



LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Impact Academy of Arts and Technology

CDS Code: 01611920137646

School Year: 2022-23

LEA contact information:

Pooja Maharaj

Principal

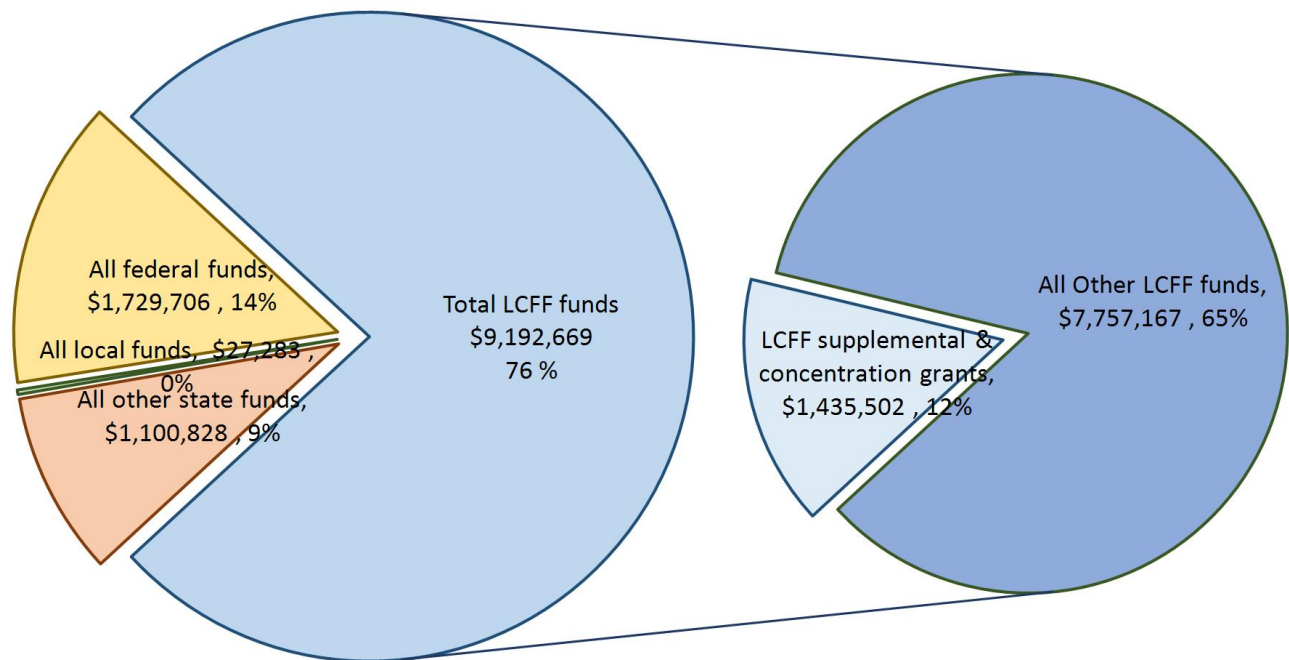
pooja@es-impact.org

(510) 300-1560

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

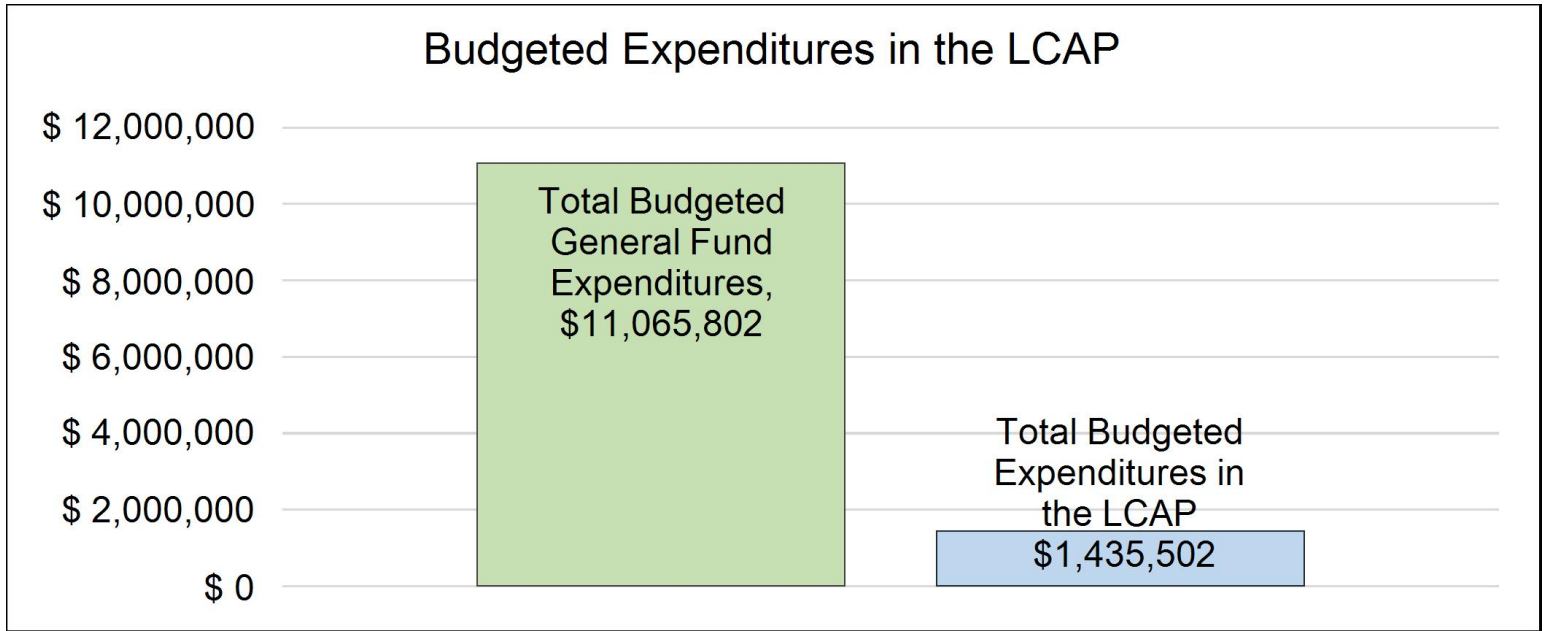


This chart shows the total general purpose revenue Impact Academy of Arts and Technology expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Impact Academy of Arts and Technology is \$12,050,486, of which \$9,192,669 is Local Control Funding Formula (LCFF), \$1,100,828 is other state funds, \$27,283 is local funds, and \$1,729,706 is federal funds. Of the \$9,192,669 in LCFF Funds, \$1,435,502 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 Impact Academy of Arts and Technology 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: Impact Academy of Arts and Technology plans to spend \$11,065,802 for the 2022-23 school year. Of that amount, \$1,435,502 is tied to actions/services in the LCAP and \$9,630,300 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

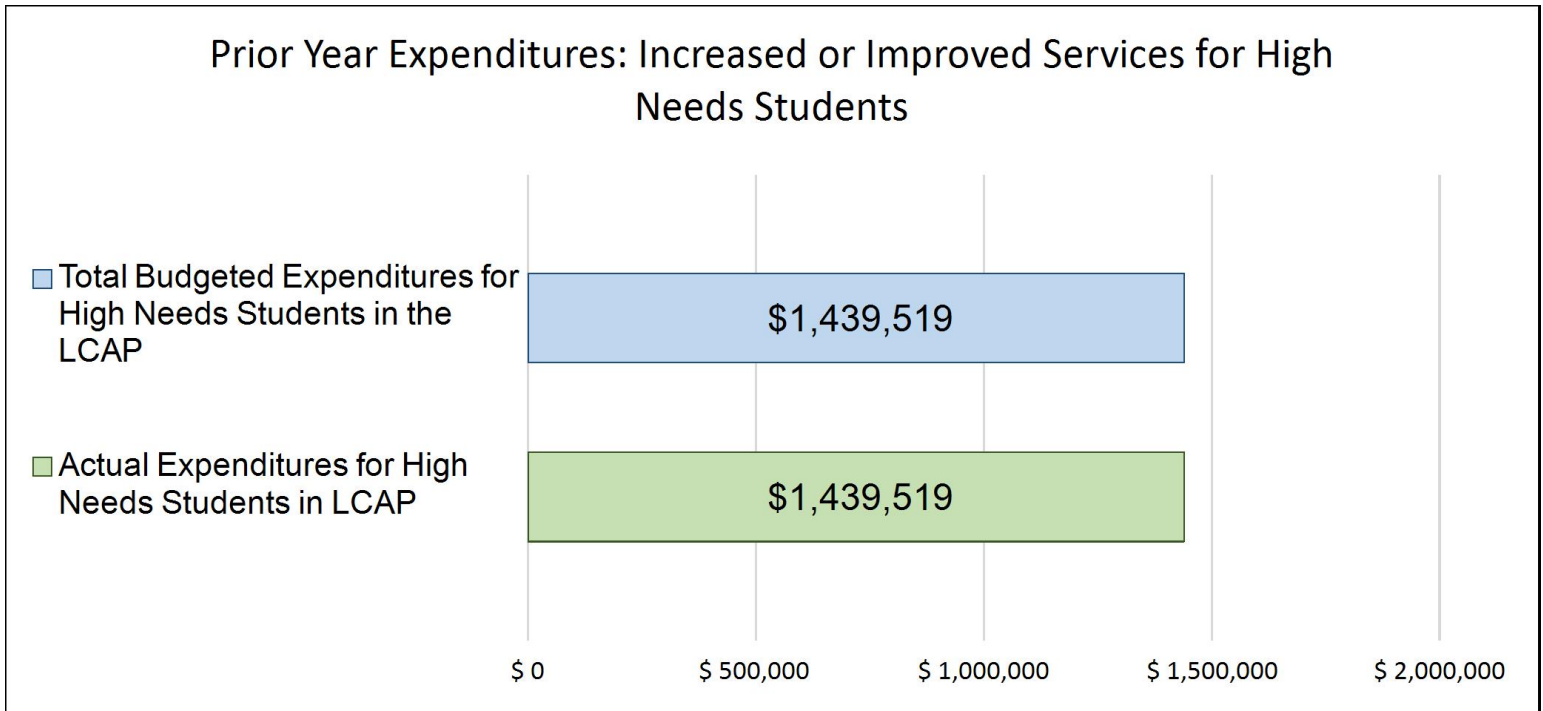
The Local Control Accountability Plan includes expenditures in support of high needs students. Expenditures related to general education activities designed to serve all students (including those with and without high needs) are not included in the LCAP.

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

In 2022-23, Impact Academy of Arts and Technology is projecting it will receive \$1,435,502 based on the enrollment of foster youth, English learner, and low-income students. Impact Academy of Arts and Technology must describe how it intends to increase or improve services for high needs students in the LCAP. Impact Academy of Arts and Technology plans to spend \$1,435,502 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 Impact Academy of Arts and Technology budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what Impact Academy of Arts and Technology 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, Impact Academy of Arts and Technology's LCAP budgeted \$1,439,519 for planned actions to increase or improve services for high needs students. Impact Academy of Arts and Technology actually spent \$1,439,519 for actions to increase or improve services for high needs students in 2021-22.



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
Impact Academy of Arts and Technology	Pooja Maharaj Principal	pooja@es-impact.org (510) 300-1560

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 plan to engage our educational partners on the use of funds provided through the Budget Act of 2021 that were not included in the 2021-22 LCAP in three primary ways: regular meetings between organizational leaders and labor partners; public meetings of the Board of Envision Education; and site-specific meetings with families.

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.

We plan to use the additional concentration grant add-on funding to provide additional support to students who are low-income, English

learners, and/or foster youth through recruiting, hiring, and retaining staff in key student-serving positions.

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.

Impact Academy of Arts and Technology (IA) is deeply committed to its students, staff, families, and community. As such, we work to engage all stakeholders when it comes to the continuous learning of our students. Stakeholder feedback included student, teacher, family, and community perspectives and input.

IA teachers and staff regularly review student data and develop plans to support students to meet academic and social-emotional expectations in partnership with students and their families. IA students and teachers participated in network-wide student and teacher committees to reflect on patterns of student needs, and give input on critical strategies to address student needs and goals. IA families also participate in student-led conferences and family meetings to support effective school and family partnerships in response to student needs.

Each engagement provided valuable insight into the diverse student needs at IA, and stakeholders' ideas for meeting those needs in responsive ways.

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.

We are implementing the ARPA and ESSER expenditure plans as projected in the fall. We have taken action to ensure a safe return to in-person learning through implementation of robust safety protocols aligned with guidance from federal, state, and local public health.

As a result, the rate of exposure notifications impacting students and staff in the fall 2021 semester was far below the local rates of exposure in our communities.

We have taken action to address the academic and social-emotional impacts of lost instructional time through implementation of school-wide practices that support teachers to establish and maintain rigorous and culturally-responsive learning opportunities for all students aligned to our Graduate Profile.

We have experienced successes in designing and implementing professional learning communities for humanities and STEM teachers, and implementing an advisory curriculum that promotes strong positive relationships between teachers and students.

We have experienced challenges in managing the impacts of the state-wide and regional shortage of credentialed teachers, leaders, and other critical support staff.

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.

We are using our fiscal resources consistent with our ARPA and ESSER plans and our LCAP and Annual Update by prioritizing our expenditures to address the critical safety and learning needs of our students, staff, and communities as we have returned to in-person learning.

We have also prioritized expenditures that support us to meet and exceed our LCAP goals related to ensuring students are prepared for success in their post-secondary endeavors and partnering with families to support students.

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/fq/cr/relieffunds.asp>) for a listing of COVID-19 relief funding and the Federal Stimulus Funding web page (<https://www.cde.ca.gov/fq/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
Impact Academy of Arts and Technology	Pooja Maharaj Principal	pooja@es-impact.org (510) 300-1560

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.

Impact Academy of Arts and Technology is a public charter school that is part of the network of schools known as Envision Education.

Mission: Our mission is to transform the lives of students – especially those who will be first in their families to attend college – by preparing them for success in college, career, and life.

Our middle school serves about 364 students and their families, and our high school serves about 440 students and their families, for a total of about 804 students. Impact Academy serves a diverse student population that is 64% Socioeconomically Disadvantaged, 8.7% Special Education, and 15% English Language Learner (EL). We have 135 Asian students, 30 Hawaiian/Pacific Islander students, 39 Black students, 33 White students, 514 Latinx students, and 39 students who reported more than one race. Student primary languages include Spanish (406 families) English (317 families) and Hindi (25 families). 94% of our students reside in Hayward, with the other 6% living in other cities here in Alameda County.

Impact Academy (IA) is a public charter school located in south Hayward that serves students in grades 6-12. We began expansion to middle grades in the 2016-2017 school year. In 2018-2019 we reached our full size. IA opened in August 2007 and now serves 804 students. Based on research, best practices, and the lessons learned from over many years of experience with charter high schools, our small-school design is specifically geared to enable a diverse student body to succeed in an academically challenging environment through project-based learning and presentations of learning using ethnic studies, anti-racist, and Pro-Black frameworks.

Reflections: Successes

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

- 1) Excellent A-G graduation rate. 99% of students graduate with an A-G diploma, compared with 85.9% across the state. We were named the #1 high school in the Bay Area in 2020 for supporting Latinx students in graduating with the coursework needed to be successful in college (this school ranking report has not been updated since 2020). For the class of 2022, 91% of seniors were accepted to four-year universities. We have continued this success under the leadership of our Director of College and Career Pathways. Under their guidance, we have ensured that our college acceptance rates remain high for every cohort and that our students with IEPs see similar success in four-year college access.
- 2) Dramatically decreasing the suspension rates of IEP students in the high school through personalized mentorship, integration of restorative practices, and relationship building. As a result of this focus our suspension rate declined from 10.4% in 2016 and have maintained it at 3.8% in the 2021-2022.
- 3) Supporting students in preparing to be college-level readers. In both our Middle Grades and High School, students outperform the surrounding district and the state on SBAC exams. We are continuing to build on this success by ensuring that our significant subgroups, in particular our ELLs and students with IEPs, are successful at similar rates through the addition of a more robust ELL curriculum and leadership.

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.

- 1) We need to focus on our support for EL students meeting standards on the Math SBAC, English SBAC and making progress towards ELPAC proficiency.

2) Develop a community-centered and antiracist culture that works in collaboration with families to best serve our students toward post-secondary, college and career readiness upon high school graduation.

3) Ensure a physically and emotionally safe learning environment. This includes continued growth in addressing chronic absenteeism, especially for African American students and students with IEPs. We also need to provide Mental Health Services for our general education population. Finally, we hope to see continued growth in student Sense of Belonging survey data.

4) Increase services and supports for all subgroups but most specifically for English Learners, students with IEPs and 504s, and students who qualify for free and reduced lunch services. Additionally, our organization has established a pro-Black vision that centers the student outcomes and experiences of our Black students, so we also want to increase and improve our systems in support of Black students. Through this work, we hope to see better outcomes for these subgroups in their sense of belonging data.

LCAP Highlights

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

1. Increase the number of students ready for college-level coursework. We will do this through teacher coaching and support for every teacher, vertical alignment of our courses, ethnic-studies standard based centered curriculum, and re-introducing our workplace learning program. Continued redesign of our portfolio assessment program which includes our new Graduate Profile competencies.

2. Develop a community-centered, anti-racist, and pro-Black culture that works in collaboration with families to best serve our students. We want to do this by leveraging our data systems to ensure antiracist results, better family engagement with all families, and curriculum alignment with an ethnic studies lens.

3. Provide an emotionally and physically safe learning environment. Refine our restorative justice framework, adopt a social emotional learning curriculum to support our advisories, align our discipline system with community and anti-racist values.

4. Increase services and supports for all students, and most specifically for English Learners, students with IEPs and 504s, and students who qualify for free and reduced lunch. Data analysis, family engagement, college and career readiness.

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.

The LCAP formulation process began with a family, student, and staff survey to understand educational partners' experiences and needs within our school and network. This data directly informed network LCAP goals and actions, which were subsequently shared with school-site partners for feedback. School-site leaders finalized the LCAP based on this additional input.

LCAP updates were presented for feedback at family meetings in March and May 2022.

A summary of the feedback provided by specific educational partners.

Feedback was provided by educational partners via surveys, network and school-site planning meetings, and family meetings. At each of these points, partners provided key data and perspectives that informed the formulation of the LCAP.

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

Students most influenced the cultural and social-emotional aspects of the LCAP, while families centered engagement and rigorous academic results. Educators informed instructional programming goals and actions, and centered the LCAP within Envision's greater mission and vision.

Goals and Actions

Goal

Goal #	Description
1	Increase the number of students ready for college-level coursework.

An explanation of why the LEA has developed this goal.

At Envision Schools, graduating means much more than earning a diploma—it means going to college and being prepared to meet college challenges. 75% of Envision’s students will be the first in their families to go to college.

All of our students meet the requirements (A-G coursework) for admission to California’s public university systems—a standard unheard of in most California public schools. Teacher-advisors help students navigate the college admissions process and support students’ readiness for college. Students visit a different college every year at Envision and all 12th grade students apply for 2 and 4-year colleges prior to graduation. The result is that over 90% of Envision graduates are Accepted into 2- or 4-year college.

We want to grow further in our college preparation. Our families enroll their students into Envision for multiple reasons, but college preparation is one of the most popular reasons for families. In our partnerships with families and students, we’ve recognized that academic rigor still remains a growth area, as evidenced by our EAP results, SBAC results, AP results, and our student exhibition presentations.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
All Student HS Graduation Rate (%)	99% (2018-19)	96%			100%
Student A-G Course Completion (%)	99% (2019-20)	100%			100%
SBAC ELA	2020-21 Results: 6th Grade: 43% Met/Exceeded Standard	2020-21 Results: 6th Grade: 43% Met/Exceeded Standard			6th Grade: 50% 7th Grade: 60% 8th Grade: 60% 11th Grade: 70%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	7th Grade: 48% Met/Exceeded Standard 8th Grade: 49% Met/Exceeded Standard 11th Grade: 64% Met/Exceeded Standard	7th Grade: 48% Met/Exceeded Standard 8th Grade: 49% Met/Exceeded Standard 11th Grade: 64% Met/Exceeded Standard			
SBAC Math	2020-21 Results: 6th Grade: 25% Met/Exceeded Standard 7th Grade: 30% Met/Exceeded Standard 8th Grade: 25% Met/Exceeded Standard 11th Grade: 28% Met/Exceeded Standard	2020-21 Results: 6th Grade: 25% Met/Exceeded Standard 7th Grade: 30% Met/Exceeded Standard 8th Grade: 25% Met/Exceeded Standard 11th Grade: 28% Met/Exceeded Standard			6th Grade: 35% 7th Grade: 40% 8th Grade: 35% 11th Grade: 35%

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Teacher coaching and evaluation system	Envision will design and implement a coaching and evaluation system so that all credentialed teachers receive high-quality coaching during the school year by school and/or network instructional leaders.	\$235,562.00	Yes

Action #	Title	Description	Total Funds	Contributing
1.2	Grading practices	Envision will explore standards-based grading to determine if that is the pathway for long-term grading practices.	\$5,000.00	No
1.3	Secondary school model that aligns post-secondary and A-G goals	We have begun the alignment of course scope and sequences to A-G, college pathway, and career pathway vision. The next school year will augment our attempt at integrating Project Lead the Way curriculum to our career pathway vision.	\$5,000.00	No
1.4	6-12 course curriculum maps	After beginning the work of curriculum mapping, we will formalize a pathway for foundational curriculum for the sciences, math, English Language Arts, and social studies courses.	\$110,562.00	No
1.5	College and Career programming	Previously, we created a full year of professional learning across our network via our newly hired Director of Post Secondary Success and College Pathways. Next, we will systematically incorporate a small-scale approach to workplace learning programming and a scope of college- and career-access activities across all grade levels.	\$44,056.00	No
1.6	Redefine Envision's Graduate Profile	Envision will formalize our performance assessment system to align to our graduate profile redesign.	\$10,000.00	No
1.7	Comprehensive balance assessment	Envision will redefine its comprehensive assessment model to include internal assessment in both college readiness and culturally responsive indicators.	\$10,000.00	No

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 are two major difference in Year 1 plans vs. actions. Unfortunately, we were unable to move any closer to competency-based grading and instead focused on grading best practices to mitigate concerns with disproportionate outcomes for subgroups. Secondly, we were unable to begin our formal teaching evaluation system that we designed last summer.

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.

N/A

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

The college and career programming was effective in creating a network-wide system by way of our Director of Post Secondary Success. Additionally, we audited and aligned A-G-approved courses to our academic offerings across the network. Both of these have enabled an increase in college and career conversations, and concrete plans for our students as they move through the year.

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

The goal will remain the same, but a few actions have shifted. For the revised action steps, we realized that we met some of the actions earlier than expected and were now ready to move to the next step towards accomplishing our larger LCAP goal, or we made a revision to make an action step even clearer and more specific. We have found that the specific language of our action steps have enabled us to continue to progress towards achieving them effectively and iterate in our practice when warranted.

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	Develop a community-centered and antiracist culture that works in collaboration with families to best serve our students toward post-secondary, college and career readiness upon high school graduation. Additionally, our organization has established a pro-Black vision that centers the student outcomes and experiences of our Black students, so we also want to increase and improve our systems in support of Black students.

An explanation of why the LEA has developed this goal.

Throughout the next few years, there will be tangible work tied to unit design, professional development centering antiracist/pro-Black/anti-ableist learning, critically conscious SEL programming, and authentic community partnership with our families. We’ve worked to learn how we’ve fallen short in our collaboration with our families over the last few years. Although our family survey results show that they feel their student(s) feel supported by our Envision schooling program, we still strive to grow in our true partnership with our communities and families. We developed this goal because our intentional stance on anti-racist programming means greater partnership with families and they communities they reside in.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Parent engagement and input	We currently have a Leadership Committee consisting of 1 parent from each grade level (as well as students, staff, and admin) that meets 1 time each month to vote on and give input on proposals to change a policy at the school.	Phase 1 of new “Educator-Family Partnership Plan”: with a focus on Parent and Family Power, Culturally Sustaining Schools, and Building Community and Social Capital.			<ul style="list-style-type: none"> * Establish a network parent leadership team. * 10% growth in parents reporting feeling respected and valued as partners in their students’ education. * 2 ongoing opportunities per year for parents to learn and connect with each other.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Unit plans reflect anti-racist framework	We currently assess unit plans using a UbD Stage 1, 2, 3 rubric, without a metric for inclusion of anti-racist framework.	We continued to use the UbD framework for unit plans and are refining our planning process with teachers in order to calibrate together			Evidence of anti-racist alignment in all Unit plans.
Performance assessment results and Graduate Profile reflect anti-racist values	During the 2019-2020 school year, we paused our end-of-year defenses and benchmarks aligned to our Graduate Profile because of the pandemic disruption that began in March of 2020.	During the year of primarily distance learning, we re-designed our performance system to adapt to our distance learning program. All students in grades 6-12 engaged in Presentations of Learning that focused on three aspects of our graduate profile (collaboration, critical thinking, and communication).			Envision Education launched a new Graduate Profile for the school year 2021-2022. Our defense system is focused on 8th, 10th, and 12th graders. By 2023-2024, our goal is that 100% of 8th, 10th, and 12th graders attempt and pass the portfolio defense system.
Black Student Sense of Belonging (Panorama Survey)	47% Favorable (2018-19)	49% Favorable			60% Favorable
Black Student Graduation Rate (%)	100% (2019-20)	100%			100%

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	Continuous improvement progress monitoring	Envision will improve its data systems and progress monitoring for attendance, suspensions, student surveys, family surveys, attendance, and student achievement.	\$40,000.00	Yes
2.2	Unit development aligned to anti-racist framework	Starting 2023-2024, we will develop our units at Envision using a shared framework for quality control and base curriculum. Additionally, we will develop an anti-racist framework as a guiding document for educators.	\$15,000.00	No
2.3	Performance Assessment system redevelopment	Envision is adapting its performance assessment system and defense system to map to both our graduate profile and CCSS and NGSS.	\$90,000.00	No
2.4	Create a family design team for family engagement initiative	Starting the spring of 2023, Envision will refresh our family engagement system (as defined by our CEO and CPO in spring of 2021) to improve our school's partnership with families within the school system.	\$15,000.00	Yes
2.5	Regular family survey system	Envision will evaluate and adapt current family survey system to augment its approach to community and family partnership. (This action has been deprecated or absorbed into other actions.)	\$10,000.00	Yes
2.6	Redefine our workplace learning program with community partners	Envision will evaluate and adapt its current workplace learning program to better match workforce trends.	\$10,000.00	No

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.

This year we were able to better align our schools to a pro-Black and anti-racist vision, but implementation and action steps will need to be more explicit outside of leadership. Teachers and support staff aligned our anti-racist framework by way of the graduate profile and the performance system in the spring of 2022, but we were unable to explicitly address additional teaching practices in relation to them this school year. Lastly, we were able to engage families on regular processes that included the LCAP and hiring practices. With that said, next year we want to increase our work with guiding coalitions at each school.

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

N/A

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

The family engagement and community-centric approach to anti-racism was effective in formulating a vision and codifying that vision. However, we now want to continue to codify best practices. Additionally, we were able to codify our graduate profile to root its foundation in ethnic studies principles and anti-racist values, with schools piloting a Spring 2022 performance assessment system that aligned to that graduate profile. Lastly, our Director of Post Secondary Success and College Pathways will draft a workplace learning program to pilot for the 2022-2023 school year.

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

The goal will remain the same, but a few actions have shifted. For the revised action steps, we realized that we met some of the actions earlier than expected and were now ready to move to the next step towards accomplishing our larger LCAP goal, or we made a revision to make an action step even clearer and more specific. We have found that the specific language of our action steps have enabled us to continue to progress towards achieving them effectively and iterate in our practice when warranted.

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	Provide an emotionally and physically safe learning environment.

An explanation of why the LEA has developed this goal.

Exposure to trauma or chronic stress has a physiological impact on the brain and can interfere with a child’s ability to learn. Schools can be designed in ways that not only mitigate the impact of chronic stress on the brain, but also increase the protective factors that build children’s resilience to future stressors. With that said, schools have also historically been places of traumatization for Black, Indigenous, and students of color. It’s important to acknowledge that and make a steady commitment to interrogate our own practice in service of our students’ humanization in schools. Trauma-informed and healing-centered schools prioritize strategies that create safety for students and adults, promote collaborative and trusting relationships with adults and peers, help to build the SEL skills students need to cope with stressors while offering choice, and offer individualized support for students with intensive needs that cultivate empowerment and agency. Trauma-informed practices center predictability, consistency, and caring relationships. We cannot expect deliberate and purposeful programming to come from a few spaces or a few people. As a school, this is a collective issue that requires us to both learn and study ourselves while also creating spaces for students that center sustainability, healing, restoration, and regeneration of humanity.

With all that said, social, emotional, and intellectual learning all interact with one another all the time. A student’s brain will have a difficult time learning if the conditions for social and emotional care are not cultivated. Thus, an emotionally and physically safe environment is the foundation for all facets of learning.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
All Student Sense of Belonging (Panorama Survey)	59% Favorable (2018-19)	57% Favorable			75% Favorable
Student Suspension Rate (%)	4% (2018-19)	0%			2%
School Facilities in Good Repair	Overall Rating: Good (2019-20)	Overall Rating: Good			Overall Rating: Good

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	Implementation of a restorative practice framework	School will train staff to plan and implement a robust restorative practice framework for its core discipline system.	\$275,000.00	Yes
3.2	Advisory scope and sequence that supports the wellbeing of students	Advisory lessons reflect a whole-child approach to schooling, ensuring that all students have at least 1 adult on campus as an advisor and we are teaching students how to advocate for themselves.	\$340,000.00	No
3.3	Implementation of a SEL curriculum	Our school will adopt, adapt, or create a SEL curriculum that aligns to our anti-racist values as an organization.	\$335,000.00	No
3.4	Audit of discipline system and its connection to suspensions and expulsions	Our school will audit our discipline system to ensure we not only adhere to Ed Code, but also align to our anti-racist values and vision to ensure suspensions and expulsions are minimized at our schools.	\$110,000.00	No

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.

We have been able to make strides in successfully implementing this goal using the listed action steps. We will continue these actions in the next year with one revision. For our advisory work, we have realized that, even more than ensuring that our students each have one staff advocate, it is important that we are intentional about developing our students' abilities to advocate for themselves. Within the advisory model, we will embed additional self-advocacy lessons in the work we do with 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.

N/A

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

This was a critical goal for us to have, especially in light of continued COVID outbreaks and student quarantines. Our cross-network restorative practice work and advisory model supported students in rebuilding a sense of in-person community now that they are back at school this year. We also have a comprehensive COVID safety protocol to ensure community members are safe, which include screening, testing, contact tracing, preventative measures, and school to network collaboration.

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.

As described above, the only change we are making to this goal's actions is moving from a focus on our teachers being intentional about supporting students to advocate for themselves. We see this as a necessary life skill and aligned to our large mission, vision, and values.

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	Increase services and supports for all student groups but most specifically for English Learners, students with IEPs and 504s, and students who qualify for free and reduced lunch services.

An explanation of why the LEA has developed this goal.

By centering the students who are historically most marginalized at our schools, we believe improving our systems in support of them will improve outcomes for all students. This goal exemplifies our ambition in being a pro-Black, anti-racist, and justice-centered organization.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
EL Reclassification (%)	42%	43%			50%
ELL Student Graduation Rate (%)	100% (2019-20)	100%			100%
IEP/504 Student Graduation Rate (%)	100% (2019-20)	100%			100%
FRL Student Graduation Rate (%)	100% (2019-20)	100%			100%

Actions

Action #	Title	Description	Total Funds	Contributing
4.1	Data systems	Define, plan, and create a robust data systems structure that aggregates data across all the metrics above with Tableau reports.	\$100,000.00	Yes
4.2	Progress monitoring data stepbacks	Continued refinement of data stepbacks for school sites that centers the data metrics above on a quarterly basis.	\$250,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
4.3	PLC integration	Student work analysis incorporates academic outcomes for subgroups defined above.	\$50,000.00	Yes
4.4	MTSS systems	Engage in professional learning to create and implement an MTSS system for student subgroups with a focus on Tier 1 for the 2022-2023 school year.	\$150,000.00	Yes
4.5	AP course offerings	Engage students and families for the above subgroups on AP course offerings.	\$81,000.00	No
4.6	College, career and post-secondary culture development	Continue to augment and refine our approach to college, career, and post-secondary programming with our families and students.	\$110,000.00	No

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.

We are going to refocus on deepening our Tier 1 systems and actions next year as a way to ensure we have the strongest foundation possible to build a more robust MTSS system upon for our 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.

N/A

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

We are still moving towards fully meeting this goal over the next few years. However, the work we have done on our action steps this year have enabled us to ensure that we have systems in place for responding to and anticipating to the diverse needs of our students as they

came back into our school buildings this school year. As of spring 2022, network leaders and school-site principals have narrowed their focus for 4th quarter to understanding the outcomes for students with IEPs, collaborating with teammates, and piloting learning structures for teachers and leaders.

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.

As mentioned earlier, we are breaking down our MTSS action step to ensure that we are giving each tier of student instruction and support focus over the next few years while still continuing to provide our already established interventions, and meet any new needs that arise for our students.

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)
\$1,435,502	

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
18.51%	0.00%	\$0.00	18.51%

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.

How did you ensure that in deciding to do these actions that the needs of the subgroups were considered first?

As an organization at Envision Education, our leadership team has positioned subgroups as a high priority. This is facilitated by structural decisions we’ve made over the years. The leaders of the LCAP process for both consistency and quality are the teammates who sit on our Org-wide Education Leadership Team. This team is composed of directors and principals. Among the team, we have our org-wide leaders of special education and English Language development, our pro-Black steering committee lead, and a combination of school-site and org-wide leaders who are responsible for the implementation of McKinney-Vento Act within our LEA. More importantly, by disaggregating data within our defined metrics established above will allow us to be data centered and data informed. While our data structures have served us over the years, our intentional centering of EL, students with IEPs, foster youth, and socio-economically disadvantaged students moving forward allows us to more greatly center our subgroups within our LCAP. You will see that disaggregating the data for many of the metrics above positions those students at the center of our educational program.

How do you know that these actions are going to result in stronger outcomes for these subgroups?

Data-driven decision making and action is how we will ensure stronger outcomes for subgroups. While data is at the core of our program, what leads to stronger growth is how we analyze, plan, and take action on the data. This continuous data cycle will be reinforced by regular data stepback processes at teacher, school, and organizational levels.

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

Starting the 2021-2022 school year, we are increasing our capacity to serve our foster youth, English learners, and low-income students at the central office, which will then support our school with additional services. In particular, we will hire a content specialist for ELD that will serve on the student supports team. Prior to 2021-2022, our special education director held the responsibility of programming for ELD, SPED, and foster youth. With increased capacity in hiring, we can offer greater services to each subgroup.

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

N/A

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		57:1
Staff-to-student ratio of certificated staff providing direct services to students		19:1

2022-23 Total Expenditures Table

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	\$2,191,562.00		\$44,056.00	\$165,562.00	\$2,401,180.00	\$2,260,180.00	\$141,000.00

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1.1	Teacher coaching and evaluation system	English Learners Foster Youth Low Income	\$125,000.00			\$110,562.00	\$235,562.00
1	1.2	Grading practices	All Students with Disabilities	\$5,000.00				\$5,000.00
1	1.3	Secondary school model that aligns post-secondary and A-G goals	All Students with Disabilities	\$5,000.00				\$5,000.00
1	1.4	6-12 course curriculum maps	All Students with Disabilities	\$110,562.00				\$110,562.00
1	1.5	College and Career programming	All Students with Disabilities			\$44,056.00		\$44,056.00
1	1.6	Redefine Envision's Graduate Profile	All Students with Disabilities	\$10,000.00				\$10,000.00
1	1.7	Comprehensive balance assessment	All Students with Disabilities	\$10,000.00				\$10,000.00
2	2.1	Continuous improvement progress monitoring	Low Income	\$40,000.00				\$40,000.00

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
2	2.2	Unit development aligned to anti-racist framework	All Students with Disabilities	\$15,000.00				\$15,000.00
2	2.3	Performance Assessment system redevelopment	All Students with Disabilities	\$90,000.00				\$90,000.00
2	2.4	Create a family design team for family engagement initiative	English Learners Foster Youth Low Income	\$10,000.00			\$5,000.00	\$15,000.00
2	2.5	Regular family survey system	English Learners Foster Youth Low Income	\$10,000.00				\$10,000.00
2	2.6	Redefine our workplace learning program with community partners	All Students with Disabilities	\$10,000.00				\$10,000.00
3	3.1	Implementation of a restorative practice framework	English Learners Foster Youth Low Income	\$275,000.00				\$275,000.00
3	3.2	Advisory scope and sequence that supports the wellbeing of students	All Students with Disabilities	\$340,000.00				\$340,000.00
3	3.3	Implementation of a SEL curriculum	All Students with Disabilities	\$335,000.00				\$335,000.00
3	3.4	Audit of discipline system and its connection to suspensions and expulsions	All Students with Disabilities	\$110,000.00				\$110,000.00
4	4.1	Data systems	Low Income	\$100,000.00				\$100,000.00
4	4.2	Progress monitoring data stepbacks	Low Income	\$250,000.00				\$250,000.00
4	4.3	PLC integration	English Learners Foster Youth Low Income	\$50,000.00				\$50,000.00
4	4.4	MTSS systems	English Learners Foster Youth Low Income	\$100,000.00			\$50,000.00	\$150,000.00

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
4	4.5	AP course offerings	All Students with Disabilities	\$81,000.00				\$81,000.00
4	4.6	College, career and post-secondary culture development	All Students with Disabilities	\$110,000.00				\$110,000.00

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
\$7,757,167	\$1,435,502	18.51%	0.00%	18.51%	\$960,000.00	22.00%	34.38 %	Total:	\$960,000.00
								LEA-wide Total:	\$960,000.00
								Limited Total:	\$0.00
								Schoolwide Total:	\$960,000.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1.1	Teacher coaching and evaluation system	Yes	LEA-wide Schoolwide	English Learners Foster Youth Low Income	All Schools	\$125,000.00	5%
2	2.1	Continuous improvement progress monitoring	Yes	LEA-wide Schoolwide	Low Income	All Schools	\$40,000.00	2%
2	2.4	Create a family design team for family engagement initiative	Yes	LEA-wide Schoolwide	English Learners Foster Youth Low Income	All Schools	\$10,000.00	1%
2	2.5	Regular family survey system	Yes	LEA-wide Schoolwide	English Learners Foster Youth Low Income	All Schools	\$10,000.00	1%
3	3.1	Implementation of a restorative practice framework	Yes	LEA-wide Schoolwide	English Learners Foster Youth Low Income	All Schools	\$275,000.00	5%
4	4.1	Data systems	Yes	LEA-wide Schoolwide	Low Income	All Schools	\$100,000.00	2%
4	4.2	Progress monitoring data stepbacks	Yes	LEA-wide Schoolwide	Low Income	All Schools	\$250,000.00	3%

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 (%)
4	4.3	PLC integration	Yes	LEA-wide Schoolwide	English Learners Foster Youth Low Income	All Schools	\$50,000.00	2%
4	4.4	MTSS systems	Yes	LEA-wide Schoolwide	English Learners Foster Youth Low Income	All Schools	\$100,000.00	1%

2021-22 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	\$2,401,180.00	\$2,401,180.00

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	Teacher coaching and evaluation system	Yes	\$235,562.00	\$235,562.00
1	1.2	Grading practices	No	\$5,000.00	\$5,000.00
1	1.3	Secondary school model that aligns post-secondary and A-G goals	No	\$5,000.00	\$5,000.00
1	1.4	6-12 course curriculum maps	No	\$110,562.00	\$110,562.00
1	1.5	College and Career programming	No	\$44,056.00	\$44,056.00
1	1.6	Redefine Envision's Graduate Profile	No	\$10,000.00	\$10,000.00
1	1.7	Comprehensive balance assessment	No	\$10,000.00	\$10,000.00
2	2.1	Continuous improvement progress monitoring	Yes	\$40,000.00	\$40,000.00
2	2.2	Unit development aligned to anti-racist framework	No	\$15,000.00	\$15,000.00
2	2.3	Performance Assessment system redevelopment	No	\$90,000.00	\$90,000.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
2	2.4	Create a family design team for family engagement initiative	Yes	\$15,000.00	\$15,000.00
2	2.5	Regular family survey system	Yes	\$10,000.00	\$10,000.00
2	2.6	Redefine our workplace learning program with community partners	No	\$10,000.00	\$10,000.00
3	3.1	Implementation of a restorative practice framework	Yes	\$275,000.00	\$275,000.00
3	3.2	Advisory scope and sequence that supports the wellbeing of students	No	\$340,000.00	\$340,000.00
3	3.3	Implementation of a SEL curriculum	No	\$335,000.00	\$335,000.00
3	3.4	Audit of discipline system and its connection to suspensions and expulsions	No	\$110,000.00	\$110,000.00
4	4.1	Data systems	Yes	\$100,000.00	\$100,000.00
4	4.2	Progress monitoring data stepbacks	Yes	\$250,000.00	\$250,000.00
4	4.3	PLC integration	Yes	\$50,000.00	\$50,000.00
4	4.4	MTSS systems	Yes	\$150,000.00	\$150,000.00
4	4.5	AP course offerings	No	\$81,000.00	\$81,000.00

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)
4	4.6	College, career and post-secondary culture development	No	\$110,000.00	\$110,000.00

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)
\$1,439,519	\$960,000.00	\$960,000.00	\$0.00	24.00%	24.00%	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	1.1	Teacher coaching and evaluation system	Yes	\$125,000.00	\$125,000.00	5%	5%
2	2.1	Continuous improvement progress monitoring	Yes	\$40,000.00	\$40,000.00	1%	1%
2	2.4	Create a family design team for family engagement initiative	Yes	\$10,000.00	\$10,000.00	1%	1%
2	2.5	Regular family survey system	Yes	\$10,000.00	\$10,000.00	1%	1%
3	3.1	Implementation of a restorative practice framework	Yes	\$275,000.00	\$275,000.00	7%	7%
4	4.1	Data systems	Yes	\$100,000.00	\$100,000.00	1%	1%
4	4.2	Progress monitoring data stepbacks	Yes	\$250,000.00	\$250,000.00	5%	5%
4	4.3	PLC integration	Yes	\$50,000.00	\$50,000.00	1%	1%
4	4.4	MTSS systems	Yes	\$100,000.00	\$100,000.00	2%	2%

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)
\$7,292,118	\$1,439,519	0	19.74%	\$960,000.00	24.00%	37.16%	\$0.00	0.00%

Instructions

[Plan Summary](#)

[Engaging Educational Partners](#)

[Goals and Actions](#)

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

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

Introduction and Instructions

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

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

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

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

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

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

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

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

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

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

Engaging Educational Partners

Purpose

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

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

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

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

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

Requirements and Instructions

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

Local Control and Accountability Plan:

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

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

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

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

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

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

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

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

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

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

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

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

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

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

Focus Goal(s)

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

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

Broad Goal

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

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

Maintenance of Progress Goal

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

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

Required Goals

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

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

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

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

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

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

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

Measuring and Reporting Results:

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

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

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

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

Complete the table as follows:

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

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

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

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

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

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

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

Goal Analysis:

Enter the LCAP Year.

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

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

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

Purpose

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

Requirements and Instructions

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

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

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

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

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

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

Required Descriptions:

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

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

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

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

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

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

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

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

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

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

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

For School Districts Only:

Actions Provided on an LEA-Wide Basis:

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

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

Actions Provided on a Schoolwide Basis:

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

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

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

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

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

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

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

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

Provide the following descriptions, as applicable to the LEA:

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

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

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

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

Complete the table as follows:

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

Action Tables

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

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

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

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

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

Data Entry Table

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

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

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

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

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

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

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

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

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

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

LCFF Carryover Table

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

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

Calculations in the Action Tables

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

Contributing Actions Table

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

Contributing Actions Annual Update Table

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

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

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

LCFF Carryover Table

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

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

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

California Department of Education
January 2022