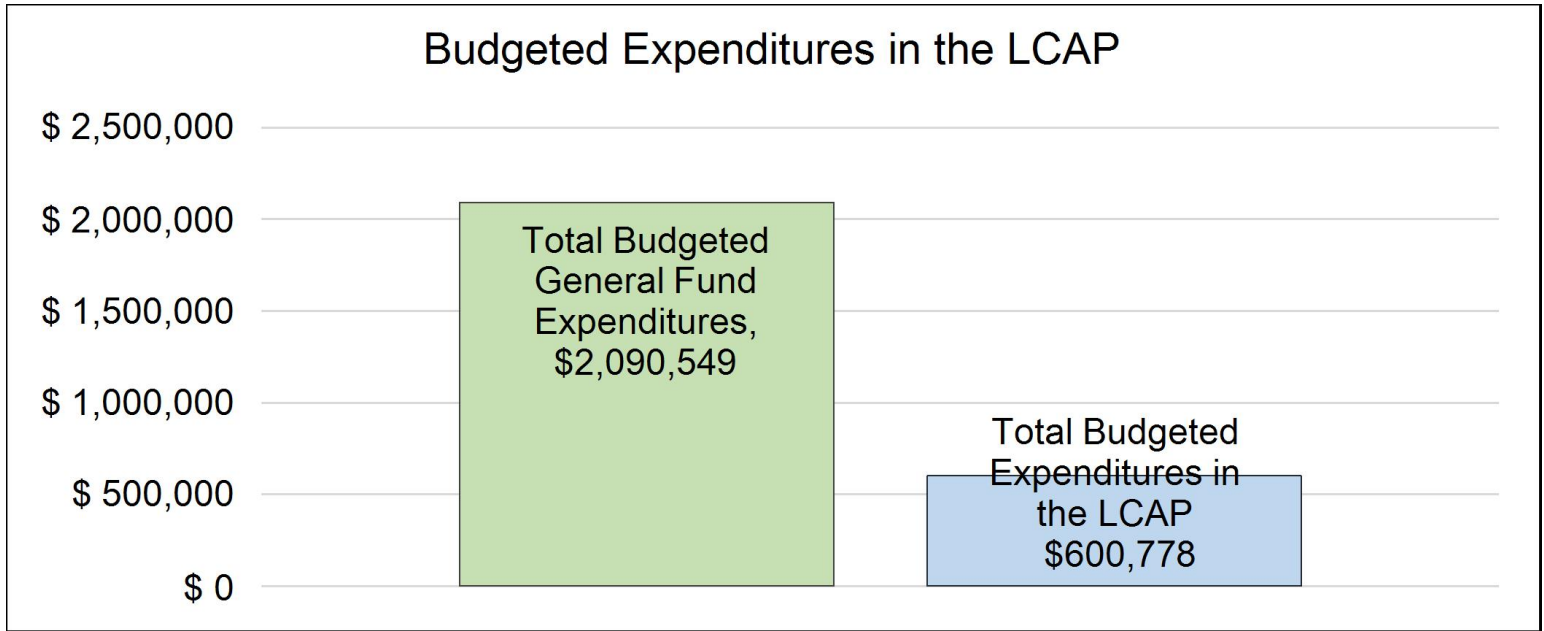


This chart shows the total general purpose revenue Anderson New Technology High School expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Anderson New Technology High School is \$1,938,607, of which \$1,625,623 is Local Control Funding Formula (LCFF), \$126,117 is other state funds, \$75,639 is local funds, and \$111,228 is federal funds. Of the \$1,625,623 in LCFF Funds, \$232,672 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

# LCFF Budget Overview for Parents

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



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

The text description of the above chart is as follows: Anderson New Technology High School plans to spend \$2,090,549 for the 2023-24 school year. Of that amount, \$600,778 is tied to actions/services in the LCAP and \$1,489,771 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

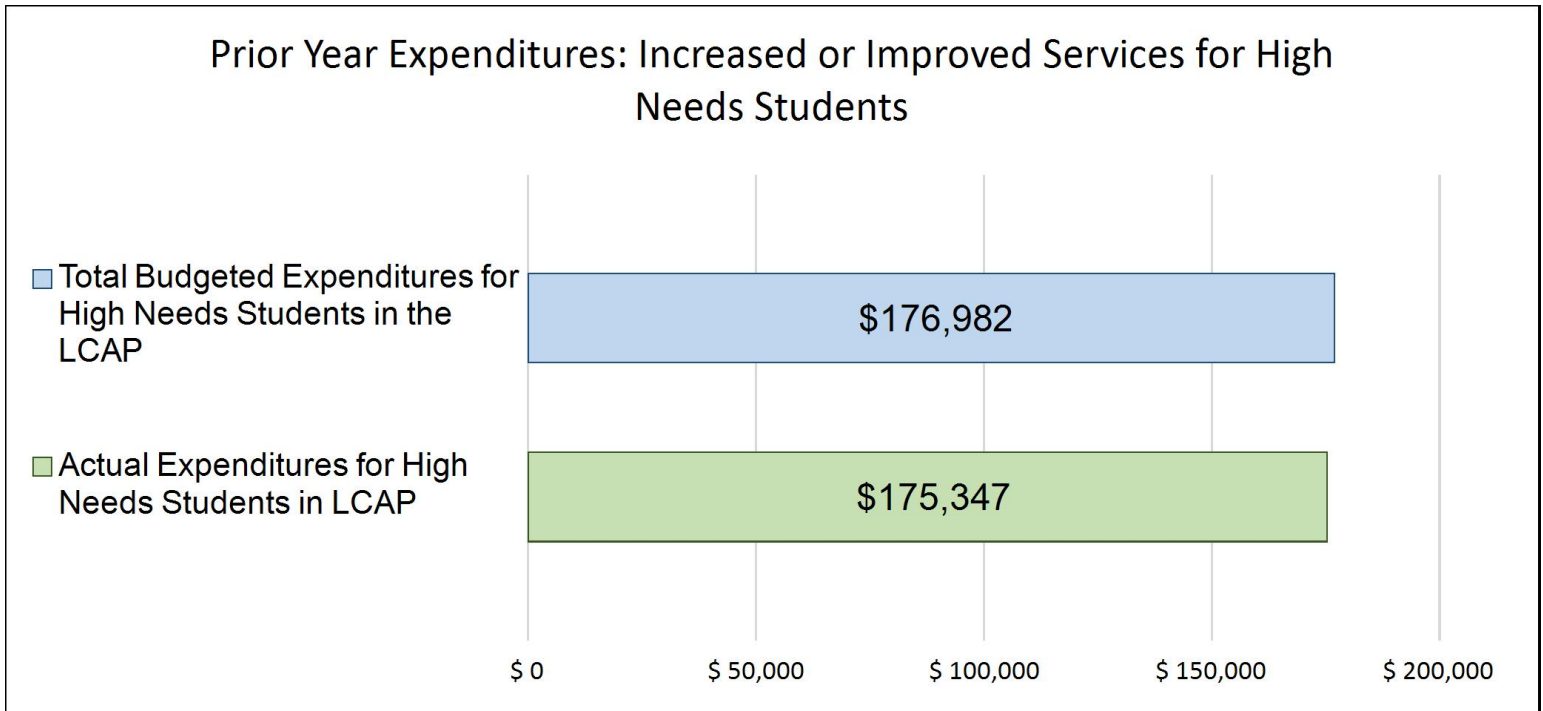
Core instructional services including core special education services, routine plant maintenance and custodial expenses as well as utilities.

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

In 2023-24, Anderson New Technology High School is projecting it will receive \$232,672 based on the enrollment of foster youth, English learner, and low-income students. Anderson New Technology High School must describe how it intends to increase or improve services for high needs students in the LCAP. Anderson New Technology High School plans to spend \$240,587 towards meeting this requirement, as described in the LCAP.

# LCFF Budget Overview for Parents

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



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

The text description of the above chart is as follows: In 2022-23, Anderson New Technology High School's LCAP budgeted \$176,982 for planned actions to increase or improve services for high needs students. Anderson New Technology High School actually spent \$175,347 for actions to increase or improve services for high needs students in 2022-23.

The difference between the budgeted and actual expenditures of \$-1,635 had the following impact on Anderson New Technology High School's ability to increase or improve services for high needs students:

The difference between the originally budgeted expenditures to increase or improve services for high needs students in 22-23 were higher than the actual expenditures to increase or improve services due to changes in the charter's LCFF calculation throughout the year and the cost to administer those services. The variance is minimal (\$1,635) and did not impact the charter's ability to administer the services as outlined.

# 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
Anderson New Technology High School	Terry Bennett Principal	tbennett@auhsd.net 530-365-3100

## 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.

New Tech Network schools utilize project and problem-based learning and focus on 21st-century skills. As part of this network, we are a small dependent charter school in the Anderson Union High School District, with an enrollment cap of 225. Staff and student interactions create a welcoming environment. Our monthly student activities foster these positive relationships which support our student success.

As a charter school, we draw students from as far north as Shasta Lake and from northern Tehama County to the south, with 70% of our student population coming from within the Anderson Union High School District. 62% of our current student population qualifies for free and reduced lunch. Although the majority of our students identify as Caucasian (84%), our other student populations are Hispanic or Latino, American Indian or Alaskan Native, and Asian Pacific Islanders.

At New Tech, we place a high priority on preparing our students for a successful future. Our student learning outcomes focus on teaching students the soft skills that leaders in the private and public sectors are looking for problem-solving, effective communication, self-direction, adaptability, and work ethic. To accomplish this, along with the traditional courses of study (math, science, English, social sciences, etc.), the teaching, modeling, and assessing of these essential soft skills are incorporated right alongside all course content. To enhance these soft skills, our students are required to take college classes, complete an internship and participate in community service. Our students leave New Tech with a well-practiced process of problem-solving and have the skills and tools needed to be contributing members of their community.

## Reflections: Successes

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

The California School Dashboard for the 2021-2022 school year reported English Language Arts scores were 82.1 points above standard, and the state was 12.2 points below standard. Mathematics was 5.5 points above standard, and the state was 51.7 points below standard. The Dashboard reported our graduation rate at 90.9%, which equals 10 out of the 11 seniors who were on-time graduates. Our suspension rate was 1.6%, and the state's rate was 3.1%. We will be reflecting on end-of-the-year NWEA Map Growth Assessments for English and Mathematics in next year's LCAP.

## Reflections: Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

In spite of our positive Dashboard report, we have experienced significant declining enrollment over the previous six years. In 2018, our enrollment was 176 students, and last year we ended the school year with 82 students. In response, we launched our new collegiate, hybrid, non-classroom-based, independent study model to attract and retain students. We set a goal of growing our enrollment by 20% each year over the next three years, and currently, our enrollment is 100 students.

## LCAP Highlights

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

The key features of this year's LCAP are:

1. We are continuing the evolution of our instructional model to a collegiate, hybrid, non-classroom-based, independent study model.
2. Provide opportunities for our students to remain our students and move completely into a "Home School" model. Allows our students' to do Cosmetology ROP, and remain a New Tech student. We have two accepted for next year.
3. This plan provides options for students to take concurrent college classes, internships, ROP, and Community Service.
4. To maintain and/or increase our graduation and college and career-ready rates by increasing A-G qualifiers and CTE completers.
5. One-fifth of all certificated staff assignments is providing targeted intervention for students in their subject areas.
6. Ability to increase elective offerings such as Guitar, Computer Science, etc.
7. Parents have shared their appreciation for the PLT model, which had teachers communicating at least seven times over the course of the school year. A minimum of at least two in-person meetings each semester, and more frequently for students who were struggling with our new instructional model. We will continue to refine this process.

## **Comprehensive Support and Improvement**

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

### ***Schools Identified***

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

N/A

### ***Support for Identified Schools***

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

N/A

### ***Monitoring and Evaluating Effectiveness***

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

N/A

# Engaging Educational Partners

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

With the evolution of our instructional model to a collegiate, hybrid, non-classroom-based, independent study model, we engaged all of our students and families eight times throughout the school year. We met with our Leadership Advisory Board more frequently this year as we were in the first year of our implementation phase. Every student and their parent/guardian(s) are required to first meet with the principal prior to enrolling. These intake meetings are the beginning of our engagement with our partners (students and families), to ensure all parties understand the responsibility and commitment this instructional model requires of us all.

The building leadership team reviews data collected from surveys, as well as anecdotal information provided during our sessions. 100% of the parents who responded to our survey said they value an educational model that promotes post-secondary success for their students. The leadership team reviews the WASC recommendations and action plan, then makes a plan to address each of the recommended items. Finally, we share the LCAP with our Advisory Leadership Board to provide us with a final review prior to submitting it for approval.

To engage more students in the Advisory Leadership Board we adjusted the meeting time to 12-1 pm on Mondays. For the 2023-24 school year, the Advisory Leadership Board agreed to meet once a month starting the second Monday in September. We will continue to meet during lunch and will give student members who volunteer, attend, and participate will earn school service hours.

A summary of the feedback provided by specific educational partners.

Families appreciate that we place a high priority on preparing their students for a successful future. They endorse our student learning outcomes that focus on teaching students the soft skills that leaders in the private and public sectors are looking for: problem-solving, effective communication, self-direction, adaptability, and work ethic. To enhance these soft skills, parents support the requirements to complete ROP/college classes, and internships, and participate in community service.

## 22-23 Parent Survey

86% of respondents to our share their appreciation for the flexibility and more time for their students to complete school work. 14% reported that their students seemed to be less stressed. 85.7% of respondents report that they have been trained on ECHO (the school's Learning Management System.) We asked parents to let us know how likely they are to refer New Tech to another parent looking for a new high school for their student, and on a scale of 1-10 (with 10 being the highest), 86% of our respondents gave us a 10, and a 7 was our lowest rating.

We asked parents what qualities and benefits would you share with families considering New Tech:



- The flexibility and the great staff that surrounds our kids make them all feel important.
- Friendly staff. Easier hours. Activities.
- New Tech isn't for everyone, but we like that the classrooms are smaller and the teachers are more personable than a regular high school.
- I've encouraged other parents to switch their teens to NT, citing the small class size, group learning, hybrid model, caring and involved staff, high academics, and enrichment opportunities.
- Small class sizes give your child more individual time with the teachers.
- A more cohesive feel to the whole school.
- With the hybrid model, great teachers, and staff, I feel the level of education is higher than some of the other H.S. options in our area, the extracurricular activities, and student involvement.
- The focus of New Tech is to provide quality education and transparency between faculty, staff, and parents.
- Your student's success at New Tech and beyond is the number one priority.
- Your student will gain knowledge, skills, and confidence to be well-prepared for life beyond high school and college.

#### Input Survey Summary

79% of our students responded to our Semester Reflection & Work Portfolio survey. We asked students, What is one positive change with our new Hybrid model? Some of the respondents anecdotally stated:

- I can sleep in a bit more.
- More time outside of school to do other things and also get more sleep.
- The Hybrid model gives more flexibility with the schedule and learning environment.
- One positive change I like about the Model is how I can get out of class early on Mondays and Fridays. The extra time aids a lot with Wednesday's work and gives more time to relax!
- It teaches you to be proactive and manage your time.
- I feel less trapped like when I was going to a regular school. It felt as though every day was just a repeat of the last day.
- I have more time to get one on one help.
- It allows more freedom so that I am able to do ROP.
- Having 2 days out of the week to stay at home is nice. This provides a lot of time to work on assignments at my own pace, and it does help me learn the importance of time management and self-discipline.
- I have more free time to get work done during the week, and having one main due date helped with the fact that I got lost with so many different due dates last year

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

As a school inspired by business, we focused on maintaining our academic standards as we looked for an instructional model that would increase our elective offerings, create greater communication between school and home, and increase our enrollment through a collegiate, hybrid, non-classroom-based, independent study model. With the positive comments regarding our new model from both students and parents, we are continuing to refine this model to maximize student achievement.

Families that have chosen New Tech for the intentional climate and culture of the school, look forward to having their student graduate here. With the implementation of our new model, we are seeing growth in our enrollment, which was one of the critical factors we looked at prior to developing the new model. Our goal is to continue with a 20% growth over the next two years.

# Goals and Actions

## Goal

Goal #	Description
1	Over the course of four years, all students will be able to demonstrate mastery of the essential “soft skills” that business, college and university leaders seek, as they progress towards graduation while having completed an A-G course of study and/or an identified CTE pathway.

An explanation of why the LEA has developed this goal.

Our job is to prepare students for life after high school. We do that by offering an A-G course of study for those who are interested in going to college and CTE pathways for those who want to enter an industry of their choice. Our student learning outcomes are the vehicle which will allow them to succeed in any of their endeavors.

## Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
CTE completer rate	2020 70% completers	94%	50%		70% +
A-G completion rate	2019 33.3%, 2020 25%	33%	50%		100% college and career ready
College and Career Indicator	2019 Calif. Dashboard 76.7% prepared	Pandemic and System Update (we believe 100%)	No Data Available on Dashboard		100% college and career ready
EAP scores	2020 72.2% conditionally or completely ready in ELA. 52.9 conditionally or completely ready in Math.	2021 SBAC 70% Exceeded or Met Standard in ELA. 35% Exceeded or Met Standard in Math.	2022 SBAC 88% Exceeded or Met the Standard in ELA 55% Exceeded or Met the Standard in Math		75% ELA 60% math
Number of senior students who have	2020 75% senior class	2022 60% senior class	20%		75-100%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
completed 6 or more college credits.					
Internship hours	2020 100%	100%	75%		100%
Community Service hours	2020 85% completed class avg. of 70 hours.	100%	83%		100%, class avg 70+ hours
Graduation rate	2020 100%	90.9%	100%		100%
At each grade level students will engage in End-of-Year presentation demonstrating the essential soft skills	2022 Baseline 9th / 10th Developing 11th Proficiency 12th Mastery	9th = 100% 10th = 94% 11th = 93% 12th = 100%	83%		9th = 100% 10th = 100% 11th = 100% 12th = 100%
Total number of students each year completing college credits	Changing Baseline data for this metric to 2022-23 school-year	Current percentage of 11th/12th graders for 2021-22 school year, 37.5%	9th = 0% 10th = 0% 11th = 57% 12th = 75%		9th = 25% 10th = 25% 11th = 50% 12th = 75-100%

## Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Intervention (formerly After School Intervention)	One fifth of all certificated staff assignments is providing targeted intervention for students in their subject area. Addition of Tier 2 and Tier 3 interventions.	\$90,883.00	No
1.2	Diagnostic testing	Diagnostic testing (NWEA) and grades will be analyzed to determine the effectiveness of curriculum and math programs.	\$5,000.00	No

Action #	Title	Description	Total Funds	Contributing
		All grade 9 students are enrolled in Algebra 1 unless placed at higher-level math. A student will be placed in a Math lab based upon diagnostic assessment and teacher recommendation. Funding for MDTP online, online math resources, and NWEA Map Growth Assessments.		
1.3	Professional Development	Provide professional development opportunities for Non-classroom Based Charter Schools, a hybrid model, flipped classrooms, and a Social Emotional Learning model that works within our Hybrid system. Continue to support teachers who wish to participate in professional development that will enhance and improve their instruction and student learning.	\$3,000.00	No
1.4	Increase staff and credit recovery	To better support students new to the collegiate, hybrid, non-classroom-based, independent study model, we will explore Tier Two interventions and additional options and opportunities for credit recovery.	\$0.00	No
1.5	Highly Qualified teachers	Highly Qualified Teachers will remain at the current level of 100%		No
1.6	Lab Classes	Lab classes for struggling students and skill development will continue. Addition of a credentialed math teacher to support homework needs and to work with students on skills development. Students struggling or not at grade level will take the math lab in addition to their math class. Far below grade-level math students will be put into a Title One math class. Addition of an English lab to help students improve their writing skills.		No

Action #	Title	Description	Total Funds	Contributing
1.7	Increase Electives	To retain and recruit students, our hybrid instructional model will allow us to increase the number of elective courses we offer, such as Guitar, Computer Science (Engineering/Robotics), etc.	\$62,788.00	Yes
1.8	Counseling	Guidance counselor will communicate and coordinate outside services in support of our students' mental health needs. Guidance counselor will instruct and support our personalized learning teachers (PLT) to communicate, maintain, and update the students' academic plan. Students will increase their understanding of financial aid and college requirements through workshops provided.	\$87,765.00	No
1.9	New Tech Network	Membership in the New Tech Network (NTN). New teachers will participate in training through the NTN.	\$4,880.00	No
1.10	Computers and materials	Instructional materials/textbooks, computers. That 100% of students have access to the internet and the devices needed to be successful. Computers will be updated on a cyclical schedule.	\$22,066.00	No
1.11	College courses, Internships and community service	Increase opportunities for students to enroll in concurrent college courses, and articulated classes with CTE courses. Pay for fees and books for low income students.	\$500.00	No
1.12	A-G	Increase students meeting the A-G requirements by 5% per year to achieve 60% of students reaching this level. Continue offering small English/Social Science block classes and Science elective courses to help increase A-G completion rate. Provide College Elect/General Elect/Credit Recovery classes to help increase A-G completion rate.	\$42,052.00	No

Action #	Title	Description	Total Funds	Contributing
1.13	CTE	Students will obtain capstone coursework in selected CTE pathways as a result of better alignment of electives to specific industry sector pathways. Upgrade CTE instructional materials and upgrade technology.	\$97,070.00	No
1.14	Increase Math access to all students	Based on the needs of the students as seen by diagnostic testing, math classes will be added as needed. Personal Finance will be offered to seniors as 4th year of math. A certified math teacher will increase number the level of support to help at-risk students.	\$14,994.00	Yes
1.15	Science (formerly Integrated Science)	Integrated science will no longer be maintained with implementation of the 3 year science graduation requirement and will be replaced by a different science course sequence. Computer Science (Coding), Computer Science (Robotics) and Forensic Science will all be maintained to increase A-G completion and college readiness.	\$43,237.00	Yes
1.16	Block Classes	Maintain small English/Social Science block classes to increase A-G completion and student academic achievement.	\$74,119.00	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.

None, other than making small tweaks throughout the school year. With this new model, we offered our Lab classes on Monday afternoons. For the 23-24 school year, we are considering adding a Credit Recovery class to our Monday afternoon or Friday morning offerings.

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

No material differences but costs for the staff time involved in professional development on collaboration and staff development days is reflected.

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

We have increased our A-G completer rate by 17% points over the prior year. Our CTE completer rate was 50% for the class of 2023. Our Math II students showed significant growth in the NWEA Map Growth Assessment from Winter to Spring, with an average growth of 6.85 points. One of the “Lessons Learned” from our first year implementing the new model, is that all 9th graders will start being required to be on campus on Mondays and earn their flexibility at the end of the first Learning Period with a 2.0 GPA or higher and no failing classes.

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

The evolution of our instructional model to a collegiate, hybrid, non-classroom-based, independent study model will allow for more flexibility to increase desired outcomes of this goal. We redesigned the Year End Defense for seniors into “Senior Spotlight”, and added Learning Reflections as a tool that possibly could be used to help measure students’ mastery of the essential “soft skills”. Through discussion with our Leadership Advisory Board, we are looking to make adjustments to the following metrics: Internships Hours, Community Service Hours, and the demonstrating of soft skill mastery. The “Year 2 Outcome” represents the Class of 2023.

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



# Goals and Actions

## Goal

Goal #	Description
2	New Tech will provide a safe learning environment to work with students in order to meet their mental, emotional, and physical health while maintaining our high academic standards with a focus on future success.

An explanation of why the LEA has developed this goal.

Over the last decade, families have been looking for more choice and smaller learning environments and New Tech has attracted many of these families with students who have experienced past and on-going trauma.

## Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Attendance rate	96.7% 2020	93.7 ADA	Adjustments will be made after we calculate Time Value and Engagement.		96% -100%
Chronic absentee rate	2020 7.8%	8.5 %	Adjustments will be made after we calculate Time Value and Engagement.		5% or lower
Suspension rate	2020 1 student (5.3%)	2 (2.4%)	0 (0.0%)		4% or lower
Survey of school repair	2021 Baseline 100%	100%	100%		100%
New Tech Student Climate and Culture Survey/Educator survey	2021 90 (79%) responding 6 (67%) responding	2022 49 (60%) Educator survey not given, it will be for 2023	79%		100 responding 100% responding

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Parent Survey	2021 66% responding	2022 25 (25%)	2023 7 (7%), PLT meetings supplanted survey information.		100% responding
Implement BASE curriculum program	Starting the 2022-23 school-year; one BASE course completed each month by 75% of our students	No baseline yet	Outside small group counseling, and possibly Wayfinder		100% of all students complete 10 courses per school-year

## Actions

Action #	Title	Description	Total Funds	Contributing
2.1	Attendance	Each grading period, 100% attendance (based upon time value of work). Students who have 100% attendance are entered into a monthly drawing.	\$1,000.00	No
2.2	Professional Development	Provide professional development opportunities for Non-classroom Based Charter Schools, hybrid model, flipped classrooms, and a Social Emotional Learning model that works within our Hybrid system. Continue to support teachers who wish to participate in professional development that will enhance and improve their instruction and student learning.	\$3,000.00	No
2.3	Counselor	Guidance counselor will communicate and coordinate with outside services in support of our students' mental health needs. Guidance counselor will ensure that the BASE curriculum program is implemented monthly during the Advisory period.  Guidance counselor will instruct and support our personalized learning teachers (PLT) to communicate, maintain, and update the students'	\$29,253.00	Yes

Action #	Title	Description	Total Funds	Contributing
		academic plan. Students will increase their understanding of financial aid and college requirements through workshops provided.		
2.4	Community Resources	Community Connect, Catalyst Mentoring, Business Alliance, small group intervention.		No
2.5	Group counseling services	Additional group counseling services will be provided	\$16,196.00	Yes

## Goal Analysis [2022-23]

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

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

We attempted to use the BASE Curriculum for SEL, but after the initial piloting it, we collectively realized that it was too cumbersome for the allotted Advisory time. The vendor then was not responsive to our questions and concerns. We will continue to search for an SEL curriculum that will best meet the needs of our students and a fit in our new model. Currently, we are in discussions with Wayfinder as a possible solution but will be partnering with outside counseling to provide small-group interventions. We will continue to work with Catalyst Mentoring and submit referrals to Community Connect. Finally, we will need to work through a different metric for measuring attendance rate and chronic absenteeism, given that in our new model attendance is based off of “Time Value and Engagement” or in other words student work product. This is one of questions we will pose to our Leadership Advisory Board in the fall. We will explore attendance rate based on students using “Simple In/Out” as an alternative to period attendance, which will place a greater emphasis on students attending in-person instruction. Another suggestion is to have PLT’s submit students each learning period for a drawing. We will also facilitate the completion of parent surveys through our PLT process, with the goal of gathering more parent input. However, we believe that through the PLT process we have had more parent input that in recent years, given that seven PLT meetings are schedule throughout the school year.

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

No material differences but costs for the staff time involved in professional development on collaboration and staff development days is reflected.

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

Our initial surveys generate positive response to the new model, as we have outlined earlier in our LCAP. However we need to continue to refine metrics that will better inform our practice, and guide us in the implementation of this new model. The implementation of BASE curriculum was much to cumbersome in this model, however we will bring in outside counseling next year for small group sessions for about a third of our students. We are exploring if using Wayfinder as an SEL tool will be a viable schoolwide intervention. We will continue to develop additional relationships to support the mental health needs of our students. Our PLT process is a tremendous support in this area. We need to develop a metric that will support our new “Senior Spotlight”, as well as, our effective use of Learning Reflections. We have however overall feeling is a successful first year in implementation of our new model.

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 piloted BASE program and found it to be cumbersome. We did not do monthly perfect attendance drawings, as we were learning our new model and found this to be more difficult of a report to generate than we anticipated. We are going to develop a new metric for attendance and chronic absenteeism, given that in our new model attendance is based off of “Time Value and Engagement” or in other words student work product. We will explore attendance rate based on students using “Simple In/Out” as an alternative to period attendance, which will place a greater emphasis on students attending in-person instruction. Another suggestion is to have PLT’s submit students each learning period for a drawing. This is one of questions we will pose to our Leadership Advisory Board in the fall. We will also facilitate the completion of parent/students surveys through our PLT process, with the goal of gathering more input and insight. Finally, additional group counseling will be provided in 23-24 as another student support measure to address students’ social emotional needs.

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

# Goals and Actions

## Goal

Goal #	Description
3	New Tech will develop and maintain a systematic method for partnering with parents and community members.

An explanation of why the LEA has developed this goal.

According to research, when parents are involved in their student’s transition to high school, they tend to stay involved in their child’s school experience; when parents are involved in their child’s high school experiences, students have higher achievement, and are less likely to drop out of school.

## Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
1. Number of parent surveys completed.	15 (13%) responding (New Tech) 458 (40.5%) for whole district	25 (25%) New Tech, No District Survey	7 (7%), however, we held seven PLT meeting throughout the school year with each of our families.		100% for both New Tech and district
2. Site Council meeting participation by targeted groups	2020 Baseline 100%	100%	100% each of our groups were always represented at each meeting.		100%
3. Sign in sheets collected from school meetings and school activities	First year of data collection null due to COVID 19	100%	100%		100%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
4. Number of Parents satisfied with New Tech/District communications	2021 New Tech= 85% District= 59.7%	2022 New Tech = 24 (96%) District = No Survey	100% of those surveyed		100%
5. Number of parents reporting they feel welcomed and encouraged to be involved in the school.	2021 District 62.5%	2022 New Tech = 24 (96%) District = No Survey	100% of those surveyed		100%
6. Parents trained in using ECHO	2020 85%	14 (56%) of those who completed the survey	100% of those surveyed, but anecdotally parents are not using ECHO		100%
7. Parents participation in PLT meetings.	2022-23 Baseline Goal 100%	90% participation in-person or virtually			100%
8. Parents reading emails and checking ParentSquare	2023-24 Baseline Goal 75%				100%

## Actions

Action #	Title	Description	Total Funds	Contributing
3.1	ECHO	Continued use of ECHO program. Training will be provided at the beginning of each semester and at parent request. Parents will check their students' ECHO weekly.	\$1,700.00	No
3.2	Communication	School will maintain Aeries Communicate (ParentSquare) to keep parents involved by using email, phone calls, and texts in addition to the use of our website and PLT meetings.	\$1,275.00	No

Action #	Title	Description	Total Funds	Contributing
3.3	Parent outreach	The PLT will communicate with parents no less than one time per assignment period (once-a-month) and will communicate more frequently with parents of students who are struggling.  Potential and new parents will have an individual intake meeting prior to enrollment.		No
3.4	Training	All certificated staff will be trained as a Personalized Learning Teacher (PLT).		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.

It has been difficult to recruit and maintain members to our Advisory Leadership Board, however this year we moved the meetings to Monday's at lunch. This move allowed for us to have at least one representative from all groups (Parent, Community Member/Alumni, Students, Classified, Certificated and Administration) attend. The Board voted to meet once per month next year, and agreed to give School/Community Service credit to students who consistently participate. Parental participation is vital with our new model. The PLT system fosters greater parental involvement. It has been difficult to recruit and maintain members to our Advisory Leadership Board, however this year we moved the meetings to Monday's at lunch. This move allowed for us to have at least one representative from all groups (Parent, Community Member/Alumni, Students, Classified, Certificated and Administration) attend. The Board voted to meet once per month next year, and agreed to give School/Community Service credit to students who consistently participate. Parental participation is vital with our new model. The PLT system fosters greater parental involvement.

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.

None

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

As we reflect upon the implementation of our new model, we have under utilized the PLT system to gather greater parental input in the effectiveness of the our rollout, survey information on culture and climate of the school, and the direct correlation to student achievement and success. We have learned that parents who are checking ECHO, reading messages on ParentSquare, checking their emails, and attending their PLT meetings in-person that generally their student achieves at a higher level. This model requires the parent to truly partner with the school. Anecdotally, I have had parents share directly, that they PLT system is a great addition to our school and the implementation of this new model.

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 be adding a metric measuring the percentage of parents attending assignment period PLT meetings, with a goal of attaining 100% of enrolled students by 2023/24. In addition to parental participation in PLT meetings we are also going to add a metric measuring the frequency of parents reading information sent out by ParentSquare, as well as, emails as identified by PLT's and analytics. All certified staff will continue their training as a Personalized Learning Teacher (PLT).

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



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

Projected LCFF Supplemental and/or Concentration Grants	Projected Additional LCFF Concentration Grant (15 percent)
232,672	0

## 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
16.70%	0.00%	\$0.00	16.70%

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.

1. The evolution of our instructional model to a collegiate, hybrid, non-classroom based, independent study model will create the flexibility to support the academic growth of historically marginalized students. Through increased personalized intervention opportunities, more frequent communication will occur with student, parent/guardian and personalized learning teacher (PLT).
2. One fifth of our teachers’ teaching assignment is specifically designed to provide content specific interventions, which support our foster youth, English learners, and low-income students.
3. To address our students’ needs, NWEA testing will happen 3 times per year (Fall, Winter, Spring) to diagnose math skills and provide systems of support where needed.
4. We will use outside counseling for small group interventions, and explore Wayfinder as a schoolwide social/emotional curriculum program during our Advisory.
5. Guidance counselor will communicate and coordinate with outside services in support of our students' mental health needs. Guidance counselor will explore the viability of the Wayfinder curriculum program is implemented monthly during the Advisory period. Guidance counselor will instruct and support our personalized learning teachers (PLT) to communicate, maintain, and update the students’ academic plan. Students will increase their understanding of financial aid and college requirements through workshops provided.
6. Maintaining our membership in the New Tech Network allows for us to continue to use our learning management system, ECHO. ECHO training will be provided at the beginning of each semester and at parent request. Parents will be required to check their students’ ECHO

weekly. Student, parent/guardian, and personalized learning teacher (PLT) will communicate no less than one time per assignment period using the ECHO as a means to communicate student progress.

7. In support of our PLTs, our guidance counselor will connect with our community agencies to provide for all students, including our historically marginalized students, opportunities for internships, CTE courses, and the completion of A-G courses. Within our A-G block grant, we have funded the means to remove the transportation barriers.

8. To incentivize and increase student work product in our new model, in each Learning Period, students will be placed in a drawing who have earned 100% attendance (based upon time value of work completed).

9. For our students who do not have a positive or productive place to study and complete required academic work, we will minimum of 16 hours were they can work on campus, as well as a 31 hours per week available with a support staff.

10. We will use Community Connections, Catalyst, an outside counseling group, and other community partners to provide support for unduplicated students.

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

Funds will be used primarily to increase course access and offerings, academic support and interventions, other student support services such as counseling as described in the various strategies detailed in the actions for Goals #1-3. Following is a brief description of how the actions/services are principally directed to increase and improve outcomes for foster youth, English learners and low-income students (unduplicated students) and a description of effectiveness of the program.

Through the adoption of our collegiate, hybrid, non-classroom based, independent study model, we provide flexibility and access to A-G, CTE, and elective course offerings. This model provides unduplicated students (EL, FY, and SED/LI) with greater A-G opportunities and CTE completion, thereby increasing college readiness and employability. For unduplicated students desiring to enter the workforce upon graduation, possession of the needed job skills for the current job market better prepares them for employment. For unduplicated students desiring post-secondary opportunities, increasing college readiness skills is crucial in eliminating the need to remediate post-secondary thereby decreasing financial barriers faced by many of these students.

One-fifth of all certificated staff assignments will provide targeted content-specific intervention. In addition to intervention, other tiered systems of support will be implemented throughout the year as stand-alone electives courses. Majority of the students served by these academic support and interventions are unduplicated students (EL, FY, and SED/LI). Math and English interventions provide necessary tiered instruction models for our lowest performing students thereby increasing student achievement and progress towards graduation. EL student needs will be addressed through a scaffolding approach with supports built into smaller English classes.

Typically our unduplicated (EL, FY, and LI) students are those in greatest need of these additional support services. Our unduplicated students often have attendance and behavior issues that create educational barriers. A full-time counselor, in conjunction with community agencies, will support implementation of the BASE curriculum program and encourage our unduplicated students to achieve academic success.

The charter plans to spend \$240,587 to provide services described above and these planned expenditures exceed the MPP of 16.70%. Services will be provided on a schoolwide and targeted basis due to the high concentration of unduplicated students at the charter (approximately 52%). While all students will benefit, the strategies developed are focused to improve services for the unduplicated students. Unduplicated students will benefit through increased course offerings and student support services, thereby enabling them to successfully graduate in an A-G course of study and/or CTE pathway with a combination of employability skills, college readiness, and college unit completion.

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.

N/A no additional concentration grant add-on funding identified

<b>Staff-to-student ratios by type of school and concentration of unduplicated students</b>	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		
Staff-to-student ratio of certificated staff providing direct services to students		

## 2023-24 Total Expenditures Table

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	\$479,038.00	\$84,248.00	\$500.00	\$36,992.00	\$600,778.00	\$518,686.00	\$82,092.00

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1.1	Intervention (formerly After School Intervention)	All	\$90,883.00				\$90,883.00
1	1.2	Diagnostic testing	All		\$5,000.00			\$5,000.00
1	1.3	Professional Development	All	\$3,000.00				\$3,000.00
1	1.4	Increase staff and credit recovery	All		\$0.00			\$0.00
1	1.5	Highly Qualified teachers	All					
1	1.6	Lab Classes	All					
1	1.7	Increase Electives	English Learners Foster Youth Low Income	\$62,788.00				\$62,788.00
1	1.8	Counseling	All	\$58,505.00	\$14,630.00		\$14,630.00	\$87,765.00
1	1.9	New Tech Network	All	\$4,880.00				\$4,880.00
1	1.10	Computers and materials	All	\$500.00	\$21,566.00			\$22,066.00
1	1.11	College courses, Internships and community service	All		\$500.00			\$500.00
1	1.12	A-G	All		\$42,052.00			\$42,052.00
1	1.13	CTE	All	\$74,708.00			\$22,362.00	\$97,070.00

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1.14	Increase Math access to all students	English Learners Foster Youth Low Income	\$14,994.00				\$14,994.00
1	1.15	Science (formerly Integrated Science)	English Learners Foster Youth Low Income	\$43,237.00				\$43,237.00
1	1.16	Block Classes	English Learners Foster Youth Low Income	\$74,119.00				\$74,119.00
2	2.1	Attendance	All		\$500.00	\$500.00		\$1,000.00
2	2.2	Professional Development	All	\$3,000.00				\$3,000.00
2	2.3	Counselor	English Learners Foster Youth Low Income	\$29,253.00				\$29,253.00
2	2.4	Community Resources	All					
2	2.5	Group counseling services	English Learners Foster Youth Low Income	\$16,196.00				\$16,196.00
3	3.1	ECHO	All	\$1,700.00				\$1,700.00
3	3.2	Communication	All	\$1,275.00				\$1,275.00
3	3.3	Parent outreach	All					
3	3.4	Training	All					

## 2023-24 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
1,392,951	232,672	16.70%	0.00%	16.70%	\$240,587.00	0.00%	17.27 %	<b>Total:</b>	\$240,587.00
								<b>LEA-wide Total:</b>	\$29,253.00
								<b>Limited Total:</b>	\$0.00
								<b>Schoolwide Total:</b>	\$211,334.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1.7	Increase Electives	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools	\$62,788.00	
1	1.14	Increase Math access to all students	Yes	Schoolwide	English Learners Foster Youth Low Income		\$14,994.00	
1	1.15	Science (formerly Integrated Science)	Yes	Schoolwide	English Learners Foster Youth Low Income		\$43,237.00	
1	1.16	Block Classes	Yes	Schoolwide	English Learners Foster Youth Low Income		\$74,119.00	
2	2.3	Counselor	Yes	LEA-wide	English Learners Foster Youth Low Income		\$29,253.00	
2	2.5	Group counseling services	Yes	Schoolwide	English Learners Foster Youth Low Income		\$16,196.00	



## 2022-23 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
<b>Totals</b>	\$525,153.00	\$529,357.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1.1	Intervention (formerly After School Intervention)	No	\$69,121.00	\$50,315.00
1	1.2	Diagnostic testing	No	\$5,500.00	\$5,000.00
1	1.3	Professional Development	No		\$3,000.00
1	1.4	Increase staff and credit recovery	No	\$8,359.00	\$8,359.00
1	1.5	Highly Qualified teachers	No		
1	1.6	Lab Classes	No		
1	1.7	Increase Electives	Yes	\$54,900.00	\$60,131.00
1	1.8	Counseling	No	\$73,346.00	\$76,048.00
1	1.9	New Tech Network	No	\$4,880.00	
1	1.10	Computers and materials	No	\$15,845.00	\$12,635.00



Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1.11	College courses, Internships and community service	No	\$2,500.00	\$500.00
1	1.12	A-G	No	\$53,727.00	\$75,000.00
1	1.13	CTE	No	\$111,443.00	\$116,178.00
1	1.14	Increase Math access to all students	Yes	\$39,329.00	\$29,080.00
1	1.15	Integrated Science	Yes	\$49,417.00	\$53,174.00
2	2.1	Attendance	No	\$1,000.00	\$1,000.00
2	2.2	Professional Development	No		\$3,000.00
2	2.3	Counselor	Yes	\$33,336.00	\$32,962.00
2	2.4	Community Resources	No		
3	3.1	ECHO	No	\$1,700.00	\$1700.00
3	3.2	Communication	No	\$750.00	\$1275.00
3	3.3	Parent outreach	No		
3	3.4	Training	No		

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)

**2022-23 Contributing Actions Annual Update Table**

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
175,347	\$176,982.00	\$175,347.00	\$1,635.00	0.00%	0.00%	0.00%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.7	Increase Electives	Yes	\$54,900.00	\$60,131.00		
1	1.14	Increase Math access to all students	Yes	\$39,329.00	\$29,080.00		
1	1.15	Integrated Science	Yes	\$49,417.00	\$53,174.00		
2	2.3	Counselor	Yes	\$33,336.00	\$32,962.00		

**2022-23 LCFF Carryover Table**

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
906,724	175,347	0	19.34%	\$175,347.00	0.00%	19.34%	\$0.00	0.00%

# Instructions

[Plan Summary](#)

[Engaging Educational Partners](#)

[Goals and Actions](#)

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

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

## Introduction and Instructions

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

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

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

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

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

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

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

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

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

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

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

## **Plan Summary**

### **Purpose**

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

## Requirements and Instructions

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

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

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

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

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

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

## Engaging Educational Partners

## Purpose

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

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

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

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

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

## Requirements and Instructions

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

### **Local Control and Accountability Plan:**

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

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



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

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

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

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

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

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

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

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

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

## Goals and Actions

### Purpose

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

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

### Requirements and Instructions

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

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

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

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

## **Focus Goal(s)**

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

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

## **Broad Goal**

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

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

## **Maintenance of Progress Goal**

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

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

## **Required Goals**

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

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

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

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

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

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

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

### **Measuring and Reporting Results:**

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

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

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

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

Complete the table as follows:

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

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

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

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

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

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

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

**Goal Analysis:**

Enter the LCAP Year.

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

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

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

### Purpose

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

### Requirements and Instructions

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

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

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

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

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

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

**Required Descriptions:**

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

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

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

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

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



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

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

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

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

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

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

## **For School Districts Only:**

### **Actions Provided on an LEA-Wide Basis:**

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

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

### **Actions Provided on a Schoolwide Basis:**

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

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

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

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

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

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

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

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

Provide the following descriptions, as applicable to the LEA:

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

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

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

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

Complete the table as follows:

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

## Action Tables

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

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

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

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

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

## Data Entry Table

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

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

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

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

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

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

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

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

## Contributing Actions Table

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

## Annual Update Table

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

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

## Contributing Actions Annual Update Table

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

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

## LCFF Carryover Table

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

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

## Calculations in the Action Tables

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

### Contributing Actions Table

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

### Contributing Actions Annual Update Table

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

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



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

**LCFF Carryover Table**

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

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

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

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