



LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Peninsula Union

CDS Code: 12629846008106

School Year: 2022-23

LEA contact information:

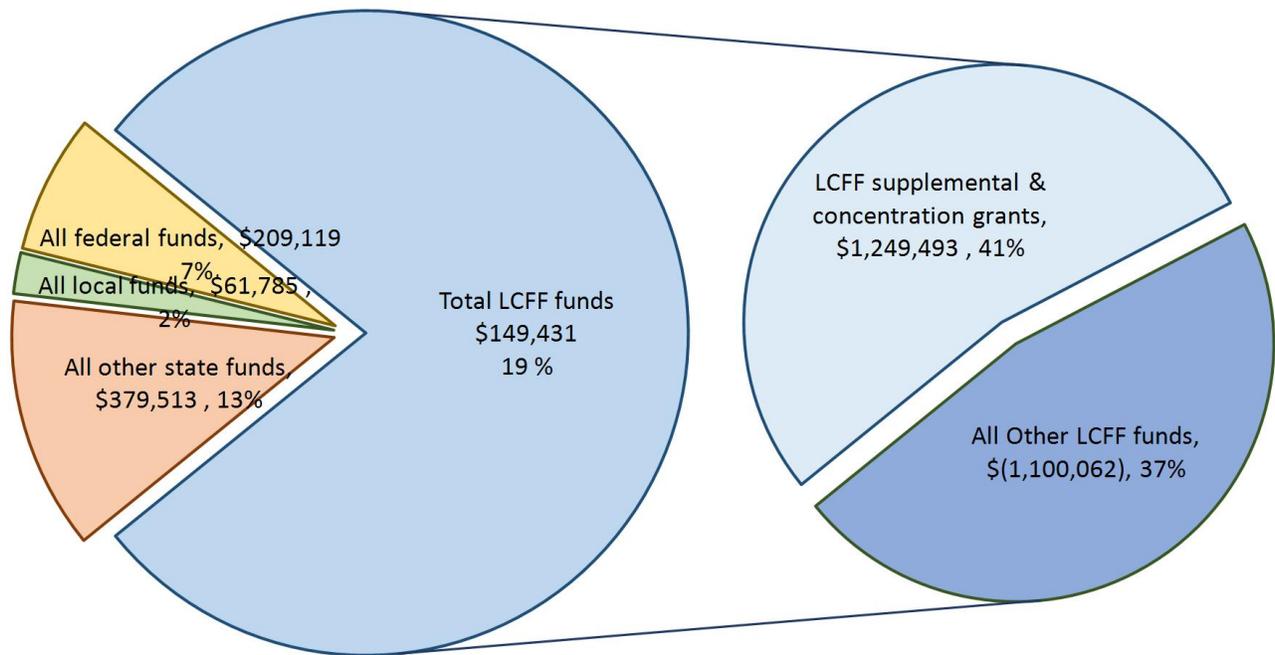
Lark M. Doolan

Superintendent

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

Budget Overview for the 2022-23 School Year

Projected Revenue by Fund Source

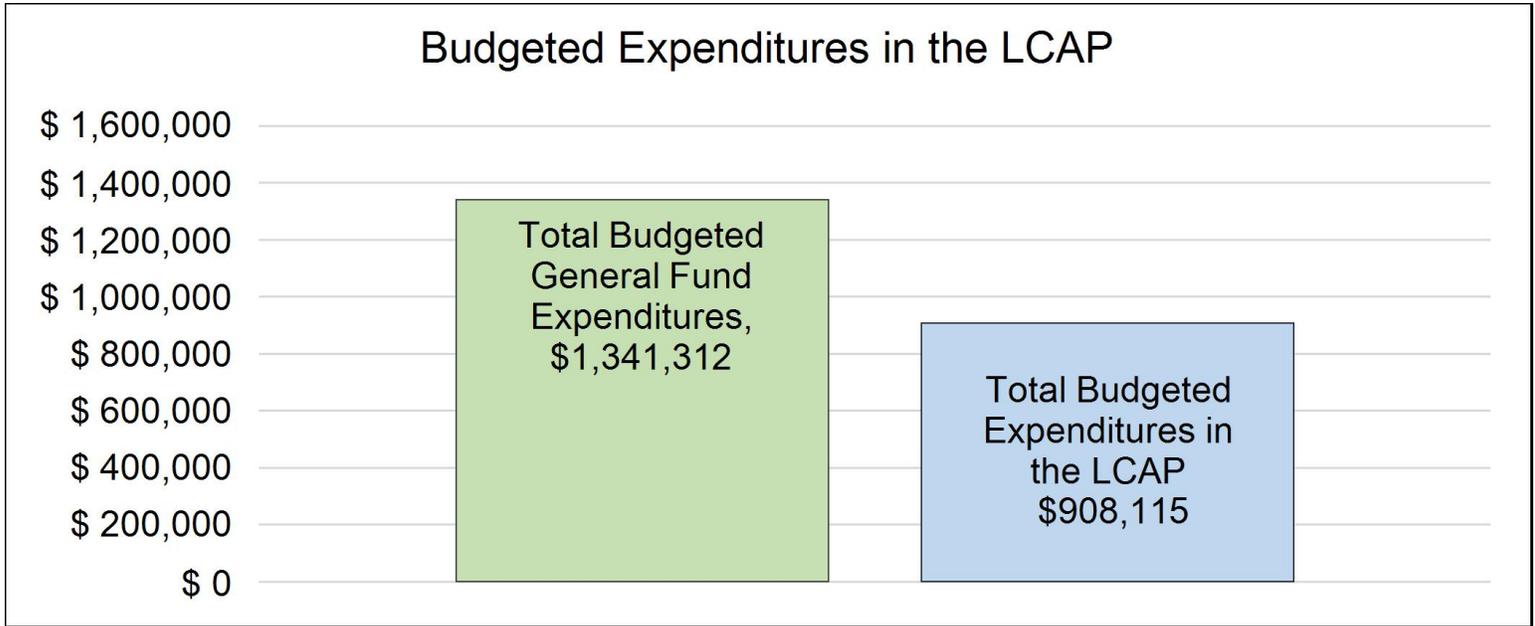


This chart shows the total general purpose revenue Peninsula Union expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Peninsula Union is \$599,076, of which \$149,431 is Local Control Funding Formula (LCFF), \$379,513 is other state funds, \$61,785 is local funds, and \$209,119 is federal funds. Of the \$149,431 in LCFF Funds, \$1,249,493 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

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



This chart provides a quick summary of how much Peninsula Union 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: Peninsula Union plans to spend \$1,341,312 for the 2022-23 school year. Of that amount, \$908,115 is tied to actions/services in the LCAP and \$433,197 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

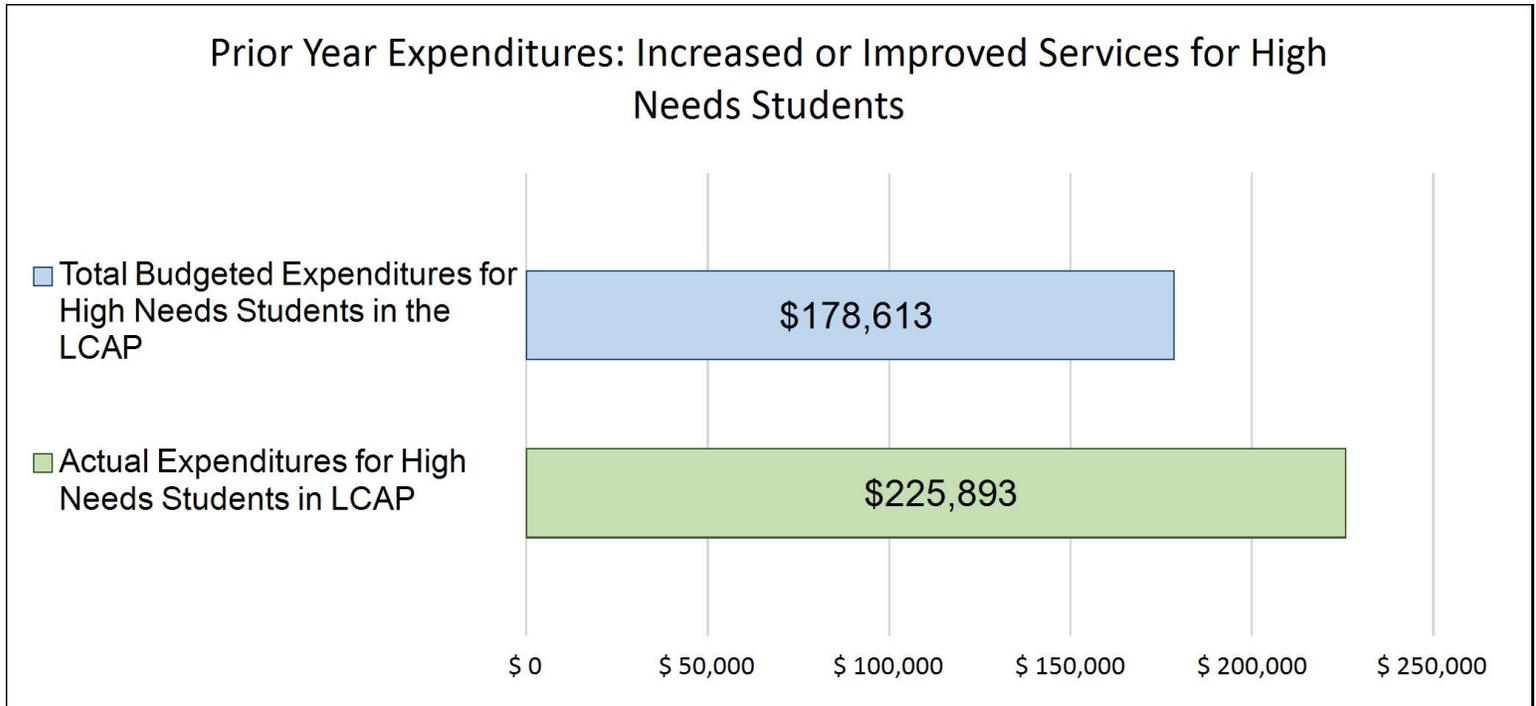
Indirect costs, such as business office.

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

In 2022-23, Peninsula Union is projecting it will receive \$1,249,493 based on the enrollment of foster youth, English learner, and low-income students. Peninsula Union must describe how it intends to increase or improve services for high needs students in the LCAP. Peninsula Union plans to spend \$178,613 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

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



This chart compares what Peninsula Union budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what Peninsula Union 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, Peninsula Union's LCAP budgeted \$178,613 for planned actions to increase or improve services for high needs students. Peninsula Union actually spent \$225,893 for actions to increase or improve services for high needs students in 2021-22.

The difference between the budgeted and actual expenditures of \$47,280 had the following impact on Peninsula Union's ability to increase or improve services for high needs students:

Supporting students globally.



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
Peninsula Union	Lark Doolan	ldoolan@peninsulasd.org 707-443-2731

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

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

We create ongoing opportunities for engagement, including School Site Counsel meetings (past: 12/15/2021, future: 2/10/2022), staff meetings (01/17/2022) board meetings throughout the year, and parent nights (including 1/18/2022). These are opportunities for the district to share about implementation and progress towards goals, as well as opportunities to envision next year’s priorities and plan for the future. Students are also formally surveyed in the late winter/spring 2022 and their ongoing informal feedback is also valued in the process. With the addition of more funds since adoptions, community partners were consulted on planning for those funds, including informal discussions with union leadership and staff discussions. Being a small school with a small budget, navigating a pandemic, many of the plans were clear to identify given the unique circumstances of this year. Specifically, adding staffing positions was unanimously supported by our various community members since contact tracing for COVID-19, routine testing, and providing enough staff coverage while staff members are out on quarantine are ongoing challenges this school year. Adding additional staff positions was also a global priority since our enrollment doubled this year due to increased housing development in our district.

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.

Our district has well over a 55% unduplicated student body, and additional concentration grant add on funding is primarily being directed towards increasing our classroom supplies (more students this year means more computers, more text books, more notebooks, etc.) and more staffing.

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.

Funds related to COVID-19 are being used to purchase safety related supplies, and pay for staff time for testing and contact tracing, as well as purchasing educational enrichment materials, online memberships, and other distance learning and independent studies materials and staffing. These were created through informal and formal dialogues with parents, students, classified, certificated and administration (same dates as indicated on previous pages/prompts).

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.

The implementation of the federal American Rescue Plan Act and federal Elementary and Secondary School Emergency Relief expenditure plans have been effective at keeping our school open this school year and minimizing the transmission of COVID-19 on our campus. Masking, maximizing out door education opportunities, having "air scrubbers" in every classroom, and social distancing during mealtimes have all been employed. Additional staffing has been crucial for supervision during mealtimes when masks are off and students are spaced out, stationary, with their cohorts. This has been especially challenging due to a shortage of individuals applying for jobs in the rural region where we live, but we have had successes in filling most of our staffing positions.

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.

Most of the changes to our funding have been increases that fall within what we already had planned in our 2021-22 school budget as of this time. Enrollment has doubled this school year, so adding staffing has been a huge priority given the addition of students to our campus. We have followed the outline provided by our LCAP even as our scale has increased.

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

For additional questions or technical assistance related to the completion of the Supplement to the Annual Update to the 2021–22 Local Control and Accountability Plan (LCAP), please contact the local county office of education (COE), or the California Department of Education’s (CDE’s) Local Agency Systems Support Office, by phone at 916-319-0809 or by email at lcff@cde.ca.gov.

Introduction

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

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

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

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

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

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

Instructions

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

must, to the greatest extent practicable, use language that is understandable and accessible to parents.

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

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

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

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

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

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

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

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

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

Describe how and when the LEA engaged its educational partners on the use of one-time federal funds it received that are intended to support recovery from the COVID-19 pandemic and the impacts of distance learning on students. See the COVID-19 Relief Funding Summary Sheet web page (<https://www.cde.ca.gov/fg/cr/relieffunds.asp>) for a listing of COVID-19 relief funding and the Federal Stimulus Funding web page

(<https://www.cde.ca.gov/fg/cr/>) for additional information on these funds. The LEA is not required to describe engagement that has taken place related to state funds.

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

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

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

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

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

California Department of Education
November 2021



Local Control Accountability Plan

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Peninsula Union	Lark M. Doolan Superintendent	ldoolan@peninsulasd.org 707.443.2731

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.

Peninsula Union School District serves the communities of Samoa and Fairhaven, as well as a portion of Manila. Our unduplicated student population is over 90%, and the majority of those students qualify as living at or below the poverty line. Enrollment was around 35 students during the 2020-21 school year. This number increased to just under 60 students in the 2021-22 school year due to 80 new apartments built within our district boundaries. Given the significant proportion of students within the district who live at or below the poverty line, our low incidence interventions are provided to all students in an effort to reduce stigmatization.

Peninsula Union School District is very small, and utilizes multiple methods outside of the dashboard to assess progress on the LCAP. These include: curriculum based data, observations, customized data collection, sign in sheets, student/staff/parent surveys, and any other methods that the district deems appropriate.

No students were suspended from school during the 2020-21 school year. The district was mostly on distance learning, which was likely an impacting factor. With the influx of new students and the return to in person learning, there was an increase in suspensions for the 2021-22 school year. This increase statistically seems more dramatic due to the previous year being a zero suspension school year.

Metrics and other information relative to high schools are not relevant to Peninsula Union School District as a K-8 district, and are not included in the LCAP. These include: Priority 4 (percentage of students who have successfully completed a-g courses or approved CTE sequences, percentage who have passed the AP exam with a score of 3 or higher, percentage who demonstrate college preparedness via EAP or subsequent indicators), Priority 5 (high school graduation and dropout rates).

Due to our small pupil count, Academic Achievement data is not reported in the state dashboard.

The small community that Peninsula Union School District serves is changing a great deal in the past year; a new low-income housing development opened, which resulted in a small uptick in enrollment at the end of the 2020-21 school year and a larger uptick in enrollment for 2021-22. More changes to the local area are expected in the coming year, including the installation of a large-scale fish farm and a new fiber-optic networking business, which may potentially bring more families with elementary-aged children into the area.

Reflections: Successes

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

This year our school had unprecedented growth, nearly doubling in size compared to the previous school year. Our teaching staff was expanded mid year due to the changes in enrollment. Our district is still small enough to not have our population counted in most dashboard metrics. However, if growth continues in the coming years, that may change.

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.

Peninsula Union School District's ELA and Math CAASPP scores have indicated that there is room for upward growth. Our plan for addressing this is multi-pronged: Part one in our plan to address needs is to continue to build our school as a resource for our unduplicated populations, especially those living in poverty, through further developing our onsite resources, and networking with local social service agencies, so that students are having their basic needs met and are able to focus on learning. The second aspect of our plan is to improve our school's curriculum delivery in ELA and Math, providing professional development in Common Core areas in order to fill in any gaps in current instructional practices. The third aspect to the plan is to provide professional development for all of our staff in socio-emotional supports, trauma informed instructional strategies, and/or socio-emotionally informed instructional delivery. The fourth aspect of this plan is to continue providing after school enrichment, tutoring, and intervention supports for students who are performing below grade level, which is also part of our three-tier MTSS Intervention model.

Chronic absenteeism is also a concern that we are addressing; we are offering awards for students who attend 90%, 95%, and 100% of all school days, and we are also working to improve student attendance through participation in the local Student Attendance Review Board as of the 2019-2020 school year. The COVID-19 pandemic dramatically impacted attendance since many of our students had COVID-19 exposures in their homes or in the community, resulting in their needing to self isolate or quarantine away from school during the 2021-22 school year. We offered a robust independent studies program so that students who were isolating had the opportunity to access learning while at home, but many students were not participatory in IS programs, perhaps due to factors such as household poverty, resulting in our Average Daily Attendance numbers being lower than pre-pandemic times.

Our suspension rate rose this year, indicating a need for more behavioral supports. To address this, Peninsula Union School is expanding our PBIS program to offer additional behavioral incentives.

LCAP Highlights

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

Peninsula Union School District is continuing to focus on building equity while fostering social and emotional development for students, along with further developing our academic enrichment activities. Peninsula Union School District continues to prioritize small class sizes at all grade levels, and targeted academic interventions for students below grade level. Peninsula Union School District also continues to develop supplemental educational opportunities for students through an after-school enrichment program and utilizing community resources. We have a social work intern to provide services to students and recently signed a contract to increase social worker support in our district. In the coming years, Peninsula plans to keep this focus on equity and resiliency for our students, as well as improving academic outcomes by providing a stipend for a student intervention specialist, ensuring that highly qualified teachers are hired whenever possible, and providing awards and accolades to students who do well. We are also working to increase attendance by providing awards and daily communication with families.

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.

Peninsula Union School

Support for Identified Schools

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

Our single school district is small, and prior to CSI eligibility only able to fund a 0.5 FTE principal/superintendent. Based on CSI eligibility, as described in our GMART funding application, we were able to temporarily increase this position by 0.3 FTE using CSI funds to allow our administrator to continue to engage in a root cause analysis, so that he has time to engage stakeholders, identify causes, envision goals, strategize implementation plans and establish intervention programs for the 2021-22 school year. We also created a PBIS coordinator position, MTSS coordinator position, and created an instructional coach/intervention specialist position for the 2020-21 school year. For the 2021-22 school year we also increased staffing and administrative time in order to manage, review and maintain programs designed to reduce suspension rates and increase student attendance. For the 2022-23 school year, the Superintendent/Principal will be full time, thanks

to CSI funding, and our SPED teacher will also be full time, supporting MTSS in addition to their SPED casework. PBIS supports, and robust student engagement activities, including field trips, will also be ways these funds are directed.

Monitoring and Evaluating Effectiveness

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

Students and staff will be assessed yearly, and targets adjusted as needed. We will use the Actions and Metrics related to CSI work to monitor and evaluate success of the plan.

Engaging Educational Partners

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

Discussions about prior LCAP progress took place between January 2022 and April 2022. Staff input was given at meetings on the following dates: 1/10/22 and 1/23/22. Board input was given at meetings on the following dates: May 10th, 2022, February 8th, 2022, January 11, 2022, and September 14th, 2021. The School Site Council/ LCAP Advisory group met on 12/15/21 and 5/12/22 to provide input (including staff members serving on the school site council). During the above named dates, conversations took place identifying how we did on the prior LCAP, and discussing what our priorities are for the upcoming year, as well as creating action plans for how this year's goals could be best addressed. The specific areas we have identified to target are: funding for field trips (universally seen as a priority for the upcoming LCAP year.) From January through May of 2022, Peninsula Union School District requested input regarding how we are doing on our current LCAP and what we want on next year's LCAP via meetings with the Peninsula Union School Board, Classified and Certificated staff members, parents, and students. The teacher bargaining unit contributed to the drafting process on 5/24/2022. Peninsula does not have a classified bargaining unit but also included classified staff through the School Site Counsel in order to include input from all of our staff populations. Parent/Guardian LCAP participation was invited through School Site Counsel meetings, public discussion at Board of Trustees meetings, and through a special Parent/Guardian LCAP zoom event on May 26th, 2022.

A summary of the feedback provided by specific educational partners.

The feedback provided from the staff (classified, certificated and administrative), families, students and the board were consistent in their recommendations. Ensuring educational enrichment activities was a high priority across the board. Also, maintaining at least 3 classrooms was a high priority, along with increasing aid support for multigrade classrooms. Field trips remain a high priority for educational enrichment. There is a general agreement that maintaining programs that focus on trauma informed learning environments, restorative practices, full inclusion special education and equity programs are high priorities, along with continuing to embed supports for unduplicated pupils in ways that reduce stigma.

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

In consulting with the groups named above, Peninsula Union School is maintaining at least three classrooms, and is increasing our social services and socio-emotional supports for students through the addition of a Wellness Center.

Goals and Actions

Goal

Goal #	Description
1	Peninsula Union School Students will demonstrate improvement in academic outcomes as measured by multiple indicators.

An explanation of why the LEA has developed this goal.
 Based on assessment metrics, students at Peninsula Union School have significant room for improvement in their academic scores.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
CAASPP Results	CAASPP results are not available for the 2019-2020 school year due to the pandemic; In 2018-19, our ELA scores were 99 points below standard; Math was 124.4 points below standards. Science scores could not be reported out due to small sample size (10 students or fewer).	CAASPP results are not available for the 2019-2020 school year OR the 2020-2021 School year due to the pandemic; In 2018-19, our ELA scores were 99 points below standard; Math was 124.4 points below standards. Science scores could not be reported out due to small sample size (10 students or fewer). For the 2020-2021 school year, students took an alternate exam to measure progress but the results are not			<p>2023-24 ELA “All Student” performance on the Dashboard will be 100 point below standard or better.</p> <p>2023-24 Math “All Student” performance on the Dashboard will be 85 point below standard or better.</p> <p>2023-24 Science (CAST) results will not be reported out unless the number of students assessed increases in numbers.</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		standardized to CAASPP metrics. Students were able to take the CASSPP exam in May of 2022, so metrics are anticipated to be available for the coming year's LCAP.			
Classroom Assessments for Students with Interventions	0% of students receiving tier 2 interventions have improved 1 grade level.	At least 2% of students receiving intervention supports has improved by 1 grade level, so this goal has been met and exceeded.			At least 3% of all students receiving tier 2 intervention supports will improve an average of one grade level compared to prior year data
CALPADS Reports	100% Fidelity	100% fidelity was maintained using CALPADS reports so this goal is being met.			Maintain 100% fidelity (see Action Three)
Staff Credentialing / Professional Development	100% of credentialed staff are appropriately assigned, and 100% of staff attend at least one professional development opportunity per year.	100% of credentialed staff are appropriately assigned, and attended at least one PD this year so this goal has been met.			All teachers (100%) will hold the proper credentials and will be appropriately assigned district-wide, attending at least 2 professional development opportunities per year.
Attendance Monitoring & Chronic Absentee Tracking	Our overall attendance rate as reflected in CALPADS for the 2019-2020 school year was	This goal has not been met. Due to mandatory COVID-19 quarantines during the Omicron surge in the			Based on 2023-2024 CALPADS data, our attendance rate will be 96.5% or better. According to the most

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	94.84%. According to the 2019 dashboard, 28.9% of all students were chronically absent, with an increase of 6.4% from the previous year.	second trimester of the 2021-2022 school year, average daily attendance substantially dropped. Independent Studies opportunities were provided but due to sickness and other factors, daily attendance was not consistent for all students who were isolating/quarantined. As reflected in CALPADS for the first two trimesters of the 2021-2022 school year, averaged daily attendance was ~45%, which is a 50% decrease from the previous year.			recent dashboard, students that are chronically absent will decrease.
Middle School Dropout Rate	Currently at 0% for the 2020-21 school year	Goal met. We maintained a 0% drop out rate for middle school in the 2021-2022 school year.			Maintain a 0% middle-school dropout rate.
Student Suspension / Expulsion Rates	Currently at 0% for suspension and 0% for expulsion the 2020-21 school year	Goal not met. Approx. 12% of students experienced 1 or more suspension this year. With 80% of our student body being			Maintain rates of under 10% of students without suspensions and/or expulsions.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		new to us this year, we did not start the year with strong relationships with students that we could utilize for proactive behavior supports. The suspension rates dramatically reduced over the course of the school year as students developed relationships with us and as our positive behavior intervention systems were consistently implemented.			
Sufficiency of Instructional Materials	100% of students have access to standards-aligned materials as adopted by the state board for the 2020-2021 school year.	Goal Met. 100% of students have access to standards-aligned materials and there have been zero Williams Complaints in the 2021-22 school year.			Maintain access to standards aligned material at 100% for all students
CCSS Implementation; Teacher Planners and Classroom Observations	All students, including students with disabilities and English Language Learners, have access to a broad course of study including music, art,	Goal Met. All students, including all of our unduplicated populations, have access to a broad course of study.			Continue to offer a broad course of study including music, art, and science to all students, including those with disabilities. Although Common Core report cards

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	and science, and we continue to use and update/edit common core report cards as needed. Common core report cards were not utilized during the 2020-2021 school year due to the pandemic.				were not used during the pandemic they will be used during all regular, in-person school years. All students including unduplicated pupils continue to receive CCSS instructional materials. Ensure that ELLs have equal access to these standards to gain academic content knowledge and English language proficiency.
Awards and Honors for Students	Students are formally recognized for their student work, behavior, and attendance as collected by the district secretary.	Goal was partially met. In the beginning of the school year we were short staffed and we did not include awards with our monthly assemblies. Starting in January. 2022, student recognition began for attendance this school year.			Maintain monthly acknowledgements of student performance
School Special Education Teacher & Compliance with IEPs	100% of students with IEPs are receiving services for the 2020-2021 school year as described in their IEP	Goal met. 100% of students with IEPs received their IEP services with input			100% of students with IEPs will receive services as described in their IEP as demonstrated by

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	as demonstrated by service logs. 100% of parents attended IEP meetings and provided input or provided input and authorization to meet without them present prior to them meeting.	from all IEP team members.			service logs. 100% of parents will attend IEP meetings and provide input or provide input and authorization to meet without them present prior to them meeting.
Programs and Services for Unduplicated Pupils	100% of students have access to a wide variety of supports including free meals, after school programs, field trips, and basic services and programs as provided to all students. For the 20-21 school year, 100% of parents of unduplicated parents were contacted to gather input regarding supports that would most benefit their family.	Goal met. All students had access to a wide variety of supports, including free meal programs. The After School Program was available for our youngest students (TK-2nd). 100% of families were provided opportunities to contribute input on how the school can support their family.			100% of students will have access to a wide variety of supports including free meals, after school programs, field trips, and basic services and programs. For the 23-24 school year, 100% of parents of unduplicated students will be contacted to gather input regarding supports that would most benefit their family. 100% of parents will be aware of the supports available to their child(ren).
ELL Progress and Proficiency	Peninsula Union School has only one ELL student, so the	Met. The one prior ELL student transferred out of the			If the number of EL students does not increase, data will not

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	progress towards proficiency and reclassification rates are not available to the public	district, and new ELL students joined the district mid year. The number of ELL students is still below the threshold for sharing data so there is not public data available for ELL Progress and Proficiency. ELL students are being provided language related supports in the general education setting.			be available to the public due to the low number of students involved.

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Properly Credentialed Teachers / Ongoing Professional Development	Classrooms will be taught by Highly Qualified, appropriately assigned, fully credentialed teachers in all academic areas, and all teachers will attend at least one professional development opportunity related to CCS and will implement state standards-based instruction.	\$111,673.00	No
1.2	Student Intervention Specialist	Stipend will be provided for a teacher or volunteer to provide additional intervention supports for identified students performing below grade level.	\$38,089.00	No

Action #	Title	Description	Total Funds	Contributing
1.3	CALPADS Maintenance	Office Manager will maintain all student data in CALPADS and communicate that information as needed, utilizing postage and other supplies as needed.	\$39,439.00	No
1.4	Professional Development	100% of school-site staff will attend at least one PD opportunity annually.	\$2,568.00	No
1.5	Attendance Communication	Office staff will communicate with families regarding attendance at the end of each trimester, and will utilize the SchoolWise Student Information System daily, weekly, and monthly to track student attendance.	\$9,185.00	Yes
1.6	Administrative Review	Administrator will review student progress each trimester and will follow-up with students and/or families as needed, providing additional supports for families seeking outside resources and additional support for students on campus.	\$28,300.00	Yes
1.7	Crisis Intervention	School will contract out for crisis-related services and interventions from outside agencies.	\$134.00	Yes
1.8	Sufficient Instructional Materials	School will maintain appropriate, standards-aligned instructional materials, books, and instructional services, to be made available and accessible to all students within the district.	\$20,567.00	No
1.9	1:1 Technology	Provide computer and technology hardware/ software, connectivity, and maintenance for students to access a broad range of online resources	\$9,296.00	No

Action #	Title	Description	Total Funds	Contributing
1.10	Student Recognition / Award Assemblies	The school will celebrate student achievement with assemblies, awards, and celebrations	\$6,908.00	No
1.11	Special Education Services	School will retain a Special Education teacher and contract out for other special education services as identified on IEPs and will include parent input in decision making.	\$63,731.00	No
1.12	Classroom / ASES Aides	Provide aides for classrooms and after school support, for a total of 30 minutes per day	\$5,893.00	Yes
1.13	Transportation	Provide transportation to and from school for students within the district, but outside of walking distance of the school	\$20,815.00	Yes
1.14	Small Class Sizes	Maintain low class sizes by hiring an additional credentialed teacher to provide more targeted, effective instruction to identified students	\$92,676.00	Yes
1.15	ASES Program	Provide after-school enrichment program at no cost to all students within the district	\$119,092.00	No
1.16	Cafeteria Program	Peninsula Union School provides quality meals and nutrition to unduplicated students.	\$21,210.00	Yes

Goal Analysis [2021-22]

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

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

Returning back to in person learning after the pandemic, we had a dramatic change in student population. A sizable percentage of our students were evicted/lost housing within our district and, therefore, moved out of district, and an additional 80 low income apartment units were built in district, resulting in a near doubling of size in student body with students unfamiliar with our school culture. This all resulted in many unforeseeable changes to our budget for the 2021-2022 school year, including adding an additional credentialed teacher mid school year as our student population continued to grow in enrollment after the start of the year.

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

Changes in staffing were needed as a result of increased student enrollment.

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

Since our funding fluctuated this year, due to changes in enrollment and COVID-19 relief money, budget amounts were readjusted to meet the changing needs of the school community in order to continue working towards our LCAP goals. We hired a full time teacher in November, and added aide positions in the winter and spring, due to the increased number of students enrolled. We also had an increase in SPED related spending due to new students arriving into our district with IEPs requiring more involved services.

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.

N/A

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

Goals and Actions

Goal

Goal #	Description
2	Peninsula Union School is a safe and healthy environment for learning.

An explanation of why the LEA has developed this goal.

Peninsula Union School District wishes to provide a learning environment that allows students to feel totally comfortable while on campus. The school buildings are older and in need of some small repairs, and basic maintenance is needed to keep the facilities both welcoming and safe for students, staff, parents, and visitors alike.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Parent Surveys and Staff Input	Family perceptions of school safety are at 95% and staff survey is upward of 90% as of 02/15/2021. Perceptions of connectedness are also at 95% and 90%, respectively.	Goal met. Family and staff reports of safety and connectedness were above 90% for the 2021-2022 school year.			Maintain perceptions of school safety and connectedness on family surveys as 95% positive; maintain perceptions of school safety and connectedness on staff surveys as at least 90% positive.
Suspension Data	0% of students were suspended during the 2020-21 school year. Prior to the 2020-21 school year of distance learning, the 2019-2020 suspension rate was 30%.	Goal not met. Around 12% of the student population experienced at least one suspension.			Maintain a rate of less than 10% for suspensions

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Expulsion Data	0% of students were expelled during the 2020-21 school year	Goal met. 0% of students were expelled in the 2021-2022 school year.			Maintain a rate of less than 5% for expulsions
Annual FIT Review	Current FIT report is at 95% (Good)	Goal met. A 95% FIT report was achieved for the 2021-2022 school year.			Maintain a FIT score of at least 95% (Good)
Parent Participation & Input Data	Over 70% of families have attended one or more school events during the 2019-2020 school year.	Goal not met. Due to COVID-19, regular on campus school events did not occur as they do in non-pandemic times. Alternative means of connection were used, such as video conferencing and virtual back to school night. Due to the format of these events, data on how many families participated was not accessible.			At least 70% of families attend a school event during the school year.
Public Events on Campus	The school hosted two community events in 2018-2019	Goal not met. Due to COVID-19, regular community events on campus did not occur as they do in non-pandemic times.			Host at least 2 community events on campus
School Culture Surveys - Students	75% of students surveyed said they feel safe at school, as well as included in	Goal met. Over 90% of students report feeling safe at school			90% of students feel safe at school, as well as included in school, involved in school, or

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	school, involved, or very involved in school culture during the 2020-2021 school year.	and report being involved on campus.			very involved in school based on student survey results
Parental Engagement / Parental Participation	Over 10% of families contribute to the decision-making process by attending LCAP related events or through correspondence, and over 50% complete an annual survey regarding LCAP goals during the 2020-2021 school year. Parent input for all student IEPs is an integral part of their development.	Goal partially met: 100% of IEPs included parent involvement in their development. 8% of parents participated in the process of developing the LCAP.			Over 10% of families contribute to the decision-making process by attending LCAP events or through correspondence, and over 50% complete the annual LCAP survey. All IEPs have parent involvement in their development.

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	Annual School Site Surveys	School admin will engage in dialogues and surveys to gather input from families, teachers, and students regarding safety on campus and school connectedness.	\$39,618.00	No
2.2	Restorative Practices / Community Building	Superintendent will facilitate the school developing policies and practices in alignment with restorative practice circles and community building circles to support student self-regulation and relationship repairing skills.	\$56,892.00	No

Action #	Title	Description	Total Funds	Contributing
2.3	School Maintenance and Safety	School will retain maintenance personnel to do ongoing upkeep of the school facilities as well as ongoing custodial services to maintain school safety, and the necessary supplies and services to do so.	\$103,455.00	No
2.4	School Events	There will be at least 2 educational and/or school culture building events that parents are invited to throughout the year, hosted by staff receiving a stipend, and/or volunteers.	\$14,439.00	No
2.5	Credentialed Host for School Events	Credentialed staff will host at least 2 community events on campus annually. These events will be publicly advertised, and the credentialed host will receive a stipend.	\$16,032.00	No
2.6	School Culture Surveys - Students	Principal will survey students regarding their preferences and experiences at school and will promote a student-centered school culture.	\$87,703.00	No
2.7	Increased Field Trip Opportunities	All students have multiple opportunities for field trips per year.	\$400.00	Yes

Goal Analysis [2021-22]

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

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

Returning back to in person learning after the pandemic, we had a dramatic change in student population. A sizable percentage of our students were evicted/lost housing within our district and, therefore, moved out of district, and an additional 80 low income apartment units were built in district, resulting in a near doubling of size in student body with students unfamiliar with our school culture. This all resulted in many unforeseeable changes to our budget for the 2021-2022 school year, including adding an additional credentialed teacher mid school year as our student population continued to grow in enrollment after the start of the year. Additionally, there was a local staffing shortage for

schools and we therefore had positions remain unfilled, for example, our maintenance/custodial position was unfilled for most of the 2021-22 school year. This resulted in our needing to contract out for custodial services for part of the school year.

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

We had a vacant Custodial/Maintenance position for most of this year, resulting in our needing to contract out for services more often.

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

Contract services were utilized to maintain campus safety and cleanliness.

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.

N/A

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

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2022-23]

Projected LCFF Supplemental and/or Concentration Grants	Projected Additional LCFF Concentration Grant (15 percent)

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
	0.00%	\$0.00	

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.

Over 90% of students in the Peninsula Union School District qualify for free & reduced lunches, so we apply our low-income services and interventions globally. This allows the district to reduce stigma while also meeting the needs of our students and their families as sensitively as possible. We currently have <5 students who are not unduplicated, so rather than singling them out as being privileged, we provide universal supports. We provide a range of additional supports to enhance our school services by at least 40.29%, including by providing students access to clothing, shoes, and school supplies in order to remove institutional obstacles to equity within our school system. We have increased outdoor recess supervision so that students have additional resources for conflict resolution and social supports during unstructured times. We take students on field trips (goal 2, action 7), providing opportunities to access cultural and instructional opportunities that not all students would otherwise have access to (for example, taking the students to a pumpkin patch in October and providing pumpkins to all students at no cost). We provide low student teacher ratios (goal 1, action 14), additional support from the office (goal 1, action 5), additional classroom aide support (goal 1, action 12), additional educational intervention/homework help/tutoring (goal 1, action 2), crisis counseling (goal 1, action 7) and administrative time (goal 1, action 6) to better serve the needs of our unduplicated students. The admin works directly with students, providing additional supports across academic and socio-emotional topics. This includes taking students on mindfulness walks, running restorative circles, leading whole class school culture activities, participating on the PBIS committee, leading behavioral reward activities, facilitating rewards field trips, coordinating with social services contracted through the school to support low income students and families, and more.

The goals and actions we have marked as contributing are principally directed toward our unduplicated students. We are doing this in a compassionate way by not targeting those students. Based on school community group's feedback and evidence-based practice, our restorative practices, MTSS, and trauma-informed classroom practices have proven to be effective. They have let us know that those restorative practices have helped them be successful.

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

During the 2020-2021 school year, Peninsula School District was required to improve services for English learners, foster youth, and socio economically disadvantaged students by 40.29% or \$164,125 . The following actions exceed this required increase and are being continued in the 2022-2023 school year:

- Goal 1, Action 5 - Attendance Communication
- Goal 1, Action 6 - Administrative Review
- Goal 1, Action 7 - Crisis Intervention
- Goal 1, Action 12 - Classroom / ASES Aides
- Goal 1, Action 13 - Transportation
- Goal 1, Action 14 - Small Class Sizes
- Goal 1, Action 16 - Cafeteria Program
- Goal 2, Action 7 - Increased Field Trip Opportunities

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.

Maintaining a high staff to student ratio is a high priority for our district since over 90% of students are unduplicated.

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		1:12

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		1:15

2022-23 Total Expenditures Table

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	\$505,229.00	\$140,364.00	\$55,915.00	\$206,607.00	\$908,115.00	\$702,505.00	\$205,610.00

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1.1	Properly Credentialed Teachers / Ongoing Professional Development	All	\$111,673.00				\$111,673.00
1	1.2	Student Intervention Specialist	All		\$2,603.00		\$35,486.00	\$38,089.00
1	1.3	CALPADS Maintenance	All	\$39,439.00				\$39,439.00
1	1.4	Professional Development	All	\$2,568.00				\$2,568.00
1	1.5	Attendance Communication	English Learners Foster Youth Low Income	\$9,185.00				\$9,185.00
1	1.6	Administrative Review	Low Income	\$28,300.00				\$28,300.00
1	1.7	Crisis Intervention	English Learners Foster Youth Low Income	\$134.00				\$134.00
1	1.8	Sufficient Instructional Materials	All	\$20,567.00				\$20,567.00
1	1.9	1:1 Technology	All	\$9,296.00				\$9,296.00
1	1.10	Student Recognition / Award Assemblies	All		\$3,775.00	\$87.00	\$3,046.00	\$6,908.00
1	1.11	Special Education Services	Students with Disabilities		\$1,151.00	\$44,828.00	\$17,752.00	\$63,731.00
1	1.12	Classroom / ASES Aides	English Learners Foster Youth	\$5,893.00				\$5,893.00

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
			Low Income					
1	1.13	Transportation	English Learners Foster Youth Low Income	\$20,815.00				\$20,815.00
1	1.14	Small Class Sizes	English Learners Foster Youth Low Income	\$92,676.00				\$92,676.00
1	1.15	ASES Program	All		\$106,466.00	\$11,000.00	\$1,626.00	\$119,092.00
1	1.16	Cafeteria Program	English Learners Foster Youth Low Income	\$21,210.00				\$21,210.00
2	2.1	Annual School Site Surveys	All	\$39,618.00				\$39,618.00
2	2.2	Restorative Practices / Community Building	All		\$3,188.00		\$53,704.00	\$56,892.00
2	2.3	School Maintenance and Safety	All	\$103,455.00				\$103,455.00
2	2.4	School Events	All				\$14,439.00	\$14,439.00
2	2.5	Credentialed Host for School Events	All		\$16,032.00			\$16,032.00
2	2.6	School Culture Surveys - Students	All		\$7,149.00		\$80,554.00	\$87,703.00
2	2.7	Increased Field Trip Opportunities	English Learners Foster Youth Low Income	\$400.00				\$400.00

2022-23 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
			0.00%		\$178,613.00	0.00%	0.00 %	Total:	\$178,613.00
								LEA-wide Total:	\$178,613.00
								Limited Total:	\$0.00
								Schoolwide Total:	\$0.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1.5	Attendance Communication	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$9,185.00	
1	1.6	Administrative Review	Yes	LEA-wide	Low Income	All Schools	\$28,300.00	
1	1.7	Crisis Intervention	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$134.00	
1	1.12	Classroom / ASES Aides	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$5,893.00	
1	1.13	Transportation	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$20,815.00	
1	1.14	Small Class Sizes	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$92,676.00	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1.16	Cafeteria Program	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$21,210.00	
2	2.7	Increased Field Trip Opportunities	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$400.00	

2021-22 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	\$908,115.00	\$921,753.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1.1	Properly Credentialed Teachers / Ongoing Professional Development	No	\$111,673.00	117,973.00
1	1.2	Student Intervention Specialist	No	\$38,089.00	\$27,325
1	1.3	CALPADS Maintenance	No	\$39,439.00	\$25,823.00
1	1.4	Professional Development	No	\$2,568.00	\$12,396.00
1	1.5	Attendance Communication	Yes	\$9,185.00	\$8,890.00
1	1.6	Administrative Review	Yes	\$28,300.00	\$25,349.00
1	1.7	Crisis Intervention	Yes	\$134.00	\$134.00
1	1.8	Sufficient Instructional Materials	No	\$20,567.00	\$24,846.00
1	1.9	1:1 Technology	No	\$9,296.00	\$1,684.00
1	1.10	Student Recognition / Award Assemblies	No	\$6,908.00	\$3,520.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1.11	Special Education Services	No	\$63,731.00	\$96,600.00
1	1.12	Classroom / ASES Aides	Yes	\$5,893.00	\$20,942.00
1	1.13	Transportation	Yes	\$20,815.00	\$20,360.00
1	1.14	Small Class Sizes	Yes	\$92,676.00	\$117,956.00
1	1.15	ASES Program	No	\$119,092.00	\$70,542.00
1	1.16	Cafeteria Program	Yes	\$21,210.00	\$31,862.00
2	2.1	Annual School Site Surveys	No	\$39,618.00	\$21,652.00
2	2.2	Restorative Practices / Community Building	No	\$56,892.00	\$87,443.00
2	2.3	School Maintenance and Safety	No	\$103,455.00	\$95,613.00
2	2.4	School Events	No	\$14,439.00	\$3,114.00
2	2.5	Credentialed Host for School Events	No	\$16,032.00	\$10,311.00
2	2.6	School Culture Surveys - Students	No	\$87,703.00	\$97,018.00
2	2.7	Increased Field Trip Opportunities	Yes	\$400.00	\$400.00

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)

2021-22 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
	\$178,613.00	\$0.00	\$0.00	0.00%	0.00%	0.00%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.5	Attendance Communication	Yes	\$9,185.00			
1	1.6	Administrative Review	Yes	\$28,300.00			
1	1.7	Crisis Intervention	Yes	\$134.00			
1	1.12	Classroom / ASES Aides	Yes	\$5,893.00			
1	1.13	Transportation	Yes	\$20,815.00			
1	1.14	Small Class Sizes	Yes	\$92,676.00			
1	1.16	Cafeteria Program	Yes	\$21,210.00			
2	2.7	Increased Field Trip Opportunities	Yes	\$400.00			

2021-22 LCFF Carryover Table

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

Instructions

[Plan Summary](#)

[Engaging Educational Partners](#)

[Goals and Actions](#)

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

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

Introduction and Instructions

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

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

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

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

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

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

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

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

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

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

Engaging Educational Partners

Purpose

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

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

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

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

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

Requirements and Instructions

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

Local Control and Accountability Plan:

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

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

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

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

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

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

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

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

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

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

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

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

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

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

Focus Goal(s)

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

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

Broad Goal

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

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

Maintenance of Progress Goal

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

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

Required Goals

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

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

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

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

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

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

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

Measuring and Reporting Results:

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

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

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

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

Complete the table as follows:

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

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

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

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

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

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

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

Goal Analysis:

Enter the LCAP Year.

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

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

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

Purpose

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

Requirements and Instructions

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

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

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

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

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

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

Required Descriptions:

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

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

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

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

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

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

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

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

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

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

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

For School Districts Only:

Actions Provided on an LEA-Wide Basis:

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

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

Actions Provided on a Schoolwide Basis:

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

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

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

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

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

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

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

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

Provide the following descriptions, as applicable to the LEA:

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

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

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

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

Complete the table as follows:

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

Action Tables

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

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

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

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

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

Data Entry Table

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

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

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

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

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

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

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

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

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

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

LCFF Carryover Table

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

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

Calculations in the Action Tables

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

Contributing Actions Table

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

Contributing Actions Annual Update Table

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

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

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

LCFF Carryover Table

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

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

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

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