

LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Peak Prep Pleasant Valley

CDS Code: 56 72553 0139592

School Year: 2022-23

LEA contact information:

Dr. Shalen Bishop

Superintendent

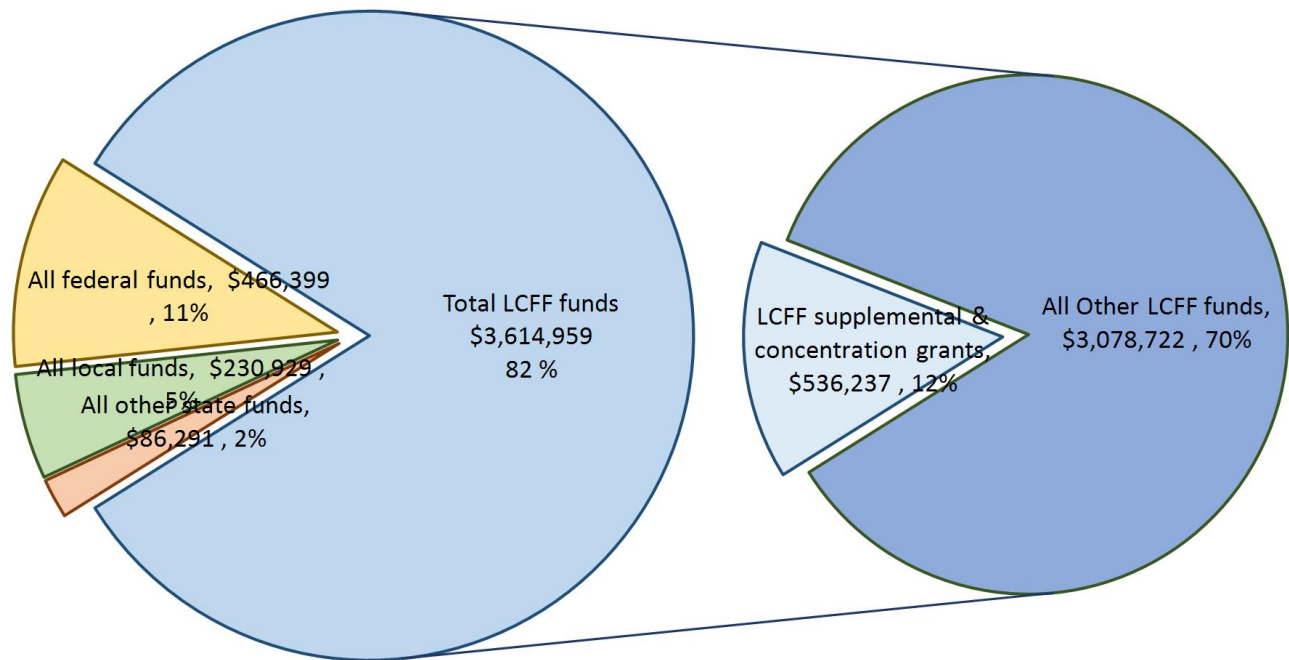
shalen.bishop@peak-prep.org

805-222-0025

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 2022-23 School Year

Projected Revenue by Fund Source



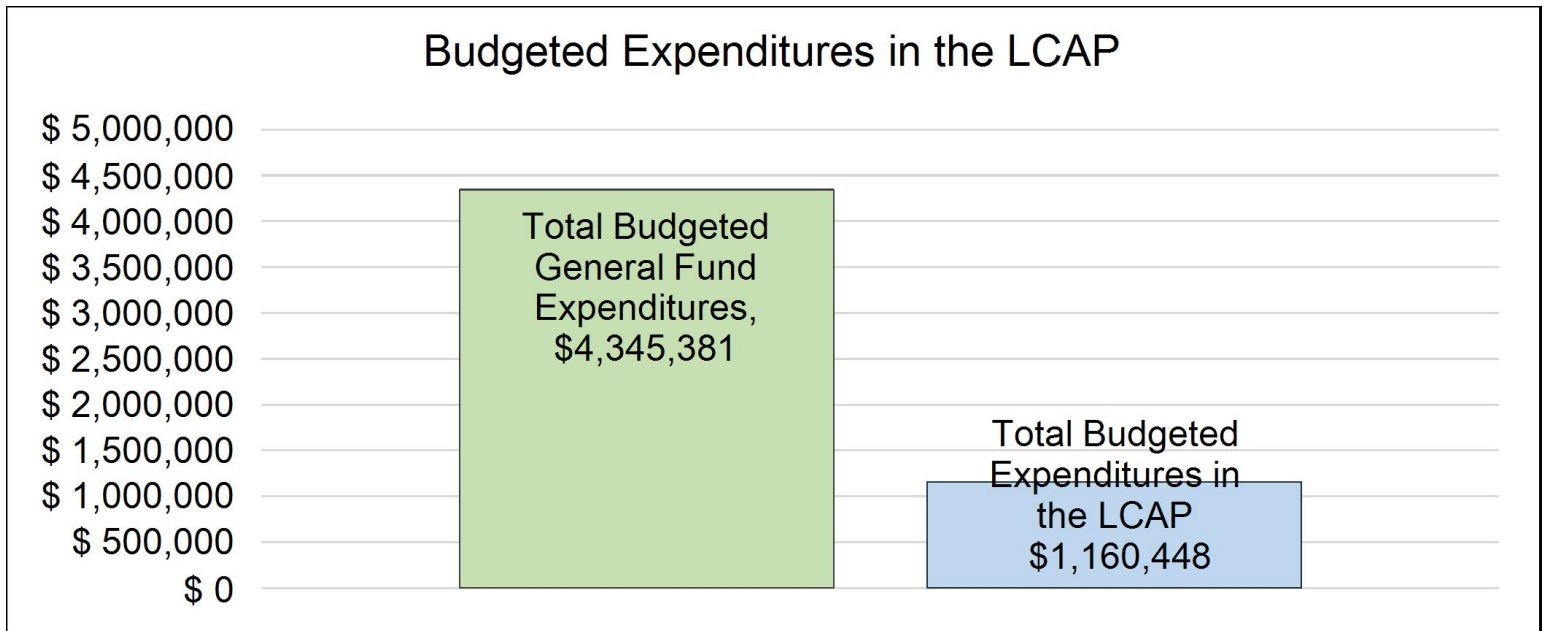
This chart shows the total general purpose revenue Peak Prep Pleasant Valley expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Peak Prep Pleasant Valley is \$4,398,578, of which \$3,614,959 is Local Control Funding Formula (LCFF), \$86,291 is other state funds,

\$230,929 is local funds, and \$466,399 is federal funds. Of the \$3,614,959 in LCFF Funds, \$536,237 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 Peak Prep Pleasant Valley plans to spend for 2022-23. 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: Peak Prep Pleasant Valley plans to spend \$4,345,381 for the 2022-23 school year. Of that amount, \$1,160,448 is tied to actions/services in the LCAP and \$3,184,933 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

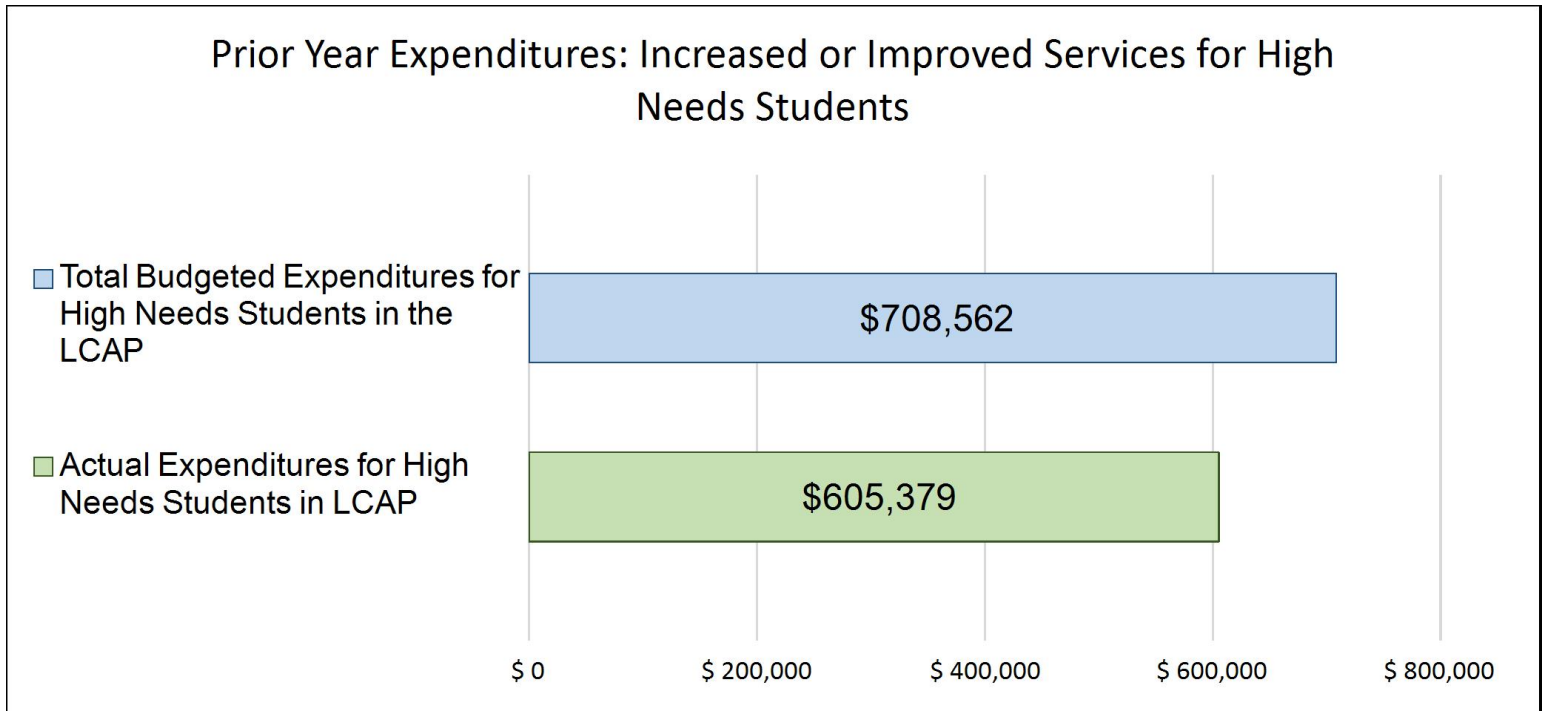
1. Salaries and benefits for certificated and classified employees
2. Instructional and administrative supplies
3. Non-capitalized equipment under \$5,000
4. Staff Development
5. General Liability Insurance
6. Facility and Utility costs
7. Contracted instructional and administrative services
8. Depreciation
9. Other outgo including indirect costs charges

Increased or Improved Services for High Needs Students in the LCAP for the 2022-23 School Year

In 2022-23, Peak Prep Pleasant Valley is projecting it will receive \$536,237 based on the enrollment of foster youth, English learner, and low-income students. Peak Prep Pleasant Valley must describe how it intends to increase or improve services for high needs students in the LCAP. Peak Prep Pleasant Valley plans to spend \$738,853 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 2021-22



This chart compares what Peak Prep Pleasant Valley budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what Peak Prep Pleasant Valley 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 2021-22, Peak Prep Pleasant Valley's LCAP budgeted \$708,562 for planned actions to increase or improve services for high needs students. Peak Prep Pleasant Valley actually spent \$605,379 for actions to increase or improve services for high needs students in 2021-22.

The difference between the budgeted and actual expenditures of \$-103,183 had the following impact on Peak Prep Pleasant Valley's ability to increase or improve services for high needs students:

In 2021-22, costs for curriculum and intervention came in lower than expected although Peak Prep still spent nearly \$500,000 between these 2 areas. Even with these savings, Peak Prep spent well above its \$539,321 total for supplemental and concentration grant funds. In addition, Peak was reduced 30% funding for the 2020-2021 and 2021-2022 school year.

Supplement to the Annual Update to the 2021–22 Local Control and Accountability Plan

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Peak Prep Pleasant Valley	Shalen Bishop/Superintendent	Shalen.Bishop@peak-prep.org 8052220025

California’s 2021–22 Budget Act, the federal American Rescue Plan Act of 2021, and other state and federal relief acts have provided local educational agencies (LEAs) with a significant increase in funding to support students, teachers, staff, and their communities in recovering from the COVID-19 pandemic and to address the impacts of distance learning on students. The following is a one-time mid-year report to the local governing board or body and educational partners related to engagement on, and implementation of, these Acts.

A description of how and when the LEA engaged, or plans to engage, its educational partners on the use of funds provided through the Budget Act of 2021 that were not included in the 2020–21 Local Control and Accountability Plan (LCAP).

We have begun the annual process for reaching out to stake holders to gain insight on the use of funds including Title 1, LCFF, grants, etc. In addition, We will hold our Annual Family Engagement Meeting and meet with the Parent Advisory Committee, School Site Committee and hold a public hearing. All meetings for feedback are held virtually, via Zoom. Peak prep continues to offer office hours for phone calls, receipt of emails, and options to complete surveys.

With the Educators Effective Grant, that was NOT part of the LCAP process, we reached out to stakeholders asking for suggesting and ideas and I held a staff meeting to discuss these plans and allow for teachers to submit requests. For the A-G Completion Improvement Grant and Pre-K Planning Implementation Grants we plan on engaging our stakeholders through survey, virtual meetings, and consider previous engagement outcomes.

A description of how the LEA used, or plans to use, the additional concentration grant add-on funding it received to increase the number of staff who provide direct services to students on school campuses with an enrollment of students who are low-income, English learners, and/or foster youth that is greater than 55 percent.

Peak used and continues to use the concentration grant to provide a second counselor to support our students socially and emotionally while,

at the same time, supporting them in graduation plans, meeting College/Career readiness and graduation. In addition, we hired an Interventionist to provide intervention and support our EL students with direct instruction.

We also purchased Ellevation, a platform to monitor, measure, and support English Learners. In addition, Homeroom teachers are providing 30 minutes of direct instructions for EL students.

A description of how and when the LEA engaged its educational partners on the use of one-time federal funds received that are intended to support recovery from the COVID-19 pandemic and the impacts of distance learning on pupils.

We have begun the annual process for reaching out to stake holders to gain insight on the use of funds including Title 1, LCFF, grants, etc. In addition, We will hold our Annual Family Engagement Meeting and meet with the Parent Advisory Committee, School Site Committee and hold a public hearing. All meetings for feedback are held virtually, via Zoom. Peak prep continues to offer office hours for phone calls, receipt of emails, and options to complete surveys.

As of now, we have done the following:

We did utilize our LCAP Engagement and feedback while opening the door for continued feedback of opportunities. Peak Prep offers stakeholder engagement through meetings, surveys, emails and received phone calls. As a result of the COVID-19 Pandemic, we initiated engagement opportunities with our families, including families that speak languages other than English, and community partners. We do not have a bargaining unit. Stakeholder Engagement included:

- We presented a number of opportunities to staff for feedback.
- We have held a public hearing and board meetings for others, including the community, to have the opportunity for feedback.

During the LCAP process, we've participated in multiple Ventura County and SELPA meetings that included Foster Youth & The LCAP, English Learners & The LCAP, and SELPA Consultation & strengthening services for students with disabilities.

For the ESSR III, Peak Prep (also) has reviewed CalPADS to determine students identified as Native American/Native Alaskan and is consulting the Ventura County Indian Education Consortium.

For the ELO Grant, we looked at the previous needs and desire of stakeholders.

At the beginning of the school year, all students that are EL were called and asked what support or supplies they need to set themselves up for success. In addition, Homeroom teachers and Sped Case Managers have had discussions with families regarding support. Beyond the LCAP and other engagement opportunities, school leads and other faculty have been giving input regarding needs to support our students academically and support their learning loss. Lastly, we used current trends and data to give us further insight in the academic needs of our

students.

A description of how the LEA is implementing the federal American Rescue Plan Act and federal Elementary and Secondary School Emergency Relief expenditure plan, and the successes and challenges experienced during implementation.

ESSER III Plans have been a huge support. As a non-classroom based school we did not need to provide any in person instruction.

At this time, we have had implemented:

- 1) an intervention Specialist
- 2) a stipend for additional ELL support.
- 3) a stipend for Assessment & Diagnostic Coordinator
- 4) purchased supplement resources for learning loss: Generation Genus, classroom novels, manipulatives
- 5) Fund full-time Science and Math Teachers for 3 years including benefits.

The success:

- 1) A huge support and need for our students
- 2) Engaging resources
- 3) The assessment and diagnostic coordinator has been able to start analyzing data and begin seeing areas of focus
- 4) Families have really appreciated the intervention opportunities.

The challenges:

There is a great deal of learning loss, credit deficiency and repeat. Per our ESSR III plan, we will be providing summer school stipends in the summer to help support teachers with students credit deficiency.

A description of how the LEA is using its fiscal resources received for the 2021–22 school year in a manner that is consistent with the applicable plans and is aligned with the LEA’s 2021–22 LCAP and Annual Update.

For the 2021-2022 School Year, Peak Prep has invested a lot of resources into the school per our LCAP plan and needs of the school.

Technology:

Invested in more Hotspots for families that need them.

Computers--increased the number of available computers so students will have computers if their current one breaks down.

Goal 1: We will build a stronger community by increasing our parent participation by 25% and maintain an average of 4 or higher satisfaction rate.

- 1) We have provided Smores to our teachers and already secured it for the following year.
- 2) We have already had two successful Parent Education Nights along with family events like two pep rallies that parents have attended and student/teacher conferences.
- 3) We launched a new website that has held our notifications, compliance documents and enrollment for new families.

At this time, we have already made strides in each action item for goal 1.

Goal 2: We will Improve student achievement for all students, especially student groups performing below grade level with the expectation that we will achieve 80% growth of all students.

- 1) All students have been given access to curriculum and technology
- 2) We have provided a number of resources for intervention along with hiring an intervention specialist.
- 3) We have provided staff with specific professional development that aligns with standard-based curriculum and supplemental resources/technology.
- 4) Increased our Elective offering.

At this time, we have already made strides in each action item for goal 2.

Goal 3: We will expand the College & Career Readiness (CCR) and Social Emotional Learning (SEL) Programs through increased counselor time, attendance in CCR, SEL, CTE activities and enrollment.

- 1) We have increased our counseling team to provide more access to counseling staff, provide college & career ready events, HS/Post HS plans, and provide supervisor of our CCR and SEL program.
- 2) We made our part-time school psychologist to 100%.

At this time, we have made strides in all but one action time for goal 3. The remaining action item is in progress.

Goal 4: We will maintain a 95% attendance rate and achieve our graduation rate to 80%.

- 1) We have provided an administrative assistant full time to support in Attendance.

2) Counselor availability increased to support in Graduation Plans and CCR support.

We are increasing many services to help our students, especially our foster youth, English learners, and low-income students.

- 1) School Psychologist to 100%
- 2) Increased counselor availability
- 3) Increased Resources like MyPath, Purposeful Prep (SEL courses), Individual Learning Paths (MAP ILP), EL, Pretesting
- 4) Homeroom Teacher ratios lowered to provide additional support and academic follow up to a smaller group of students
- 5) Intervention Hours
- 6) Social Emotional Learning Courses- Purposeful Prep provides a variety of supplemental social and emotional support for students who may need additional support.

As for Continuity of Services Plan

- 1) Increased our SEL Offering
- 2) Increased Intervention (including hiring an interventionist), MAP Intervention, supplemental resources (i.e. IXL, studies weekly, Raz Kids)
- 3) Continued to provide MyPath (supplemental resource for learning loss)

ESSER III Plans

- 1) We have hired an intervention Specialist
- 2) We provided stipend for additional ELL support.
- 3) We provided stipend for Assessment & Diagnostic Coordinator
- 4) We have purchased supplement resources for learning loss: Generation Genus, classroom novels, manipulatives
- 5) Fund full-time Science and Math Teachers for 3 years including benefits.

*We will be providing summer school stipends in the summer.

Instructions for the Supplement to the Annual Update for the 2021–22 Local Control and Accountability Plan Year

For additional questions or technical assistance related to the completion of the Supplement to the Annual Update to the 2021–22 Local

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

Introduction

California's 2021–22 Budget Act, the federal American Rescue Plan Act of 2021, and other state and federal relief acts have provided local educational agencies (LEAs) with a significant increase in funding to support students, teachers, staff, and their communities in recovering from the COVID-19 pandemic and to address the impacts of distance learning on students. Section 124(e) of Assembly Bill 130 requires LEAs to present an update on the Annual Update to the 2021–22 LCAP and Budget Overview for Parents on or before February 28, 2022, at a regularly scheduled meeting of the governing board or body of the LEA. At this meeting, the LEA must include all of the following:

- The Supplement to the Annual Update for the 2021–22 LCAP (2021–22 Supplement);
- All available mid-year outcome data related to metrics identified in the 2021–22 LCAP; and
- Mid-year expenditure and implementation data on all actions identified in the 2021–22 LCAP.

When reporting available mid-year outcome, expenditure, and implementation data, LEAs have flexibility to provide this information as best suits the local context, provided that it is succinct and contains a level of detail that is meaningful and accessible for the LEA's educational partners.

The 2021–22 Supplement is considered part of the 2022–23 LCAP for the purposes of adoption, review, and approval, and must be included with the LCAP as follows:

- The 2022–23 Budget Overview for Parents
- The 2021–22 Supplement
- The 2022–23 LCAP
- The Action Tables for the 2022–23 LCAP
- The Instructions for the LCAP Template

As such, the 2021–22 Supplement will be submitted for review and approval as part of the LEA's 2022–23 LCAP.

Instructions

Respond to the following prompts, as required. In responding to these prompts, LEAs must, to the greatest extent practicable, provide succinct responses that contain a level of detail that will be meaningful and accessible for the LEA's educational partners and the broader public and must, to the greatest extent practicable, use language that is understandable and accessible to parents.

In responding to these prompts, the LEA has flexibility to reference information provided in other planning documents. An LEA that chooses to reference information provided in other planning documents must identify the plan(s) being referenced, where the plan(s) are located (such as a link to a web page), and where in the plan the information being referenced may be found.

Prompt 1: *“A description of how and when the LEA engaged, or plans to engage, its educational partners on the use of funds provided through the Budget Act of 2021 that were not included in the 2020–21 Local Control and Accountability Plan (LCAP).”*

In general, LEAs have flexibility in deciding what funds are included in the LCAP and to what extent those funds are included. If the LEA received funding through the Budget Act of 2021 that it would have typically included within its LCAP, identify the funds provided in the Budget Act of 2021 that were not included in the LCAP and provide a description of how the LEA has engaged its educational partners on the use of funds. If an LEA included the applicable funds in its adopted 2021–22 LCAP, provide this explanation.

Prompt 2: *“A description of how LEA used, or plans to use, the concentration grant add-on funding it received to increase the number of staff who provide direct services to students on school campuses with an enrollment of students who are low-income, English learners, and/or foster youth that is greater than 55 percent.”*

If LEA does not receive a concentration grant or the concentration grant add-on, provide this explanation.

Describe how the LEA is using, or plans to use, the concentration grant add-on funds received consistent with California *Education Code* Section 42238.02, as amended, to increase the number of certificated staff, classified staff, or both, including custodial staff, who provide direct services to students on school campuses with greater than 55 percent unduplicated pupil enrollment, as compared to schools with an enrollment of unduplicated students that is equal to or less than 55 percent.

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

Prompt 3: *“A description of how and when the LEA engaged its educational partners on the use of one-time federal funds received that are intended to support recovery from the COVID-19 pandemic and the impacts of distance learning on pupils.”*

If the LEA did not receive one-time federal funding to support recovery from the COVID-19 pandemic and the impacts of distance learning on students, provide this explanation.

Describe how and when the LEA engaged its educational partners on the use of one-time federal funds it received that are intended to support recovery from the COVID-19 pandemic and the impacts of distance learning on students. See the COVID-19 Relief Funding Summary Sheet web page (<https://www.cde.ca.gov/fg/cr/relieffunds.asp>) for a listing of COVID-19 relief funding and the Federal Stimulus Funding web page (<https://www.cde.ca.gov/fg/cr/>) for additional information on these funds. The LEA is not required to describe engagement that has taken place related to state funds.

Prompt 4: *“A description of how the LEA is implementing the federal American Rescue Plan Act and federal Elementary and Secondary School Emergency Relief expenditure plan, and the successes and challenges experienced during implementation.”*

If an LEA does not receive ESSER III funding, provide this explanation.

Describe the LEA’s implementation of its efforts to maintain the health and safety of students, educators, and other staff and ensure the continuity of services, as required by the federal American Rescue Plan Act of 2021, and its implementation of the federal Elementary and Secondary School Emergency Relief (ESSER) expenditure plan to date, including successes and challenges.

Prompt 5: “A description of how the LEA is using its fiscal resources received for the 2021–22 school year in a manner that is consistent with the applicable plans and is aligned with the LEA’s 2021–22 LCAP and Annual Update.”

Summarize how the LEA is using its fiscal resources received for the 2021–22 school year to implement the requirements of applicable plans in a manner that is aligned with the LEA’s 2021–22 LCAP. For purposes of responding to this prompt, “applicable plans” include the Safe Return to In-Person Instruction and Continuity of Services Plan and the ESSER III Expenditure Plan.

California Department of Education
November 2021

Local Control 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
Peak Prep Pleasant Valley	Dr. Shalen Bishop Superintendent	Shalen.Bishop@peak-prep.org 805-222-0025

Plan Summary [2022-23]

General Information

A description of the LEA, its schools, and its students in grades transitional kindergarten–12, as applicable to the LEA.

<p>2021-2022</p> <p>Peak Prep is a non-classroom based school that serves its students 100% virtually. We have enrollment of 350 students, which includes 313 General Ed students, 37 Special Education students, 206 Free/Reduced Lunch students, 7 McKinney-Vento students, 3 Foster Youth students and 7 EL students.</p> <p>Peak Prep educates students from four counties including Ventura, Kern, Santa Barbara and Los Angeles Counties.</p> <p>Peak Prep Pleasant Valley has planned its budget for the 2021-2022 school year to accommodate growth and support for all students.</p>
<p>2022-2023</p> <p>Peak Prep is a non-classroom based school that serves its students 100% virtually. We have enrollment of 340 students, which includes 62.7% socioeconomically disadvantaged, 1.8% English Learners, 1.5% Foster Youth and 12% students with disabilities.</p> <p>Peak Prep educates students from four counties including Ventura, Kern, Santa Barbara and Los Angeles Counties.</p> <p>Peak Prep Pleasant Valley has planned its budget for the 2022-2023 school year to accommodate growth, funding avenues and the ability to support all students</p> <p>Peak Prep Pleasant Valley strives to increase it's CDE Dashboard with the support, resources, systems, and community in place.</p>

Reflections: Successes

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

2021-2022

As a new school approved in the 2019-2020 school year and the restrictions of COVID-19, we have not received School Dashboard data.

With that being said, successes for our school include:

Suspension/Expulsion is a 0. We have had no expulsion or suspension in the 2019-2020 school year.

Student Attendance is at an average of 95% for each Learning Period

In addition, we have seen an increase in graduation rates.

The Local Indicator Self-Reflection was completed for each of the state priorities (1-Basic Services and Conditions, 2-Implementation of State Standards, 3-Parent Engagement, 6-School Climate, and 7-Access to Broad Course of Study) as part of the analysis and development of year one, 2021-2024 LCAP. The 2021 CA Dashboard will indicate 'met' for each of the indicators upon release to the public in the fall.

2022-2023

As year three ended, we definitely have areas to highlight.

- 1) We reclassified 6 (25%) of our EL students.
- 2) We have come up with a streamlined process for enrolling our students into CTE (Career Technical Education) and Dual Enrollment.
- 3) We increased our SEL Program.
- 4) We continue to show strong attendance rate (96%) and suspension/expulsion rate (0%)
- 5) We meet the local indicators.

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.

2021-2022

Again, as a new school, we have not received School Dashboard Data.

With the support of our internal data, we do know we have learning loss and a need for RTI. Although there has been an increase in learning, there is still a gap that needs addressing.

To address it, we are providing an individual learning path of intervention for any student in Tier 2 or Tier 3. In addition, there will be additional tutoring along with an intervention specialist hired. More specifics are mentioned in our 2021-2022 goals.

To address our growth in graduation rate, we are working on providing credit recovery in the summers and additional intervention and counseling support for students that have credit deficiencies.

To address our parent engagement, we are holding additional meetings to engage and educate our families.

Lastly, we are looking to improve our CCR and SEL programs.

We will be providing more education and services to engage our students in college and career pathways along with increasing counseling, school psychologist, SEL offerings.

2022-2023

- 1) We need to execute our CTE and Dual Enrollment process. It is our goal this will improve our 11% CCR Dashboard
- 2) We need more intervention, tutoring, and supports to better perform in ELA and Math (CAASPP). In addition, need to educate our families with why we do this.
- 3) Although we graduated 100% of our seniors, we still fall below the 80% state graduation rate (predicting 65%--which is a significant improvement from year before). This is due to many of our students coming in with credit deficiencies and it took them a little longer to graduate. The state calculated them as dropouts even though they graduated.

LCAP Highlights

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

2021-2022

As we wrap up year 2 as a school, our LCAP was a focused not only feedback from stakeholders, but what will also take the school to the next level. Aligning the two together, we built off our LCP and SARC. Hearing feedback allowed us to align visions and really focus on four main areas:

- 1) Learning loss. This is a big focus for us. We have seen a big drop in academics and gaps needed to be filled. We are providing intervention and support while analyzing and revisiting data. This will push us further in the right direction.
- 2) Learning and school experience is a partnership. Stakeholders need to come together. We believe all students will grow and achieve if given proper support. We are focusing on finding ways to engage our families, students and faculty so we can partner together.

- 3) How can we prepare our students for their future? We want to provide more opportunities for students to see their future and give them a glimpse into their college and careers.
- 4) Graduation. We have had many students enroll with us that have credit deficiencies; therefore, they are not graduating in 4 years of their HS Calpads entry. We are focusing on finding ways to get students engaged and graduated.

2022-2023

As we wrap up our year 3, our LCAP was focused on feedback from Educational Partners. We are aligning our feedback with school dashboard. Here are the main areas of focus:

- 1) Additional tutoring and intervention. Although our academics have seen improvements in certain areas, we still have learning loss.
- 2) Family Engagement. We have had slight improvement in our families involved and we would love to see a bigger growth.
- 3) College & Career Readiness. Aligned with our dashboard needs and family's desires for more electives, we are stream-lining our Career Technical Education (CTE) and Dual Enrollment Program.

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.

2021-2022

Peak Prep offers stakeholder engagement through meetings, surveys, emails and phone calls. As a result of the COVID-19 Pandemic, we initiated engagement opportunities with our families and community. We do not have a bargaining unit. Stakeholder Engagement included:

We presented a number of opportunities to staff for feedback.

We have reached out to our parents/guardians early summer and late August to give them an opportunity for feedback. In addition, the school survey is still open.

We have held a public hearing and board meetings for others, including the community, to have the opportunity for feedback.

In addition, we've participated in multiple Ventura County and SELPA meetings that included Foster Youth & The LCAP, English Learners & The LCAP, and SELPA Consultation & strengthening services for students with disabilities.

Peak Prep held an Annual Family Engagement Meeting and met with the Parent Advisory Committee and held a public hearing. All meetings for feedback were held virtually via Zoom. Peak prep continues to offer office hours for phone calls, receipt of emails, and options to complete surveys.

For the 2022-2023 school year.

Peak Prep engaged it's educational partners through annual surveys, emails, meetings, and phone calls. Peak does not have a bargaining unit.

Educational Partner Engagement included:

- 1) Staff Meeting and offered feedback. March 11th, 2022 and May 4th, 2022
- 2) Parent Advisory Committee/School Site Committee presentation and offered feedback. There were no emails or questions that required Director written feedback.
- 3) Called Foster Youth and EL families and asked for feedback.
- 4) Attended all winter & spring IEP meetings to gain feedback.
- 5) Annual Survey to families
- 6) Multiple Ventura County and SELPA meetings that included LCAP focuses on Foster Youth, English Learners, and SELPA consultation & strengthening services for students with disabilities.
- 7) Public Hearing--May 3rd, 2022
- 8) PAC/SSC Meeting: March 11th, 2022 & May 17th, 2022
- 9) Board Adoption--June 27th, 2022

All meetings were held virtually via zoom and Peak continues to offer office hours for phone calls, receipt of emails, and meetings.

A summary of the feedback provided by specific educational partners.

2021-2022

Parents would love to see additional tutoring opportunities.
Faculty would like to see more student engagement and intervention.
PAC and Faculty would love to see Parent Education Nights that are geared towards various needs of parents.
Leadership team sees a need for graduation rate increase.

2022-2023

There is a desire for more Intervention and tutoring.
Parents expressed interest in more Field Trips, extra curricular programs/virtual clubs.
Families would like to see more elective opportunities.
Staff and California Department of Education Dashboard indicate more focus on College & Career Readiness (CCR) and Social Emotional Learning (SEL) Opportunities --This would also help with increasing elective opportunities.
There is an interest in more Professional Development for Parents

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

2021-2022

There are four major areas that Peak made a focus:

- 1) Intervention and Tutoring. With an increase in enrollment and every school being virtual, we've seen a need for filling in learning gaps. One goal is specifically designed for intervention.
- 2) Family Engagement. There are multiple ways to engage families that we want to partner more with:
 - a. Getting and providing feedback.
 - b. Continue to provide consistent communication (academics and more).
 - c. Provide more ways of getting involved: PAC meetings, virtual activities, Parent Education Nights, etc.

3) College and Career Readiness: Educating and encouraging students about opportunities. Not only does this provide additional engagement, but it meets the needs of a CA Dashboard item.

4) Increase Graduation Rate. Data shows an increase in graduation rate, but we would like to make it a focus to increase it.

2022-2023

There are three major areas that Peak will make a bigger focus:

- 1) Intervention and Tutoring
- 2) Family Engagement
- 3) College and Career Readiness

For Intervention (i.e. ILP, 1:1, intervention hours, supplemental) and tutoring we hear the need from faculty, parents and the data. 37% of our Elementary fall below grade level in reading
29% of our 6th-12th will not meet reading standards.

We will provide hrly stipends for teachers who tutor/provide intervention beyond the school day (afternoons/weekends and hire an additional interventionist. In addition, we are piloting iready curriculum in 4th and 5th grade and providing additional professional development for teachers and parents.

For family engagement, we are providing Parent Square, Care Solace and additional professional development.

For college and career readiness, we analyzed the dashboard data and streamlined our CCR Pathways (i.e. dual enrollment, A-G, CTE Pathways). This is also serves as additional elective opportunities for students.

Goals and Actions

Goal

Goal #	Description
1	We will build a stronger community by increasing our parent participation by 25% and maintain an average of 4 or higher satisfaction rate.

An explanation of why the LEA has developed this goal.

2021-2022: As an independent learning and new school, it is essential we have parent involvement. We want to make sure our families are engaged and partnering with us. Furthermore, we want to make sure they have a voice in their student's education.

2022-2023: The explanation serves the same as 2021-2022

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Parent Satisfaction Survey will have an average satisfaction rating of between 4-5 on a 5-point scale	2021-2022 Survey Results	4.78 satisfaction rate			4.5 Overall Rating
There will be an increase of 25% parent engagement participation	2021-2022 Survey Result Participation and Attendance Records.	There were 31% of student families represented in the survey.			75% Participation Rate from Parents

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Newsletter via Smores	We will provide Monthly Newsletter and Translations (if needed) to provide consistent and timely communication.	\$1,500.00	No

Action #	Title	Description	Total Funds	Contributing
1.2	Parent Education Nights	Our faculty/counselor(s) will provide 9 Parent Education Nights.	\$8,627.00	Yes
1.3	New Website	We will redesign and update our school website to provide timely communication and provide resources to our families. Beyond small maintenance, there is no longer an action for the 2022-2023 LCAP.	\$0.00	No
1.4	Family Events	We will provide activities, such as a cultural fair and parent/teacher conferences, to maintain engagement.	\$8,524.00	Yes
1.5	Parent Square	This is a communication tracker and provides additional communication to families to enhance the school experience. *Added to the 2022-2023 LCAP	\$3,500.00	Yes

Goal Analysis [2021-22]

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

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

There was no substantive difference in planned actions versus actual implementation. All the plans were streamlined and implemented successfully. As we grow, we see how we can add more action items to support this goal even more.

Success of Implementation

We were able to implement every action item and the finances associate with it.

The Challenges of Implementation

For the 2021-2022 school year, there was a 30% reduction to our budget; however, we were able to make everything work.

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.

This is what we planned for spending in the 2021-2022:\$21,123

This is the Actual spending: \$21,123

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

Progress of Action for achieving Goal:

Success of the effectiveness

Smores provided excellent communication with our families for program specific. In addition, it enhanced our communication by allowing each staff member an account so they can reach out to families specifically for their classrooms. Lastly, it is a program that tracked who opens the letter and how many people would read them on a weekly base.

Parent Education Nights and Family Events provided opportunities for our families to learn more about our school and their student experience. It allowed for professional development to parents in regards to support their child. Lastly, it engaged our parents.

Our website drew in over 150 new families and allowed for a landing page for our compliances.

Data 2021-2022

4.78% Parent Satisfaction rate (120 students represented)

Averaged 4-5 families attended family events per month (0 last year)

7 families attended P.A.C/SSC (1 last year)

Highest engagement in communication is with HR teachers and Principal newsletters.

31% of students represented in family survey.

Challenges of the effectiveness.

Peak is hoping to engage more families. Although we increased family involvement, we still have more work to do with involving families and building a stronger community. In addition, we are evolving and adding programs which adds more parent educational needs.

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.

Now that we have implemented and viewed the budget this is what we are going to add for the 2022-2023 school year LCAP:

There are multiple ways to engage families.

Conclusion/Action:

1. The website is complete. Beyond small maintenance, there is no longer an action for the 2022-2023 LCAP.
2. Although we've increased guardian engagement, we need more engagement. Thankfully, our satisfaction rate is solid, but we find more success when our HR teachers engage with families. We increased in parent/guardian involvement over 10%; however, we feel we could get more. Therefore, we are purchasing Parent Square. Parent Square is a communication and organization tool designed to keep families informed and involved in their students learning and school activities. This will help inform families on attendance, track grades, and allow for stronger communication with the classroom teachers. This will engage guardians with school communication and encourage their involvement. Lastly, it will help with strengthening attendance.
3. Getting and providing more feedback. Although we have increased, we could use more.
4. Continue to provide consistent communication (newsletters, academics and more).
5. Provide more ways of getting involved: PAC meetings, virtual activities/field trips, Parent Education Nights, etc.

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	We will Improve student achievement for all students, especially student groups performing below grade level with the expectation that we will achieve 80% growth of all students.

An explanation of why the LEA has developed this goal.

2021-2022: As a new school that opened in 2019-2020 school year and hit with a pandemic, many families flocked to a virtual school. We have seen many students with a need of learning loss mitigation. With many students below grade level in ELA and Math, we feel it is a top priority.

2022-2023: The explanation serves the same as 2021-2022

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
MAP/Iready Reports-- 80% overall growth in scores.	Spring 2021 Results/Year Growth	Math: 46% growth Reading: 43% growth			80% of students have shown growth
EL Reclassification-- 50% Reclassification	Spring 2020 EL numbers	25% reclassified			80% of our EL students Reclassified
Dashboard "Status"	2022 Dashboard (post-COVID)	Not provided yet.			Green Status

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	Curriculum and Technology	All students will have access to standard-based curriculum, supplemental resources and technology needed to learn.	\$250,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
2.2	Intervention	Students below grade level will receive individual and personalized learning paths, intervention and/or tutoring. Furthermore, we will be offering additional intervention and tutoring through staff (hrly wage), hiring an additional interventionist, and through support systems like, Gravity Assist.	\$323,006.00	Yes
2.3	Professional Development	Professional Development will be offered for homeroom and classroom teachers that are aligned with the standard-based curriculum, supplemental resources and technology	\$30,000.00	No
2.4	I-Ready Curriculum	Peak is piloting Iready curriculum and diagnostics for grades 4th and 5th. The math and reading curriculum are aligned with the diagnostics and provides direct instruction along with intervention.	\$11,628.00	Yes

Goal Analysis [2021-22]

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.

Success of Implementation

We have 95% participation in our internal assessment and CAASPP.

All EL students completed the ELPAC

Challenges of Implementation

One of the biggest challenges is getting families and students on board with CAASPP and MAP to assess and understand the need and importance.

Getting students to attend tutoring/intervention in the 6th-12th grade.

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.

This is what we planned for spending in the 2021-2022: \$575,025

This is the Actual spending: \$510, 772

Peak had a reduction of budget of 30% for the 2021-2022 school year. In addition, the curriculum and technology expenses were less than anticipated with our enrollment.

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

Success of Effectiveness

We reclassified 25% of our EL students in year one of implementation.

We got 95% participation rate.

Peak falls in the 50 percentile with liked schools for 2020-2021 CAASPP results.

Challenges of Effectiveness

We don't get immediate results for CAASPP so it becomes difficult to measure in the moment.

We fall below the CAASPP state numbers in Math and ELA

2021-2022

Data:

We've completed ELPAC for all 23 EL students. 6 of the 23 are being reclassified.

NO Dashboard Data at this time.

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.

Now that we have implemented and viewed the budget this is what we are going to add for the 2022-2023 school year LCAP:

We continue to see a need and adding more intervention.

Conclusion/Action:

1. We anticipate we will hit the EL Dashboard status this year; however, we can't conclude MAP reports or EL Reclassification due to results unreported. Technically, for EL, you have to have 30 participating EL students enrolled to get Dashboard color.
2. Adding more intervention
 - -providing hrly stipends for teachers who tutor/provide intervention beyond the school day (afternoons/weekends)
 - -Hiring an additional Interventionist (math)
3. Piloting the Iready Curriculum
4. Professional Development --we continue to find professional development for our teachers and families to support them academically and professionally.
5. In addition, we switched up State Testing this year. One test per day and moving to a huge focus on reading, writing and math.

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	We will expand the College & Career Readiness (CCR) and Social Emotional Learning (SEL) Programs through increased counselor time, attendance in CCR, SEL, CTE activities and enrollment.

An explanation of why the LEA has developed this goal.

2021-2022: With a wide variety of families, first generation graduates, and a pandemic that led to learning loss, we feel there should be a focus on student academic and social emotional support.

2022-2023: The explanation serves the same as 2021-2022

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
100% of our HS students will meet with our school counselor(s) twice a year	Enrollment/Attendance Records	100% of our HS Students met with school counselors			100% Participation
100% of our HS will have a post-HS plan/10 year plan.	Attendance/Enrollment Roster	25% of HS students have completed their plans, while others have started.			100% of HS will have a plan
College Career Readiness Calculator-Increase 10%	Attendance/Enrollment Roster	We went from 0% to 11.4%			40% Increase in CCR
80% of our 8th-HS students will attend one of the following: info session, CCR	Attendance/Enrollment Roster	25% of our 8th graders have attended an info session and/or taken a CCR			90% Participation

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
course, or personalized career/college plan		course/personalized career/college plan.			
10% increase of students will enroll into CTE courses.	Attendance/Enrollment Roster	We remained the same in CTE enrollments; however, have a plan for Year 2 to increase abundantly.			25% Increase of enrollment in CTE courses

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	HS Counselor availability	All HS students will have access to the school counselor	\$159,518.00	No
3.2	College & Career Ready Events	Counselor/Teachers will lead college and career ready events, sessions, and other informational support meetings	\$2,123.00	Yes
3.3	HS/Post HS Plan	HR Teachers/Counselors will work with their HS students and create a 10 year post-HS plan.	\$5,308.00	No
3.4	Professional Development	Provide Professional Development for our HR Teachers and Counselor on College & Career Readiness	\$1,000.00	Yes
3.5	Program Supervisor	Stipend dedicated to implement College and Career Program and SEL Program. There will be two separate stipends for the 2022-2023 school year (\$3500 per stipend).	\$7,686.00	Yes

Action #	Title	Description	Total Funds	Contributing
3.6	School Psychologist and SEL offerings	Increase the SEL course offerings and provide a 100% FTE School Psychologist	\$110,046.00	Yes
3.7	Care Solace	As an ongoing commitment to the health, safety, and wellbeing of students, parents and staff, Peak has partnered with Care Solace. Care Solace makes it easier for students, parents and staff to connect with mental health resources and providers within the community.	\$7,500.00	Yes

Goal Analysis [2021-22]

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.

Success of Implementation

We have offered an increase of SEL courses and modules.

We made a small increase towards our CCR dashboard.

We have a plan of implementation for increasing our CCR numbers.

We were able to open counselor availability to focus on counseling and college and career readiness (CCR).

Challenges of Implementation

The biggest challenge is it takes time to implement and see the improvement we need. It's not a quick fix. Our students come to us with credit deficiencies and we have to get them ready and prepared.

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.

This is what we planned for spending in the 2021-2022: \$230,033

This is the Actual spending: \$218,110

The school psychologist and SEL offering was lower than anticipated for the 2021-2022 school year. Also, there was less spent on professional development due to free PD and/or needs.

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

End of 2021-2022 Data

Counselors have meet with HS first semester and they are wrapping up second semester

11.4% for the first CCR Dashboard

CTE enrollment did not increase, it remained the same.

9 SEL courses and 66 SEL Modules

Success of Effectiveness

Technically, we made an initial 10% increase. We went from 0-11.4%. The biggest success is we have an implementation plan that we feel is a solid step in the right direction that will get our students and CCR dashboard successfully in the right spot.

Challenges of Effectiveness

Again, the biggest challenge is it takes time to implement and see the improvement we need. It's not a quick fix. Our students come to us with credit deficiencies and we have to get them ready and prepared.

With student and parent feedback, there is a desire for more electives

As for our Dashboard/CCR data, data demonstrates a need for additional college prep readiness and focus.

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.

Now that we have implemented and viewed the budget this is what we are going to add for the 2022-2023 school year LCAP:

1. We anticipate pushing more pathways to increase this Dashboard items: CTE, college prep; and A-g. Counselors are creating pathways for students
2. In addition, we will embed HS training activities within English courses to ensure all 8th graders meet this requirement.
3. With the A-G grant, offering college courses to HS Seniors and Juniors with ASU Prep.

solidify and implement plans for College Career Readiness and how they meet that requirement.

4. Educating and encouraging students and parents about opportunities within these categories.

Not only does this provide additional engagement, but it meets the needs of a CA Dashboard item

We will take the following action:

Increase the flow of CTE Pathway

Partnering with community college and ASU Prep

Implement CTE Pathways into students HS Plans

Lastly, we are increasing the stipend for CCR and SEL program and making it two separate stipends.. This is imperative to the needs of our school and community.

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

Goals and Actions

Goal

Goal #	Description
4	We will maintain a 95% attendance rate and achieve our graduation rate to 80%.

An explanation of why the LEA has developed this goal.

2021-2022: As a virtual and independent school, our numbers fluctuate and, while we have high expectations for our students, we get students that we have not served before; therefore, we are always striving to engage our students, have clear and high expectations on attendance, and get students to graduate on time. Many times we have students enroll with learning loss and credit deficiencies.

2022-2023: The explanation serves the same as 2021-2022

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
80% Graduation Rate	Graduation Dashboard/Graduation Rate	Estimated to be 65% on the Dashboard; however, we graduated 100% of our seniors.			90% Graduation Rate
95% Attendance Rate	Monthly Attendance Reports/P1,P2 reports	96.48% Attendance Rate			95% Attendance Rate

Actions

Action #	Title	Description	Total Funds	Contributing
4.1	Attendance Clerk	We will add attendance to existing staff members to focus on non-engaged students. In addition, for the 2022-2023 school year, two clerical attendance positions will be added (1.5 FTE)	\$102,875.00	No

Action #	Title	Description	Total Funds	Contributing
4.2	Graduation Plans	Counselors will have grad plans and goals with each junior and senior	\$2,123.00	No
4.3	Lower Student/Teacher Ratios	Homeroom Teachers will have a low ratio of students/teacher to maintain school/family relationships	\$111,759.00	Yes
4.4	Summer School Teacher Stipends	Peak will provide summer school teaching stipends for teachers in content areas that would support ESY, credit deficiencies or supporting students to get ahead to meet high school graduation requirements.	\$13,725.00	Yes

Goal Analysis [2021-22]

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.

Success of Implementation

The lower teacher ratios have allowed our team to focus on communication, building family relationships, and understand the needs of the students.

The grad plans were developed to give a longer term focus for students and provide pathways to their success.

Challenges of Implementation

With the 30% reduction of the budget, there wasn't a need for an attendance clerk, instead the duties were spread out to staff to help focus on disengaged students.

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.

This is what we planned for spending in the 2021-2022: \$97,419

This is the Actual spending: \$111,449

There was an increase in actual spending due to more expenses with attendance than anticipated.

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

Success of Effectiveness

The lower teacher ratios have allowed our team to focus on communication, building family relationships, and understanding the needs of the students. This allowed us to capture more attendance and improve our engagement.

The grad plans were developed to give a longer term focus for students and provide pathways to their success.

The time counselors spent with seniors allowed for the individual push to monitor progress and graduate.

We have averaged a 96.48% attendance rate.

Challenges of Effectiveness

We pushed really hard to get all students to graduate. We were successful at 100% graduation; however, since many of our students enrolled with credit deficiency it took them a little longer to graduate. The CDE dashboard will recognize them as dropouts rather than graduates. Therefore, we are looking at about 65% graduation rate.

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.

Now that we have implemented and viewed the budget this is what we are going to add for the 2022-2023 school year LCAP:

2022-2023 Conclusion/Action:

1. We will offer another summer school for student who need to get ahead or services (i.e CR deficient students, advanced students, and students with disability). Counselors work with students, their high school plans, and homeroom teachers to provide a list of eligible students.
2. We anticipate 80% or higher graduation rate for the 2022-2023 year.
3. In addition, we will be adding a 1.5 FTE clerical position(s) to help and support with attendance.

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

Goals and Actions

Goal

Goal #	Description
5	

An explanation of why the LEA has developed this goal.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24

Actions

Action #	Title	Description	Total Funds	Contributing

Goal Analysis [2021-22]

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.

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

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

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.

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 [2022-23]

Projected LCFF Supplemental and/or Concentration Grants	Projected Additional LCFF Concentration Grant (15 percent)
\$536,237	

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
17.42%	0.00%	\$0.00	17.42%

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.

When making and implementing resources, we consider the impact on our students from unique populations. Our School Wide Plan is designed to implement resources that would benefit those unique populations and, in turn, support all students.

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

We are increasing many services to help our students, especially our foster youth, English learners, and low-income students.

2021-2022

- 1) School Psychologist to 100%
- 2) Increased counselor availability
- 3) Increased Resources like MyPath, Purposeful Prep (SEL courses), Individual Learning Paths (MAP ILP), EL, Pretesting
- 4) Homeroom Teacher ratios lowered to provide additional support and academic follow up to a smaller group of students
- 5) Intervention Hours

6) Social Emotional Learning Courses- Purposeful Prep provides a variety of supplemental social and emotional support for students who may need additional support.

2022-2023

The services for 2021-2022 will remain in place; however, we are increasing the following services:

- 1) Ellevation Services was purchased to monitor and provide additional resources for our ELL population.
- 2) Iready curriculum and diagnostics was purchased to provide additional intervention and instruction.
- 3) Partnered with Care Solace to provide access to mental health resources and providers to families.
- 4) Parent Square was purchased to enhance communication and provide additional resources for our families.
- 5) We are increasing our intervention hours.
- 6) We are adding two separate stipends for our CCR and SEL program to increase a focus in those areas.

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

2022-2023

An additional interventionist/tutoring/academic support will increase our staff providing direct services to our FY, EL and low-income students. Ellevation professional development is provided to increase knowledge and train our students to provide additional resources to our EL students.

Additional hours provided to staff to provide direct services outside of school hours (including intervention and tutoring) to FY, EL and low-income students.

Staff-to-student ratios by type of school and concentration of unduplicated students	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of classified staff providing direct services to students		0:340
Staff-to-student ratio of certificated staff providing direct services to students		26.93:340

2022-23 Total Expenditures Table

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	\$1,026,985.00	\$120,271.00		\$13,192.00	\$1,160,448.00	\$836,570.00	\$323,878.00

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1.1	Newsletter via Smores	All Students with Disabilities	\$1,500.00				\$1,500.00
1	1.2	Parent Education Nights	English Learners Foster Youth Low Income	\$8,627.00				\$8,627.00
1	1.3	New Website	All					\$0.00
1	1.4	Family Events	English Learners Foster Youth Low Income	\$8,524.00				\$8,524.00
1	1.5	Parent Square	English Learners Foster Youth Low Income	\$3,500.00				\$3,500.00
2	2.1	Curriculum and Technology	English Learners Foster Youth Low Income	\$250,000.00				\$250,000.00
2	2.2	Intervention	English Learners Foster Youth Low Income	\$323,006.00				\$323,006.00
2	2.3	Professional Development	All	\$16,808.00			\$13,192.00	\$30,000.00
2	2.4	I-Ready Curriculum	English Learners Foster Youth Low Income	\$11,628.00				\$11,628.00
3	3.1	HS Counselor availability	All	\$159,518.00				\$159,518.00

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
3	3.2	College & Career Ready Events	English Learners Foster Youth Low Income	\$2,123.00				\$2,123.00
3	3.3	HS/Post HS Plan	All	\$5,308.00				\$5,308.00
3	3.4	Professional Development	English Learners Foster Youth Low Income	\$1,000.00				\$1,000.00
3	3.5	Program Supervisor	English Learners Foster Youth Low Income	\$7,686.00				\$7,686.00
3	3.6	School Psychologist and SEL offerings	English Learners Foster Youth Low Income	\$3,500.00	\$106,546.00			\$110,046.00
3	3.7	Care Solace	English Learners Foster Youth Low Income	\$7,500.00				\$7,500.00
4	4.1	Attendance Clerk	All	\$102,875.00				\$102,875.00
4	4.2	Graduation Plans	All	\$2,123.00				\$2,123.00
4	4.3	Lower Student/Teacher Ratios	English Learners Foster Youth Low Income	\$111,759.00				\$111,759.00
4	4.4	Summer School Teacher Stipends	English Learners Foster Youth Low Income		\$13,725.00			\$13,725.00

2022-23 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
\$3,078,722	\$536,237	17.42%	0.00%	17.42%	\$738,853.00	0.00%	24.00 %	Total:	\$738,853.00
								LEA-wide Total:	\$0.00
								Limited Total:	\$0.00
								Schoolwide Total:	\$738,853.00

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	1.2	Parent Education Nights	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools	\$8,627.00	
1	1.4	Family Events	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools	\$8,524.00	
1	1.5	Parent Square	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools	\$3,500.00	
2	2.1	Curriculum and Technology	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools	\$250,000.00	
2	2.2	Intervention	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools	\$323,006.00	
2	2.4	I-Ready Curriculum	Yes	Schoolwide	English Learners Foster Youth Low Income		\$11,628.00	

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 (%)
3	3.2	College & Career Ready Events	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools	\$2,123.00	
3	3.4	Professional Development	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools	\$1,000.00	
3	3.5	Program Supervisor	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools	\$7,686.00	
3	3.6	School Psychologist and SEL offerings	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools	\$3,500.00	
3	3.7	Care Solace	Yes	Schoolwide	English Learners Foster Youth Low Income		\$7,500.00	
4	4.2	Graduation Plans				All Schools	\$2,123.00	
4	4.3	Lower Student/Teacher Ratios	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools	\$111,759.00	
4	4.4	Summer School Teacher Stipends	Yes	Schoolwide	English Learners Foster Youth Low Income			

2021-22 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	\$958,570.00	\$856,749.00

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	Newsletter via Smores	No	\$1,500.00	\$1,799
1	1.2	Parent Education Nights	Yes	\$8,418.00	\$8,418
1	1.3	New Website	No	\$5,000.00	\$0
1	1.4	Family Events	Yes	\$6,205.00	\$6,205
2	2.1	Curriculum and Technology	Yes	\$300,000.00	\$234,079
2	2.2	Intervention	Yes	\$274,995.00	\$249,965
2	2.3	Professional Development	No	\$30,000.00	\$26,728
3	3.1	HS Counselor availability	No	\$106,432.00	\$106,432
3	3.2	College & Career Ready Events	Yes	\$1,851.00	\$1,851
3	3.3	HS/Post HS Plan	No	\$4,627.00	\$4,627

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)
3	3.4	Professional Development	Yes	\$10,000.00	\$594
3	3.5	Program Supervisor	Yes	\$5,525.00	\$5,525
3	3.6	School Psychologist and SEL offerings	Yes	\$106,598.00	\$99,081
4	4.1	Attendance Clerk	No	\$0	\$14,340
4	4.2	Graduation Plans	No	\$1,851.00	\$1,851
4	4.3	Lower Student/Teacher Ratios	Yes	\$95,568.00	\$95,254

2021-22 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)
\$539,321	\$708,562.00	\$605,379.00	\$103,183.00	0.00%	0.00%	0.00%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.2	Parent Education Nights	Yes	\$8,418.00	\$8,418		
1	1.4	Family Events	Yes	\$6,205.00	\$6,205		
2	2.1	Curriculum and Technology	Yes	\$300,000.00	\$234,079		
2	2.2	Intervention	Yes	\$274,995.00	\$249,965		
3	3.2	College & Career Ready Events	Yes	\$1,851.00	\$1,851		
3	3.4	Professional Development	Yes	\$10,000.00	\$594		
3	3.5	Program Supervisor	Yes	\$5,525.00	\$5,525		
3	3.6	School Psychologist and SEL offerings	Yes	\$6,000.00	\$3,497		
4	4.3	Lower Student/Teacher Ratios	Yes	\$95,568	\$95,245		

2021-22 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
\$3,012,638	\$539,321	0	17.90%	\$605,379.00	0.00%	20.09%	\$0.00	0.00%

Instructions

[Plan Summary](#)

[Engaging Educational Partners](#)

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

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

Introduction and Instructions

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

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

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

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

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

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

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

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

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

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

Engaging Educational Partners

Purpose

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

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

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

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

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

Requirements and Instructions

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

Local Control and Accountability Plan:

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

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

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

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

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

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

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

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

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

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

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

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

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

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

Focus Goal(s)

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

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

Broad Goal

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

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

Maintenance of Progress Goal

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

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

Required Goals

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

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

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

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

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

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

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

Measuring and Reporting Results:

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

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

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

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

Complete the table as follows:

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

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

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

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

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

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

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

Goal Analysis:

Enter the LCAP Year.

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

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

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

Purpose

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

Requirements and Instructions

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

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

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

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

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

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

Required Descriptions:

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

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

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

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

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

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

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

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

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

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

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

For School Districts Only:

Actions Provided on an LEA-Wide Basis:

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

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

Actions Provided on a Schoolwide Basis:

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

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

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

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

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

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

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

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

Provide the following descriptions, as applicable to the LEA:

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

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

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

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

Complete the table as follows:

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

Action Tables

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

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

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

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

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

Data Entry Table

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

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

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

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

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

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

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

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

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

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

LCFF Carryover Table

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

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

Calculations in the Action Tables

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

Contributing Actions Table

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

Contributing Actions Annual Update Table

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

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

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

LCFF Carryover Table

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

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

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

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