LCFF Budget Overview for Parents
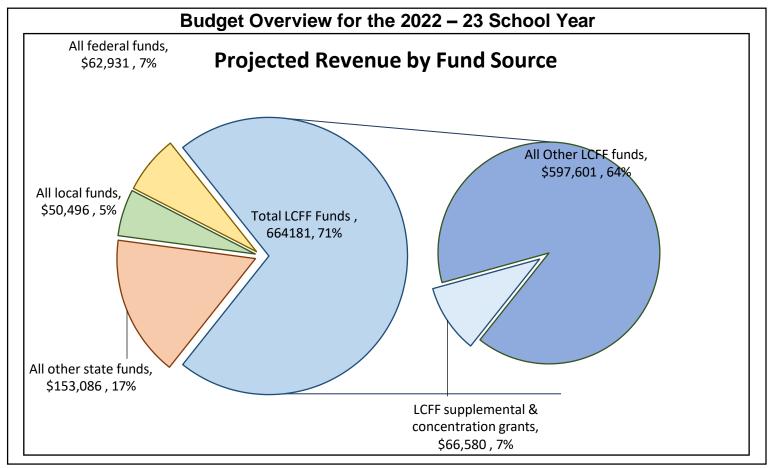
Local Educational Agency (LEA) Name: Hume Lake Charter School

CDS Code: 10-10108-0111682

School Year: 2022 – 23

LEA contact information: Jeff Kirchner

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).
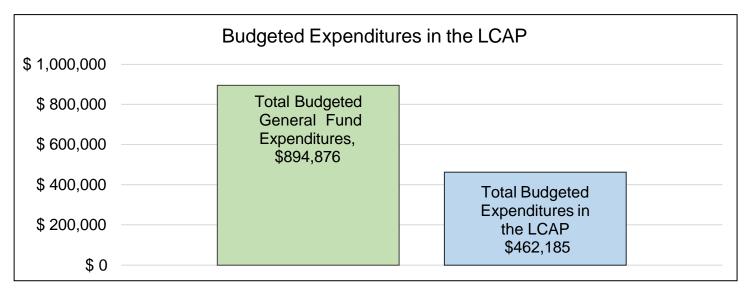
Budget Overview for the 2022 – 23 School Year

Projected Revenue by Fund Source

All federal funds, $62,931 , 7%

All local funds, $50,496 , 5%

All other state funds, $153,086 , 17%

Total LCFF Funds , 664181, 71%

All Other LCFF funds, $597,601 , 64%

LCFF supplemental & concentration grants, $66,580 , 7%

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

The text description for the above chart is as follows: The total revenue projected for Hume Lake Charter School is $930,694.89, of which $664,181.00 is Local Control Funding Formula (LCFF), $153,086.49 is other state funds, $50,496.40 is local funds, and $62,931.00 is federal funds. Of the $664,181.00 in LCFF Funds, $66,580.00 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

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

Budgeted Expenditures in the LCAP

$ 1,000,000	
$ 800,000	Total Budgeted General Fund Expenditures, $894,876
$ 600,000	
$ 400,000	Total Budgeted Expenditures in the LCAP $462,185
$ 200,000	
$ 0	

This chart provides a quick summary of how much Hume Lake Charter School plans to spend for 2022 – 23. It shows how much of the total is tied to planned actions and services in the LCAP.
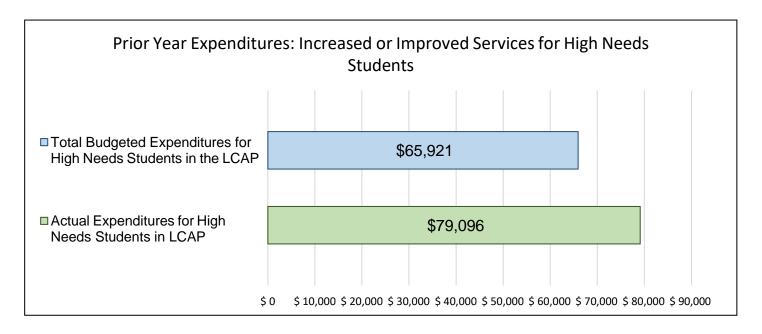
The text description of the above chart is as follows: Hume Lake Charter School plans to spend $894,876.00 for the 2022 – 23 school year. Of that amount, $462,185.00 is tied to actions/services in the LCAP and $432,691.00 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

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

In 2022 – 23, Hume Lake Charter School is projecting it will receive $66,580.00 based on the enrollment of foster youth, English learner, and low-income students. Hume Lake Charter School must describe how it intends to increase or improve services for high needs students in the LCAP. Hume Lake Charter School plans to spend $79,737.00 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2021 – 22

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

□ Total Budgeted Expenditures for High Needs Students in the LCAP — $65,921

□ Actual Expenditures for High Needs Students in LCAP — $79,096

$ 0 $ 10,000 $ 20,000 $ 30,000 $ 40,000 $ 50,000 $ 60,000 $ 70,000 $ 80,000 $ 90,000

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

The text description of the above chart is as follows: In 2021 – 22, Hume Lake Charter School's LCAP budgeted $65,921.00 for planned actions to increase or improve services for high needs students. Hume Lake Charter School actually spent $79,096.00 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
Hume Lake Charter School	Jeff Kirchner Principal/Superintendent	jkirchner@humelakecharter.org (559) 305-7565

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 2021–22 Local Control and Accountability Plan (LCAP).

Hume Lake Charter School has a long-established foundational principle of meaningful educational partner engagement. These efforts were refined and improved through the Local Control and Accountability Plan (LCAP) development process. Hume Lake Charter School will continue to use these funds consistent with the goals identified using feedback from our educational partners in the development of the current LCAP.

Previous engagement opportunities include:

Local Control and Accountability Plan 2021-22 (p. 5-6)

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.

Hume Lake Charter School did not receive increased concentration funding in the 2021-22 school year. The prompt is therefore not applicable.

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.

Hume Lake Charter School has a long-established foundational principle of meaningful educational partner engagement. These efforts were refined and improved through the Local Control and Accountability Plan (LCAP) process. The school's practices have been further enhanced during the pandemic as Hume Lake Charter School sought the input and feedback of its educational partner groups from the onset of the pandemic and continuing through the development of the Local Continuity and Attendance Plan, the 2021-22 LCAP, and the ESSER III Expenditure Plan.

The following links and page numbers indicate how and when Hume Lake Charter School engaged its education partners in the use of funds received to support recovery for the COVID-19 pandemic.

• Local Continuity and Attendance Plan (p. 1-3)
• Local Control and Accountability Plan (p. 5-6)
• ESSER III Expenditure Plan (p. 2-3)

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.

Implementation of ESSER III Safe Return to In-Person Instruction & Continuity of Services Plan

Health and safety of students, educators, and other staff

Successes: HLCS has had very few cases of COVID in the school and even fewer cases of spread in classrooms. While there have been students out of the classroom, mitigation measures have minimized impacts.

Challenges: Parents in the community are exercising their rights as parents and there are varying levels of receptiveness toward vaccination and masking. Despite these challenges, overall health and safety remains high.

Continuity of services

Successes: HLCS has been able to offer in-person instruction since October of 2020. This is in no small part due to the commitment of staff, students, parents, and community members to provide services in the best manner possible – in class. We also also continued to provide services to our students with special needs and all other unduplicated pupils as necessary.

Challenges: The regulations put in place by state and local governments regarding in-person instruction have presented challenges, namely missed instruction due to quarantine and isolation (for both teachers and students). Our educational partners have indicated that they do not wish this practice to continue, although they understand that it is required.

Implementation of the ESSER III Expenditure Plan

Successes: One of the major areas the school wanted to address in meeting its goals was to work on the curriculum. This included the scope, sequence, resources, supplements, and all areas that were involved. A lot of time was to be devoted, but these monies allowed for more investment into physical resources (i.e., TpT School Access, lab equipment, etc.).

Challenges: This investment will likely prove difficult moving into subsequent years despite early evidence suggesting that it is working.

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.

Safe Return to In-Person Instruction and Continuity of Services Plan

Hume Lake Charter School used its fiscal resources to implement the requirements of the Safe Return to In-Person Instruction and Continuity of Services Plan by increasing sanitation, purchasing hand sanitizer, masks, shields, and cleaning supplies, and improved training for school staff on appropriate measures to take in case of exposure.

The implementation of these additional funds received in the 2021-22 school year are specifically aligned to the LCAP by providing an environment in which students can learn at their best – in the classroom. This addresses Goal 1 (to improve CAASPP scores), Goal 3 (Special Education and Intervention services), and Goal 4 (Professional Development).

ESSER III Expenditure Plan

Hume Lake Charter School used its fiscal resources to implement the requirements of the ESSER III Expenditure Plan by purchasing new technology hardware, updating curriculum (especially lab materials), and purchasing access to new digital resources used for enhancement and differentiation, including Teachers Pay Teachers School Access and IXL.

The implementation of the additional funds received in the 2021-22 school year are specifically aligned to the LCAP by addressing LCAP Goal 2 Action #1, Hardware/Software Replacement and LCAP Goal 1 Action #3, Updated Curriculum.

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 2021–22 Local Control and Accountability Plan (LCAP).*"

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

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

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

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

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

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

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

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

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

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

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

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

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

California Department of Education
November 2021

Local Control and Accountability Plan

The instructions for completing the Local Control and Accountability Plan (LCAP) follow the template.

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Hume Lake Charter School	Jeff Kirchner Principal/Superintendent	jkirchner@humelakecharter.org (559) 305-7565

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.

Hume Lake Charter School is located inside the Sequoia National Forest and its host facility, or landlord, is Hume Lake Christian Camps. The school serves a fluctuating student population size from year to year. In the 2021-22 school year, HLCS began the year with 63 students, as of the writing of this plan has 60 students, but expects a slight decrease for the 2022-23 school year. This attrition was due primarily to a large senior class, a small incoming group of kindergartners, and multiple families moving out of the community. The majority of students attending HLCS are children of families who live in the Hume Lake community, either children of families who work for the camp, or children of families who live in the subdivision of privately owned cabins. A small, but growing, portion of HLCS' student population comes from outside the Hume Lake Community, from as far away as Squaw Valley, CA.

Hume Lake Charter is the only public school located within approximately 40 miles from its location. The other closest public schools are in the town of Dunlap, CA. HLCS has a staff of qualified and dedicated teachers who are an integral part of the high-quality education provided by the school. A "College Bound" atmosphere pervades the school, from the early grades through the high school. HLCS offers a repertoire of UC a-g approved courses, small class sizes, and differentiated instruction to meet the needs of all students. HLCS provides a safe and unique environment for student learning, owing to its location surrounded by a national forest. HLCS was chosen as a California Honor Roll School from 2017-19.

HLCS provides differentiated instruction delivered in small class settings by qualified and committed teachers. Teachers strive diligently to meet the needs of each and every student, including those within unduplicated populations. Hiring and maintaining highly qualified and experienced teachers in a remote setting, where teacher pay is lower than in other communities within the county, can prove a challenging task for the board and administration. Several key strengths of HLCS include: its college-bound atmosphere which includes dual enrollment at the collegiate level, online texts and programs used throughout all grade levels at the school, a 1-1 Chromebook ratio for all students, significantly increased internet bandwidth (making online learning and assessment more accessible), and a "Career Pathways" shadowing and internship program offering a variety of options for high school students to explore and examine

possible careers. Additionally, the school has maintained its ability to meet the needs of its special education population by hiring an on-site case manager and classroom teacher. Using a push-in model rather than a pull-out model whenever possible, the school is increasingly serving students in the least restrictive environment on an ongoing basis. In fact, the 2021-22 school year saw the highest number and percentage of our student population receiving special education services to date. Finally, HLCS students have historically performed very well on standardized testing as evidenced by the results of Smarter Balanced Assessments since 2015. The academic success of our students in also documented using other local assessments, such as benchmarks and data provided by programs such as IXL and Wonders reading, and show continued success on CAASPP data for the 2021-22 school year that is not yet accessible to the public.

In this LCAP, it is important to note that HLCS was unable to report out data on some metrics because California protects the privacy of student groups of 11 or less for data reporting. Since no grade level at Hume Lake Charter School in 2019-20 or 2020-21 had more than 11 students enrolled, we were unable to report out data pertaining to single grade levels or multiple grade levels in which the total number of students remained at or below 11. The metrics not reported for this reason were the metrics for EAP Math and ELA, AP% of pupils scoring 3 or higher, A-G Completion Rate, graduation rate, and CTE Pathway Completion Rate. Furthermore, HLCS had no EL students enrolled during the 2019-20 or 2020-21 school years, so no metric data was used.

It is the mission of Hume Lake Charter School to help create an exemplary academic environment that encourages and expects all students to learn and grow in every aspect of their person and to succeed in life in their chosen vocations. It is the vision of Hume Lake Charter School to help students reach their potential by meeting them as they are and helping them develop their lasting mark on the world. This is accomplished by creating a learning community that nurtures students and provides them with an appropriate, complete, and standards-aligned curriculum.

Reflections: Successes

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

Hume Lake Charter School is proud to continue to have 100% of our students graduate, which has been an ongoing feature since the opening of the school in 2006. Due to our small class sizes, this data is not always prominently reflected in the California School Dashboard, but our local data clearly shows this trend. We also continue to have very few discipline problems, which is reflected in Dashboard data showing "blue" for both suspension and expulsion rate. We also remain focused on improving our student attendance rate and are proud that our chronic absenteeism data shows that we indeed are making progress in this area. One challenge that exists with Dashboard data is that due to our small size and changes in student population each year, even small differences from one year to the next can result in significant movement on the Dashboard. Our internet capability continues to show gains as more infrastructure is implemented and new internet cable is installed, which allows us to confidently offer both online CAASPP testing as well as online elective courses for our high school students. Overall, our CAASPP results remain strong, despite a drop from testing done in the 2018-19 school year. In particular, the addition of instructional aides has helped our unduplicated (low-income – no English learners or foster youth) by providing small group instruction, increased access to tutoring services in our Lumberjack Lounge, and increased access to technology. This growth can be seen in local assessment data, CAASPP scores, and student emotional well-being. In fact, the CAASPP scores in both ELA and Math for the test administered in spring of 2021 were among the highest in the school's history.

COVID-19 has truly changed the ways that schools operate and students learn. In the spring of 2020, our students were only without instruction for 3 days as we transitioned to distance learning, and our local benchmarks and teacher observations indicate that at worst, there was minimal learning loss, and no more than could be attributed to that typically seen after summer. In the fall, we were able to open our doors for cohort groups in September and for all students, grades K-12, in October, and have remained at 100% in-person instruction since that time. Our students are thriving, and feedback from staff, students, and parents indicates that not only do they feel that the school is providing an excellent instructional program, but that the social-emotional aspects of being in person are greatly appreciated. Overall, the work done by our school over the past several years has resulted in students that are growing physically, emotionally, and academically.

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.

Based on the data from the most recent CA School Dashboard (released in 2019), HLCS has no state indicators in the "red" or "orange" performance categories, nor does it have any local indicators for which it received a "Not Met" or "Not Met for Two or More Years". While our state and local indicators do not show any significant areas of need, the staff, students, and parents have indicated growth areas where the school can continue to improve. These include researching grant money and other additional monies that can be used to supplement funding, continuing to find effective, qualified staff as needs arise, and continuing to increase programs available to students. This last part is challenging due to our remote location and limited staffing capability, but we strive to find creative ways to offer a more comprehensive school experience for all students.

LCAP Highlights

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

Due to the success of our overall program, this LCAP will focus largely on continuing with the goals and actions set out in the previous LCAP. The goals remain largely unchanged, with some slight modifications, as data shows that they have been effective for all students, particularly our low-income students (HLCS does not currently serve any English learners or foster youth). A key highlight which we will continue to provide for all students is small class sizes and individualized instruction facilitated by highly qualified teachers and a strong staff of instructional aides. The educational benefits available to our students and staff in our remote, rural location, as well as changing professional development opportunities through our newly expanded internet capabilities will also continue to be an area of focus. We will also emphasize revisions to the existing curriculum to ensure alignment to standards, focus on meeting the needs of students, both now and into the future

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.

HLCS is a single-school LEA and has not been identified for CSI.

Support for Identified Schools

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

HLCS is a single-school LEA and has not been identified for CSI.

Monitoring and Evaluating Effectiveness

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

HLCS is a single-school LEA and has not been identified for CSI.

Engaging Educational Partners

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

HLCS consulted educational partners in two specific ways throughout the 2021-22 school year. First, an annual "Stakeholder Meeting" was held on May 4, 2022. All school families were notified of the meeting multiple times via email and social media. Members from the following groups attended the virtual meeting and indicated agreement with the updates or gave feedback: parents, teachers, other staff members, Principal, Vice-Principal/School Counselor, community members, school board members, and the PTC president. The pertinent information was displayed through a PowerPoint presentation, with graphics included. The presentation included Dashboard data, a summary of survey results, the 8 State Priorities of California, and an update on LCAP goals. Members of the PAC were also given an opportunity to review the draft and provide feedback, although none was provided to the superintendent.

Second, anonymous, online surveys were sent out using Survey Monkey. School administration, teachers, and board members were asked in the spring of 2022 to review and help refine the questions and response formats included in the online surveys. The surveys were opened for responses in March of 2022. The following groups were surveyed:

*Parents – 20 responses
*Teachers and Other Staff – 12 responses
*7th-12th Grade Students – 32 responses
*3rd-6th Grade Students – 19 responses
*1st-2nd Grade Students – 8 responses

Less formal efforts to seek feedback are also in place throughout the year, including periodic attendance by parents and students at monthly school board meetings, Back to School night in September, PTC meetings, Open House in May, and participation in other committees. Hume Lake Charter School has no bargaining units for certificated or classified staff, so there was no consultation with these groups.

With the passage of SB 75, charter schools are now required to hold a Public Comment Period on the LCAP. A public hearing was held at the regularly scheduled board meeting on May 26, 2022. After that, HLCS made a draft of the LCAP, including the Budget Overview for Parents, available on the school website from June 6-June 20, 2022. Parents and other educational partners were notified via email prior to this posting that the LCAP would be available for their review and comments. An email address was provided to which educational partners could send comments, questions, or concerns regarding the proposed LCAP prior to board adoption/approval on Monday, June 20, 2022. This was the same regularly scheduled meeting during which the 2022-23 budget and Local Indicator Report were presented to and approved by the board.

At each of the LCAP educational partner engagement meetings, along with the surveys and informal conversations, input was gathered regarding the Goals, Actions, and LCAP metrics data including desired outcomes. Based on discussions and written input from the meetings and surveys, educational partners (parents, students, and staff) shared that there was very little that needed to change. There were three pieces of input that were consistently addressed by educational partners, however. The first was how grateful they were to have in-person instruction for as much of the year as we were able. They felt that the interaction with teachers and peers was far more important than the content, but that it also helped with learning the content. The second was a concern over different aspects of the curriculum, specifically related to continuity from year to year. As a result, an action has been added to update the school curriculum in such a way as to guarantee that the material is not only aligned to content standards, but is also engaging and supported by the teacher. The third was that they would like us to focus our limited time and spending potential on improving the existing program rather than on seeking out new facilities at this time, although they would still like it to be a consideration for the future.

The input of educational partners had three specific impacts on the development of the LCAP. The first is that most of the goals from the previous LCAP were maintained. The educational partners are happy with what is taking place at Hume Lake Charter School. The second is that the curriculum needs to be streamlined. As a result, Goal 1 Action 3 and Goal 4 Action 2 were added to the LCAP. These actions address the refining of our current curriculum and revision (or development) of benchmark assessments to determine the effectiveness of the curriculum. The third is that a proposed goal and associated actions related to infrastructure and facilities were removed from the LCAP. The educational partners clearly wish for these resources to be allocated elsewhere in the budget, specifically for curriculum.

Goals and Actions

Goal

Goal #	Description
1	Maintain proficiency levels at or above "Level 3 – Standard Met" in Math and ELA, as measured by the Smarter Balanced Assessment, including all relevant subgroups and unduplicated pupils.

An explanation of why the LEA has developed this goal.

When Hume Lake Charter School transitioned to distance learning in March of 2020, one of our major priorities was that students would receive as close to the same standard of education they received before the pandemic as possible. While there were areas that necessitated change, feedback from parents, students, and staff indicated that maintaining our high levels of achievement was very important. Data from the 2018-19 CAASPP administration and the California Schools Dashboard indicates that we have achieved a proficiency level above "level 3", and so the school will implement actions that will help to maintain this level of success moving forward. The school will continue to solicit educational partner feedback and use CAASPP data to modify instruction as necessary. In this case, additional supports will be implemented to increase student performance.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Properly credentialed teachers with no misassignments nor vacancies as measured by CalSAAS report and Dashboard Indicator Priority 1.	2020-21 100% properly credentialed with no misassignments or vacancies	2021-22 87.5% properly credentialed with no misassignments or vacancies			100% properly credentialed with no misassignments or vacancies
Sufficient student access to core instructional materials as measured by SARC and Dashboard Indicator Priority 1.	2020-21 100% sufficient instructional materials	2021-22 100% sufficient instructional materials			100% sufficient instructional materials

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Implementation of board adopted academic content and performance standards for all students, including English Learner access to CCSS and ELD standards as measured by Dashboard Indicator Priority 2 and master schedule.	2020-21 4.0 – Full Implementation	2021-22 4.5 – Full Implementation			5.0 – Full Implementations and Sustainability
State standardized assessments as measured by ELA CAASPP % at or above Level 3 – Standard Met.	2018-19 All Students 76.31% Low-Income 83.33% *represents corrected data*	2020-21 All Students 80.95% Low-Income 78.26%			85.00% at or above level 3 *based on corrected data*
State standardized assessments as measured by Math CAASPP % at or above Level 3 – Standard Met.	2018-19 All Students 57.90% Low-Income 61.11% *represents corrected data*	2020-21 All Students 61.90% Low-Income 60.86%			70.00% at or above level 3 *based on corrected data*
Attendance rates as measured by district average attendance shown on SIS.	2020-21 94.88% attendance rate	2021-22 93.59% attendance rate			97% attendance rate
Chronic Absenteeism as measured by CALPADS report and SIS.	2019-20 2.43% chronic absenteeism rate	2020-21 18.5% chronic absenteeism rate			5% chronic absenteeism rate

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Suspension rate as measured by SARC review.	2019-20 0% suspension rate	2020-21 0% suspension rate			0% suspension rate
Expulsion rate as measured by SARC review.	2019-20 0% expulsion rate	2020-21 0% expulsion rate			0% expulsion rate

Actions

Action #	Title	Description	Total Funds	Contributing
1	Credentialed Teachers	Hume Lake Charter School will employ fully credentialed teachers, including a special education teacher, providing differentiated and individualized instruction to all students.	$347,510	N
2	Instructional Aides	The low-income students of Hume Lake Charter School have the greatest need for additional differentiation and/or one-on-one support in the core classrooms in comparison to all students, as evidenced by Math and ELA CAASPP data in the metric section where our low-income students perform well, but at a lower average achievement level than all students. HLCS has found the use of instructional assistants to be effective in helping to meet that need. HLCS will employ instructional assistants in the classroom to provide academic support tailored for each individual low-income student. This will take place during the regular classroom hours. This service is designed specifically to help increase CAASPP scores in both Math and ELA for low-income students to a greater extent than all students. However, since all students will benefit from one-on-one support from instructional assistants, the action will be implemented LEA-wide. This action has been effective, and will continue to be effective, at increasing the performance of low-income students on Math and ELA CAASPP by providing extra support in the classroom through differentiation and/or one-on-one support.	$49,571	Y
3	Updated Curriculum	Curriculum that is aligned to the Common Core and Next Generation Science Standards will continue to be developed, including curriculum for EL students and students with disabilities. This will also include the development of new benchmark assessments more closely aligned to the curriculum and standards.	$1,300	N

Goal Analysis for 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.

All Actions/Services that were budgeted for were implemented as expected with no material differences.

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

There were no material differences between budgeted expenditures and estimated actual expenditures and/or planned percentages of improved services and estimated actual percentages of improved services.

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

We believe the actions and services implemented have been effective for the following reasons:

•The goals for both ELA and Math were met, and HLCS was able to maintain proficiency levels at or above "level 3" in Math and ELA on the CAASPP.

•While there was an overall increase in both Math and ELA scores for all students, there was a slight decrease in Math and ELA scores for our low-income students. There are several reasons why this phenomenon may have occurred. The first is that due to our small overall population, small changes are the result of only a few students, and there is also some level of variation from year-to-year. Secondly, the nature of CAASPP testing in the 2020-21 school year was such that the results did not accurately reflect interruptions in learning nor did they provide the same level of questioning to compare to past years' results. Our use of instructional aides in classrooms for one-on-one support, differentiation, and interventions, reflected in Goal 1, Action 2, is effective as evidenced by our local summative and formative assessments and the overall increase in scores schoolwide.

•Updated Common Core curriculum is being used schoolwide, which has been purchased incrementally (and continues to be purchased) over the last few years, and further aligns our instruction to the CAASPP testing.

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

No changes were made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice. However, baseline data used in the metrics related to CAASPP scores for both Math and ELA were modified due to the identification of incorrect data being included previously.

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

Goal

Goal #	Description
2	Maintain recently increased bandwidth capability to our remote location, both for instructional and assessment purposes.

An explanation of why the LEA has developed this goal.

In the 2017-18 school year, new internet infrastructure was installed at Hume Lake Charter School through funds generated by the BIIG 2 grant. The following year, there were still difficulties maintaining bandwidth due to poor weather. In an effort to increase the stability of the network, Hume Lake Charter School has worked with state and local officials to increase the bandwidth available to the school, and new cable was laid over the past year or so. Hume Lake Charter School has experienced the benefit of this increased internet access in our CAASPP testing administrations as well as the online elective course offerings we have been able to make to our high school students. To continue this success, Hume Lake Charter School intends to continue funding necessary maintenance costs and to replace hardware and software as necessary to become self-sufficient and ensure that we are able to make full use of our increased access. If access to online resources declines, the school will continue to work with state and local officials to make necessary repairs or improvements.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Parental Engagement as measured by a summary of progress based on information collected through surveys of parents/guardians.	Spring 2021 Survey Data Seeking input in decision making 89% yes	Spring 2022 Survey Data Seeking input in decision making 95% yes			Seeking input in decision making 95% yes

Actions

Action #	Title	Description	Total Funds	Contributing

Action #	Title	Description	Total Funds	Contributing
1	Hardware/Software Replacement	HLCS will develop a plan for the cost of a 5-year rotating replacement budget for hardware and software that becomes obsolete or unstable. This will include replacement of infrastructure provided by the landlord, Hume Lake Christian Camps.	$28,700	N

Goal Analysis for 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.

All Actions/Services that were budgeted for were implemented as expected.

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

There were no material differences between budget expenditures and estimated actual expenditure and/or planned percentages of improved services and estimated actual percentages of improved services.

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

The Action associated with Goal 2 has been effective for meeting our goal. Without the internet infrastructure upgrade provided through the BIIG 2 grant, HLCS would not have the bandwidth necessary for our students to participate in distance learning or other online courses. This action has provided the necessary funds for the school to replace old or broken hardware, so that students, teachers, and staff always have access to devices that function efficiently, and for the software for our high school students to participate in online courses offered through our online providers.

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.

There were no changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that results from reflections on prior practice.

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

Goal

Goal #	Description
3	Consistently employ an experienced, on-site Special Education case manager/teacher who is also a part-time Intervention Teacher.

An explanation of why the LEA has developed this goal.

Over the past few years, and especially during the 2021-22 school year, the Special Education needs at Hume Lake Charter School have grown substantially. As a result, the school had identified a need of an on-site Special Education teacher to be employed as these services were previously provided by off-site providers. While we have been able to staff this position each year, the nature of our community is such that our teaching staff has a relatively high turnover. The goal is to maintain this position moving forward.

In addition, part of the Special Education case manager/teacher's position has been, and will continue to be, providing after-school tutoring assistance (known at HLCS as "Lumberjack Lounge" to all students, but specifically our low-income students (HLCS does not currently serve and English learners or homeless students). This need arises because of our high percentage of students identified as low-income. Our local data has shown that these students have the least help with after-school homework and the least access to technology at home.

This teacher will also support these low-income students by providing professional development training on effective differentiation strategies, RTI implementation, and adaptive behavior techniques that teachers can use with unduplicated pupils in the regular classroom. This need was identified after feedback from teachers, parents, and students about ways to support these students in the classroom.

If the tutoring and/or training aspects of this role no longer seem to be having an impact on the achievement scores of our low-income students, then new training and more focused tutoring will be explored.

Measuring and Reporting Results

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

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
School Climate Survey based on % of responses indicating high levels of school connectedness and % of responses that indicate students feel very safe at school.	Spring 2021 Survey Data (3-6) 83% always (7-12) 67% always (3-6) 79% always (7-12) 79% always	Spring 2022 Survey Data (3-6) 94% always (7-12) 65% always (3-6) 79% always (7-12) 81% always			School Connectedness (3-6) 90% always (7-12) 80% always School Safety (3-6) 90% always (7-12) 90% always
Middle School Dropout Rate	2019-20 LEA Records (School Pathways) 0%	2020-21 LEA Records (School Pathways) 0%			0% Dropout Rate
High School Dropout Rate	2019-20 LEA Records (School Pathways) 0%	2020-21 LEA Records (School Pathways) 0%			0% Dropout Rate

Actions

Action #	Title	Description	Total Funds	Contributing

Action #	Title	Description	Total Funds	Contributing
1	Intervention Teacher	Low-income students (HLCS does not currently serve English learner or homeless students) at HLCS have the greatest need for intervention services to access core curriculum and close achievement gaps when compared to all students as evidenced by CAASPP data in the Metrics section. In order to meet this need, a part-time Intervention Teacher will continue to provide after school tutoring to increase access to core curriculum and close achievement gaps specifically for low-income students, but it is a wide action because it will benefit all students. This service is designed specifically to help increase CAASPP scores in both Math and ELA for low-income students to a greater extent than all students. However, because we expect that all students will benefit, this action is provided on an LEA-wide basis. This action has been effective, and we expect that it will continue to be effective, at increasing the performance of low-income students on Math and ELA CAASPP by providing after school tutoring to increase access to core curriculum and close achievement gaps.	$14,360	Y
2	Additional Classroom Support	Low-income students (HLCS does not currently serve English learner or homeless students) at HLCS have the greatest need for intervention services to access core curriculum and close achievement gaps when compared to all students as evidenced by CAASPP data in the Metrics section. In order to meet this need, classroom teachers at all grades K-12 will continue to provide at least 90 minutes of additional support and interventions each school week to increase access to core curriculum and close achievement gaps specifically for low-income students, but it is a wide action because it will benefit all students. This service is designed specifically to help increase CAASPP scores in both Math and ELA for low-income students to a greater extent than all students. However, because we expect that all students will benefit, this action is provided on an LEA-wide basis. This action has been effective, and we expect that it will continue to be effective, at increasing the performance of low-income students on Math and ELA CAASPP by providing after school tutoring to increase access to core curriculum and close achievement gaps.	$15,806	Y

Action #	Title	Description	Total Funds	Contributing
3	Professional Development	The low-income students of Hume Lake Charter School have the greatest need for differentiation strategies to be part of training for teachers. Therefore, the duties of the SPED teacher and part-time intervention teacher will continue to include preparing and providing staff training on effective differentiation strategies. This service is designed specifically to help increase CAASPP scores in both Math and ELA for low-income students to a greater extent than all students. However, because we expect that all students will benefit, this action is provided on an LEA-wide basis. This action has been effective, and we expect that it will continue to be effective, at increasing the performance of low-income students on Math and ELA CAASPP by providing professional development for teachers about differentiation strategies to use in the classroom.	$1,500.00	N
4	Student Survey	The HLCS School Counselor will administer a yearly survey every spring to students, staff, and parents to assess the effectiveness of the actions of the school to improve student's feelings of safety and connectedness at school.	$2,438	N

Goal Analysis for 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.

All Actions/Services that were budgeted for were implemented as expected. The cost for Action 3, Professional Development was lower than expected.

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.

For Action 3, Professional Development, costs were lower than expected due to teachers taking advantage of local professional development opportunities rather than attending opportunities elsewhere that would incur higher costs. Staff will continue to be encouraged to take advantage of these opportunities in the future.

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

After school tutoring has proven to be effective for some students and not for others depending on family schedules in the afternoon. Also, though tutoring was provided as planned, the lower grade students (K-4) have not taken as much advantage due to location out of their school building three days a week, but

are more likely to use it on Tuesday and Thursdays when they have PE in or around the same building. In relation to Action 2, our overall CAASPP scores seem to point to an effectiveness in increasing both Math and ELA scores on the CAASPP in after school tutoring, one-on-one small group interventions, and staff training. Also, 92% of the teachers and staff surveyed reported that, "The current Professional Development opportunities meet my needs as an educator". The student survey given in the spring indicates that students are given the support they need at school and feel safe in the school environment.

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

No changes were made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

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

Goal

Goal #	Description
4	HLCS will continue to maintain its recently expanded Professional Development for teachers to provide more formal, ongoing staff collaboration, various staff training and preparation experiences, focused disaggregation of assessment data, and development and implementation of school-wide benchmarks.

An explanation of why the LEA has developed this goal.

After a review of the school curriculum and based on results from the self-reflection tool for the local indicators, the curriculum at Hume Lake Charter School needs revision. This will be a major focus of the school in coming years. Part of this process will be to continue with the staff collaboration, training, and focused disaggregation of standardized testing and other data as in previous years and teachers have indicated that this is useful in meeting the needs of their students, particularly their low-income students (HLCS does not currently serve any English learners or homeless students). However, the revision to this goal is to further align the curriculum to state-adopted standards, improve access to materials necessary to implement the revised curriculum, and find ways to increase the consistent use of technology across the grade spans, including classroom instruction as well as in preparation, evaluation, and storage of the course/grade level blueprints and curriculum maps. The school has had success in the schoolwide benchmark system for ELA that was purchased, and so there has been another identified need to develop benchmarks for all subject areas that are aligned to standards and consistent with course objectives. We also desire to develop our own ELA benchmarks that reflect what has been learned from the results of the benchmarks in place. This is expected to be a multi-year project, and new resources will be acquired as needs are identified.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
State standards implemented as measured by the reflection tool.	2020-21 Reflection tool, Average score of 4.4	2021-22 Reflection tool, Average score of 4.2			Average score of 4.8 or higher

Actions

Action #	Title	Description	Total Funds	Contributing
1	Professional Development	HLCS will maintain its Professional Development which shall include a formal collaboration process throughout the year which will address alignment of curriculum to standards, development of benchmarks, and disaggregation of assessment data. This time will also include sharing of best teaching practices. Teachers will also be given opportunities to engage in off-site professional development opportunities.	$1,000.00	N
2	Benchmarks	HLCS will create new benchmark assessments reflective of the changing curriculum and aligned to standards for all core subjects.	$ 0.00	N

Goal Analysis for 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.

All Actions/Services that were budgeted for were implemented as expected.

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

There were no material differences between budgeted expenditures and estimated actual expenditures and/or planned percentages of improved services and estimated actual percentages of improved services.

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

Both Actions 1 and 2 have been effective in meeting Goal 4. An agenda for each staff meeting is sent to teachers ahead of time. This atmosphere of more formal collaboration increases the efficiency and effectiveness of that time each month, allowing teachers to return to their classrooms better prepared to meet the needs of their students, or to understand what their struggling students may need. The schoolwide ELA benchmark system, which is undergoing revision along with the other core subjects, will continue to be monitored to gauge its effectiveness over time.

Time devoted to professional development has included, and will continue to include, focus on teaching strategies/best practices, lessons learned from professional development taken on by teachers, curriculum development, data analysis, and extensive schoolwide reflection. This emphasis on analysis, reflection, and improvement has served students well.

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.

There were no changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

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

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students for [LCAP Year]

Projected LCFF Supplemental and/or Concentration Grants	Projected Additional LCFF Concentration Grant (15 percent)
$66,580	$1,579

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
12.71%	0%	$0	12.71%

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.

The actions listed below are being provided on a "wide" basis to maximize efficiency and effectiveness and streamline implementation so that targeted support can be provided to the specific identified unduplicated group(s) in each action, while allowing other students to also benefit as/if needed. We expect that by providing these actions/services to meet the unique needs of our low-income students (HLCS does not currently serve any English learners or foster youth), Hume Lake Charter School will achieve the anticipated outcomes targeted to meet each identified student group's stated need(s).

The required justification for how the school is increasing and improving services for the specified unduplicated student group(s) are contained in the action description in the Goals and Actions section of this plan. In the Goals and Actions section of this plan, each action marked as "wide" contains a detailed explanation of how that action is principally directed toward the low-income student population and effective in helping close equity and performance gaps.

Each "wide" action in this plan will meet this requirement by: (1) identifying it as a contributing action, (2) clearly articulating how the needs of our low-income students were considered first, including how the action considers those needs through its design, content, method, location, or another attribute, and (3) explaining how the action is effective in meeting the goal and the identified student group needs. This unique approach was taken after consultation and input from our educational partners and other interested partners. Our intention in doing this was to increase transparency for our educational partners so they can better understand the rationale behind each "wide" action. We find this approach to be very transparent and well

received by our community.

The contributing "wide" actions in this plan are:
Goal 1, Action 2: Instructional Aides
Goal 3, Action 1: Intervention Teacher
Goal 3, Action 2: Additional Classroom Support

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

Hume Lake Charter School does not have any "limited" contributing actions included in this plan.

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.

The additional concentration grant add-on is not sufficient for Hume Lake Charter School to increase staff providing direct services to students despite having a high concentration (above 55%) of low-income students. This money is being used to increase salaries for instructional aides (Goal 1, Action 2) teachers for additional classroom support (Goal 3, Action 2), and the Intervention Teacher (Goal 3, Action 1), all of which are contributing actions principally directed for our low-income student group.

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	N/A	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 certificated staff providing direct services to students	N/A	N/A

Local Control and Accountability Plan (LCAP) Action Tables Template

Developed by the California Department of Education, March 2022

FY21-22 Annual Update Table

Totals:	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Actual Expenditures (Total Funds)
Totals:	$ 453,846.80	$ 412,203.00

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	Credentialed Teachers	No	$ 365,926	$ 305,709
1	2	Instructional Aides	Yes	$ 45,368	$ 46,771
1	3	Updated Curriculum	No	$ -	$ 1,420
2	1	Post-Installation Costs	No	$ 15,000	$ 24,978
2	2	Hardware/Software Replacement	No	$ -	$ -
3	1	Intervention Teacher	Yes	$ 5,567	$ 12,980
3	2	Additional Classroom Support	Yes	$ 12,204	$ 13,845
3	3	Professional Development	Yes	$ 2,782	$ 5,500
3	4	Student Survey	No	$ -	$ -
4	1	Professional Development	No	$ 7,000	$ 1,000
4	2	Benchmarks	No	$ -	$ -

FY21-22 Contributing Actions Annual Update Table

6. Estimated Actual LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Actual Percentage of Improved Services (%)	Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)
$58,051	$ 65,921	$73,596	(7,675)	0.00%	0.00%	0.00% - No Difference

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed 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	2	Instructional Aides	Yes	$ 45,368	$46,771	0.00%	0.00%
3	1	Intervention Teacher	Yes	$ 5,567	$0.00	0.00%	0.00%
3	2	Additional Classroom Suppor	Yes	$ 12,204	$12,980	0.00%	0.00%
3	3	Professional Development	Yes	$ 2,782	$13,845	0.00%	0.00%

FY21-22 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)
$540,605	$58,051	0.00%	10.74%	$73,596	0.00%	13.61%	$ 0.00 – No Carryover	$ 0.00 – No Carryover

FY22-23 Total Planned Expenditures Table

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$ 423,051	$ 25,100	$ -	$ 14,034	462,185	$ 429,685	$ 32,500

Goal #	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1	Credentialed Teachers		$ 310,876	$ 25,100	$ -	$ 11,534	$ 347,510
1	2	Instructional Aides	Low-Income	$ 49,571	$ -	$ -	$ -	$ 49,571
1	3	Updated Curriculum		$ 1,300	$ -	$ -	$ -	$ 1,300
2	1	Hardware/Software Replacement		$ 28,700	$ -	$ -	$ -	$ 28,700
3	1	Intervention Teacher	Low-Income	$ 14,360	$ -	$ -	$ -	$ 14,360
3	2	Additional Classroom Support	Low-Income	$ 15,806	$ -	$ -	$ -	$ 15,806
3	3	Professional Development		$ -	$ -	$ -	$ 1,500	$ 1,500
3	4	Student Survey		$ 2,438	$ -	$ -	$ -	$ 2,438
4	1	Professional Development		$ -	$ -	$ -	$ 1,000	$ 1,000
4	2	Benchmarks		$ -	$ -	$ -	$ -	$ -

FY22-23 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
$ 523,903	$ 66,580	12.71%	0.00%	12.71%	$ 79,737	0.00%	15.22%	**Total:**	$ 79,737
								LEA-wide Total:	$ 79,737
								Limited Total:	$ -
								Schoolwide Total:	$ -

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	2	Instructional Aides	Yes	LEA-wide	Low-Income	All Schools	$ 49,571	0.00%
3	1	Intervention Teacher	Yes	LEA-wide	Low-Income	All Schools	$ 14,360	0.00%
3	2	Additional Classroom Support	Yes	LEA-wide	Low-Income	All Schools	$ 15,806	0.00%

Instructions

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]).

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

- o 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 students
- 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)

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

- 5. Total Planned Percentage of Improved Services

    o   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)

    o   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

    o   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)

    o   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

    o 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)

    o 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 (%)

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

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

    o 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)

    o 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 %)

    o 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)

    o 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)

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

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

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

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

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