

LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Freshwater Elementary School District

CDS Code: 12628280000000

School Year: 2023-24

LEA contact information:

Si Talty

Superintendent

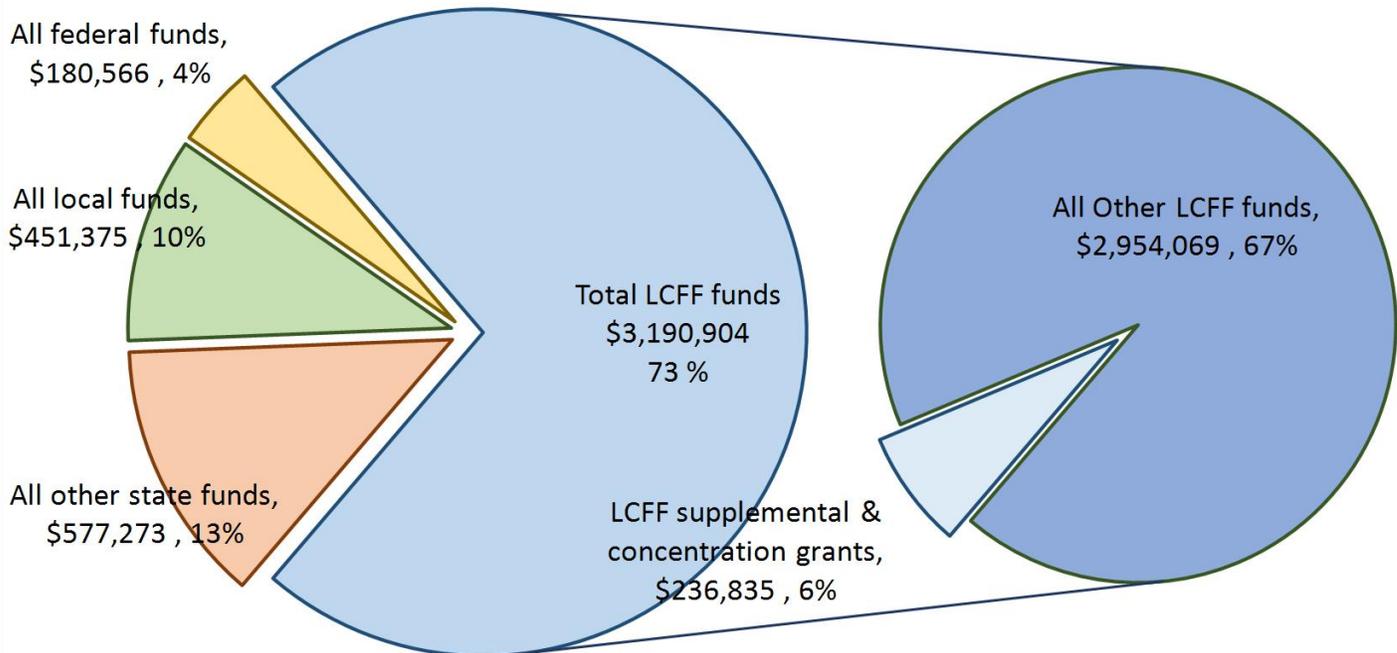
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(707) 442-2969

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

Budget Overview for the 2023-24 School Year

Projected Revenue by Fund Source

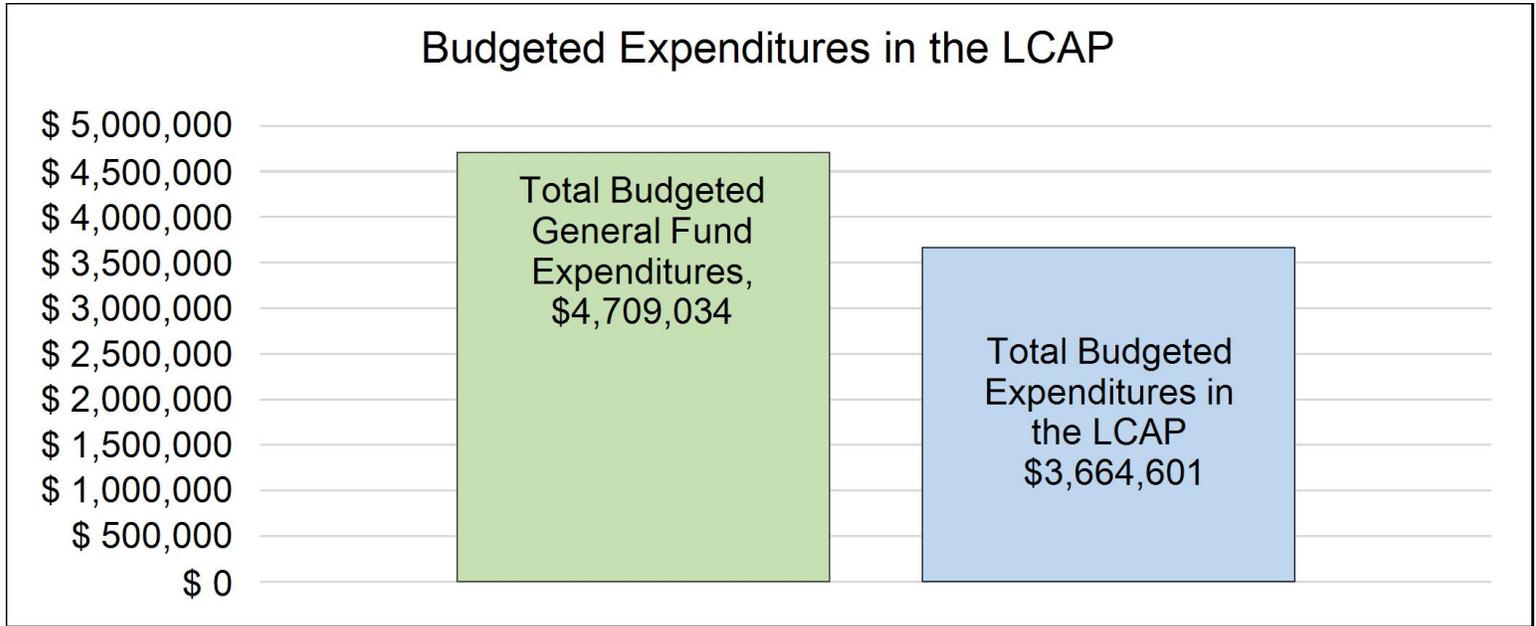


This chart shows the total general purpose revenue Freshwater Elementary School District expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Freshwater Elementary School District is \$4,400,118, of which \$3,190,904 is Local Control Funding Formula (LCFF), \$577,273 is other state funds, \$451,375 is local funds, and \$180,566 is federal funds. Of the \$3,190,904 in LCFF Funds, \$236,835 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 Freshwater Elementary School District plans to spend for 2023-24. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Freshwater Elementary School District plans to spend \$4,709,034 for the 2023-24 school year. Of that amount, \$3,664,601 is tied to actions/services in the LCAP and \$1,044,433 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

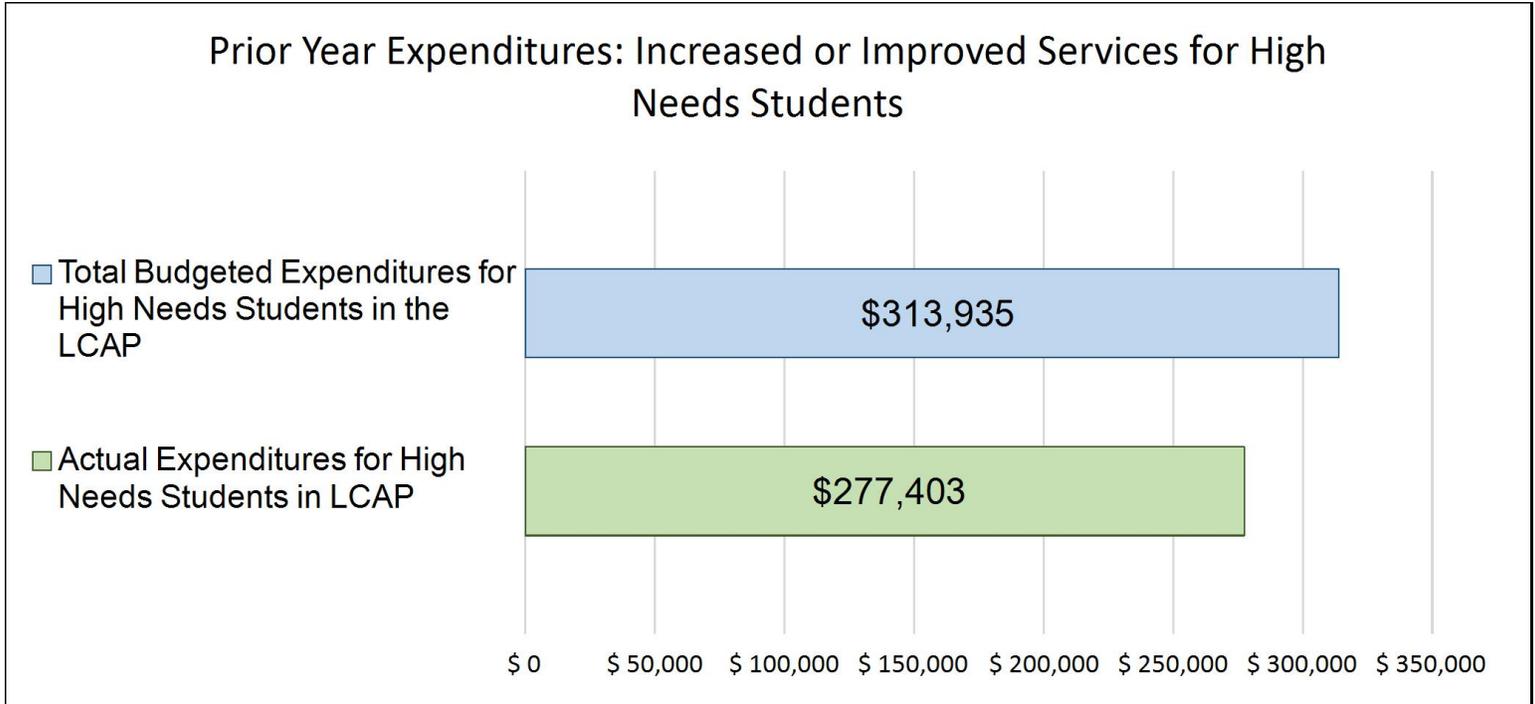
The total General Fund Budget Expenditures that are not included in the LCAP is \$968,891. These costs are associated with services and fees that are not directly tied to LCAP goals such as contracted services, inter-leave contracts, supplies, retired teacher benefits, utilities, pupil insurance, copiers, legal and audit fees, insurance fees, STRS and PERS liability, athletics and Co-Op fees.

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

In 2023-24, Freshwater Elementary School District is projecting it will receive \$236,835 based on the enrollment of foster youth, English learner, and low-income students. Freshwater Elementary School District must describe how it intends to increase or improve services for high needs students in the LCAP. Freshwater Elementary School District plans to spend \$404,836 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

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



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

The text description of the above chart is as follows: In 2022-23, Freshwater Elementary School District's LCAP budgeted \$313,935 for planned actions to increase or improve services for high needs students. Freshwater Elementary School District actually spent \$277,403 for actions to increase or improve services for high needs students in 2022-23.

Local Control and Accountability Plan

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Freshwater Elementary School District	Si Talty Superintendent	stalty@freshwatersd.org (707) 442-2969

Plan Summary [2023-24]

General Information

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

Freshwater Elementary School has an enrollment of 260 students and is located in the beautiful Freshwater valley just 5 miles outside of Eureka. Freshwater School prides itself in being one of the top schools in Humboldt County that nurtures the abilities, talents, and interests of every child. Our campus setting promotes a love of nature, and is a natural environment for study. We provide a comprehensive curriculum, enabling all students to excel as they meet the challenges and opportunities of our changing world.

The following metrics do not apply to our LEA:
API, Graduation rates, UC/CSU course completion, AP scores, EAP college preparedness, High School Graduation & Dropout rates

We have fewer than 10 Foster Youth and English Language Learners, and 41.8% Socioeconomically Disadvantaged Students.

Reflections: Successes

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

The Successes of Freshwater School include:
CAASPP participation rates are high and Freshwater Students are performing above state and county averages in Math, ELA, and Science. Suspension Rate remains low, indicating a positive school climate.
ELA results on SBAC continue to confirm performance rates of students meeting or exceeding standard and has remained close to the same percent over the past three years indicating programs in place have been effective despite challenges during the pandemic.
Additional supports being provided to Socioeconomically Disadvantaged students reflect scores in ELA are almost identical to ALL students.

One of our District goals is to rebuild our school community and reestablish a positive school climate and culture where all students attend school and are engaged in high quality learning experiences every day.

Our primary focus was to provide additional social emotional supports for our students due to challenges presented by the pandemic. We provided a Student Support Provider on campus to support students, parents, and staff. Our SSP also works in collaboration with families and community agencies such as Humboldt Bridges to Success and Humboldt County Office of Education to provide necessary supports. We have also started a Social Emotional Leadership Team that works to provide a comprehensive school wide social emotional plan with resources for teachers to use in their classroom that align to our Character Strengths program. We also implemented a newly updated Second Step Social Emotional curriculum that is accessible for all grade levels. We purchased additional PE equipment to support outside exercise and interaction opportunities for students.

Professional development focused on Implicit Bias Training, MTSS, Healthy Play, PBIS, and Restorative Practices helped to reduce the need for disciplinary actions and improve school climate. The behavior tracking system SWIS was utilized to track student behavior and identify necessary interventions and support for students.

Further implementation of PBIS Tier I and Tier 2 interventions and support will help decrease negative behaviors and improve school climate.

In addition a staff led Equity Team was formed which includes BIPOC (Black, Indigenous, People of Color) parents that attended our listening session last year. This listening session was held with staff to learn more about the experiences of our BIPOC families at Freshwater School. Following this, an Equity Committee was formed to promote anti-racism, anti-bias practices, curriculum audits, and inclusive practices through study, discussion, and professional development.

Our extended learning opportunities include offering an After School Program (funded by the ELO-P grant), an Enrichment Program with two seasonal sessions, a summer camp, family fun nights including Lego & Movie Nights, as well as Math/Homework Intervention and Homework Club to help mitigate learning loss and promote social emotional wellness and family engagement.

Community Events such as the All School Potluck, Trick or Treat Street, and Breakfast with the Grinch were very successful.

We increased the support of paraprofessionals in our classrooms to increase student differentiated instruction and support their needs. Unduplicated students, students with disabilities, and disengaged students have received expanded academic and social-emotional intervention supports and differentiated instruction to meet their individual needs.

We are proud to provide arts enrichment programs embedded in the school day such as Band, Singing, and the Arts as part of our comprehensive curriculum.

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.

Our major challenges this year were addressing the Social Emotional Health of our students, Community Engagement, and Chronic absenteeism.

The pandemic stunted our ability to provide our traditional family engagement and community events such as assemblies, concerts, and committees. We focused on bringing back our traditional events as well as adding in new committees to increase community engagement. We will continue to devote effort into bringing these activities and committees back as we value community engagement and how it benefits students and families. These include community information nights, family fun nights, school socials, Parent Support, and educational meetings and events focused on topics such as Digital Citizenship. This also includes increasing methods of gathering and reviewing input from all stakeholders to plan further improvements for Freshwater School.

We have seen a decrease in parent participation with the Freshwater Educational Foundation and Community Club since the pandemic and are actively working on increasing our recruitment efforts for participation in these groups.

Covid-19 continues to cause absences with our students and staff. We will continue to ensure that we are following guidelines to mitigate the spread of Covid-19 through our Covid-19 Prevention Program, and provide students with ample support to make up missed learning through intervention and independent study. We will continue to strive to increase and improve academic results measured locally and on SBAC, and will continue to message our community about the importance of students attending school for In-person instruction, taking vacations only during our scheduled school breaks, and only utilizing Independent Study when necessary.

In 2018 the District passed a school bond to make necessary improvements to our aging campus, but state funding is still needed to replace our aging portable classroom buildings and also prepare to upgrade classrooms and playground equipment for our new UTK program. The District recently applied for financial hardship and is awaiting state and grant funds to begin new construction.

LCAP Highlights

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

Freshwater Elementary School's LCAP is designed to meet our District's vision of providing high- quality learning experiences for all students in an effort for them to reach their fullest potential. Our LCAP has two goals: 1) Provide high quality learning experiences for all students including additional supports for low -income pupils, foster youth, and English Learners and other students in need of additional academic support, and 2) Maintain and/or improve high level of student, parent, and community involvement to keep Freshwater School a safe and welcoming learning environment, where students attend and are connected to their school.

Technology: Continue to increase digital access on campus, including updating security, our server, and our WiFi network.

Community Involvement: Engage parents and community members in school decision making and school activities and events. Promote participation in Community Club, Freshwater Educational Foundation (FEF), Equity Committee, Parent Advisory Committee, and Garden Committee. Continue to collect and analyze data from CA Healthy Kids Survey (Parent & Staff versions) to inform efforts to promote and maintain a positive school climate.

Character Education: Continue Character Education program, Restorative Practices, and PBIS.

Academic Achievement: Maintain high -quality instructional programs and supports to attain High Status in ELA on the California School Dashboard. Continue to utilize District writing rubrics and state standards report cards at data team collaborative meetings. Set benchmarks with new metrics to track progress in- ELA (using Running Records and IXL) and Math (IXL). Support restructured math intervention program with smaller groups, more teachers, and grade- level specific groups. Continue to utilize Beginning, Mid-Year, and End of Year assessments and share and analyze results to guide instruction. Utilize additional staff to differentiate instruction.

MTSS: Participate in Professional Development to increase teacher capacity to improve systems of support for students, including PBIS.

Equity and Inclusion: Expand our Equity Committee and set district priorities to engage and support Freshwater students and families.

English Learners: Continue to utilize an ELPAC coordinator to manage ELPAC and other assessments and services for ELs.

Supplemental support: Continue to provide increased/extra aide time to better serve students in need and to accommodate larger classes and combination classrooms.

Continue to provide an after school enrichment program, summer enrichment program, homework club, and math intervention to address learning loss and provide supplemental support to students in need.

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.

NA

Support for Identified Schools

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

NA

Monitoring and Evaluating Effectiveness

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

NA

Engaging Educational Partners

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

Freshwater School's educational partners were actively involved in meetings on the dates listed below designed to collect input on LCAP development. Meetings were held In-person this year. In addition, families were informed of opportunities to provide input in multiple other ways including surveys, communication with teachers and administration. Input was recorded and summarized by administration. Those who were unable to participate in meetings or complete surveys were encouraged to give feedback to administration through email and phone calls. The concerns and interests of school staff, both classified and certificated, and students were collected at meetings and in surveys.

Freshwater School's engagement groups include the Parent Advisory Council (which replaced the former School Site Council), the District School Board, Certificated and Classified Staff, Community Club, FEF, Equity Committee, students, and parents.

Input from educational partners was sought from the following groups via surveys or meetings held on the following dates:

3/28/2023 California Healthy Kids Survey administered for students, staff, and parents

1/26/2023 Community Input Survey

2/1/23, 3/29/23, 5/31/23 Parent Advisory Committee

3/30/23 Equity Committee

1/30/2023, 2/6/2023 Classified Staff

2/14/2023 School Board

1/23/2023, 3/6/2023, 3/20/2023 Certificated Staff and Bargaining Unit

4/3/23 Community Club

4/26/23 Freshwater Educational Foundation

SELPA was consulted in drafting FSD's LCAP.

Many of the goals and topics developed during these sessions will be continued and will be evident in 2022-24 LCAP Actions.

A summary of the feedback provided by specific educational partners.

Goal 1: Provide high quality learning experiences for all students including additional supports for low income pupils, foster youth, and English learners and other students in need of additional academic support.

The following ideas were generated by educational partners when asked: "What more could Freshwater be doing to further realize this goal?"

Continuing education for staff
UDL
Curriculum Audit
Morning tutoring in library
Summer school component to free camp Fresh2O
Diverse guest speakers
Field trips
Continuing to teach the whole child & offering modifications & accommodations to students who could use supports
Resources for parents
Better pacing in math for upper grades with parent support options made available
Additional student support in areas like math club and language arts tutoring
Provide access/funds for additional learning resources like math apps/online tutoring programs
Increase Adult volunteers on campus
More Service learning
Provide transportation for students in after school/before school activities/events
Provide more than math interventions after school
Homework support for all grade levels
More “push in” intervention during the school day
Increase Parent-teacher communication
Enrichment enhancements (more options & more days)- math focused enrichments/Math Lab?
Pull out support staff for small group interventions or advanced/excelled opportunities
Strategies for differentiated instruction in action
SEL support through targeted extracurricular options
After school tutors (HSU students?)
Bringing in more support (parents?) so students can be supported/taught at their grade level (including accelerated learners)
Ensure bus routes are able to reach all low income students in district
Provide targeted 1:1 tutoring during school hours for foundational skills
Establish more frequent check ins with low income caregivers that don't conflict with work (quick by phone, frequent light touches w/ updates)

Goal 2: Maintain and/or improve high level of student, parent, and community involvement to keep Freshwater a safe and welcoming learning environment, where students attend and are connected to their school.

The following ideas were generated by educational partners when asked: "What more could Freshwater be doing to further realize this goal?"

Parent information nights (parenting, SEL)
Creating a family resource center (counseling services, food pantry, feminine care, other high need items, etc) or link resources on school website

Increase opportunities for community events outside of school (movie nights, restaurant takeovers, etc.)
Clubs during the school day- Lunch clubs that offer time to connect with peers
Continue to offer enrichment opportunities
Involvement in the community, community service opportunities for students & staff
Build a fence around campus
Add a rotating “volunteer day” or School Beautification Day to get parents and students involved in school improvement, garden, clean, organize, repair/refurbish, paint murals, etc.
“Job Listing bulletin board” for parents to sign up for any need in a class
Continue anti-bullying measures and education
Continue equity committee work to work toward a more inclusive feeling environment
Continue to offer opportunities for parent engagement and places for voices to be heard like listening sessions
Re-establish volunteer opportunities
Increase community outreach regarding upcoming events
Integration of multicultural books/resources for parents, teachers, and students
Invitation to community members to share stories from culture
CC needs to be more accepting of new members & ideas
Student government
Social gatherings & dances for more than just 7/8 Graders and for both parents & students
Leadership opportunities w/ younger students & ASP & camp
Peer tutoring
Enhance buddy system (already great)
School website: more resources for parents/families
Safety/lockdown drills coordinated by county sheriff/first responders
More active solicitation from school staff to request support for specific enrichment needs, including support for talented and gifted students (ex. Extra challenges)
Possibly hold an end of year picnic or lunch on the lawn
Increase use of Social Media
Increase outreach efforts at events like Back to School Night and Open House
Return to having a whole class Kindergarten Orientation and parent information night to recruit new families to FEF and Community Club
Increase outreach efforts for membership in Community Club and FEF through classroom bulletins

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

The actions and programs listed below are included in the LCAP based on input from educational partners.

Homework Club

Summer Camp Program
After School Enrichment Program
Math Intervention
Title 1 Reading Program
After School Program
PBIS/MTSS: Update Expectation Stations to address most concerning behaviors, established a Tier 2 team, Check in/Check out support for students
Provide socio-emotional support services by Student Support Provider
Create a SEL Leadership Team to implement and monitor school wide SEL curriculum
Provide referrals to Humboldt Bridges to Success for student counseling.
PD for Implicit Bias/PBIS/MTSS/Healthy Play
Continue to utilize paraprofessional's time to support students in need and differentiate learning.
Conduct diagnostic assessments 3 times a year instead of just administering pre/post tests to provide intervention and support to students as soon as possible.
Upgrade Wifi network and server.
Expand Equity Committee
Hold Digital Citizenship Night in the Fall
Increase attendance messaging to parents
Increased enrichment and intervention opportunities for students
Hold Parent Information night and whole class Kindergarten Orientation event to recruit families to participate in FEF and Community Club

Goals and Actions

Goal

Goal #	Description
1	Provide high quality learning experiences for all students including additional supports for low -income pupils, foster youth, and English Learners and other students in need of additional academic support.

An explanation of why the LEA has developed this goal.

Overall student results on past CAASPP assessments were reported as high on the California Dashboard demonstrating our instructional practices in place were effective and should be continued. The district noted however that not all student groups performed as well as the total group. The district will provide increased support services for Socioeconomically Disadvantaged students to address learning gaps between groups. Student performance in Math was also lower than in ELA, so additional interventions in math will continue in order to improve student scores in this subject area. Unduplicated students will receive additional interventions and support to meet their socio-emotional and academic needs.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
1. SBAC results as reported on the California Dashboard	ELA are reported Green, 22.9 points above standard.	51.43% of students met or exceeded standard in ELA Spring 2021.No Dashboard colors were assigned for 2021.	60% met or exceeded standards in Spring of 2022. Students performed 10.7 points above standard, labeled "high" under new Dashboard reporting in 2022		Maintain Green or better status or "high" on CA Dashboard.
2. SBAC results in Math as reported on the California Dashboard	Math scores are reported Yellow, 8.8 points below standard.	32.6% of students met or exceeded standard in Math, Spring 2021.No Dashboard colors were assigned for 2021	39.58% met or exceeded standards in Math, Spring 2022. Students performed 24.6 points below standard, labeled "medium" under new		Achieve and Maintain Green or better or "high" status on CA Dashboard.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
			Dashboard reporting in 2022.		
3. SBAC results in ELA for Socioeconomically Disadvantaged Students as reported on the California Dashboard	ELA scores in 2019 were reported as Green, there was no learning performance gap	51.61% of SED students met or exceeded standard in ELA Spring 2021. No learning gap. No Dashboard colors were assigned for 2021.	53.71% of SED students met or exceeded standards in ELA Spring 2022. SED students were reported as 2.1 points above standards, labeled "medium" under new Dashboard reporting in 2022.		Maintain Green or "high" status on CA Dashboard.
4. SBAC results in Math for Socioeconomically Disadvantaged Students as reported on the California Dashboard	Math scores are reported as Yellow, 23.7 points below standard, a 6.4 point decline	26.66% of SED students met or exceeded standard in Math, Spring 2021.6 pt difference. No Dashboard colors were assigned for 2021	29.63% of SED students met or exceeded standards in Spring of 2022. SED students were 44.7 points below standard, labeled "low" under new Dashboard reporting in 2022.		Achieve and maintain Green or better or "high" Status on CA Dashboard.
5. Running Records for TK-3 classroom program	In 2019-20 61% of students in grades TK-3 were reading on grade level by Spring.	55% at grade level using local measures as of P2 in 2022.	77% of students were nearly proficient/proficient as of P2 in 2023		65% proficient by end of year.
6. Running Records for reading intervention for grades 1-5	1. Reading Specialist Program - Average growth was .84 years for reading proficiency in grades 1-5.	Average growth .85 years as of P2 in 2022.	Average growth of .90 as of P2 in 2023		Maintain average growth of .75 or higher each year.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
7. CORE Growth Math TK-2	87% on Spring Post Test, indicating a 24% increase from fall scores.	85% as of P2 in 2022.	80.5% as of P2 in 2023		Maintain 85% or better on Spring Post Test. Revised outcome for 2023:
8. Grade 3 - Common Core Math assessment	Common Core Math Assessment; established a new baseline score only.	75% as of P2 in 2022.	75% as of P2 in 2023		Maintain 85% or better on Spring Post Test.
9. IXL ELA reading score 4-6th (new assessment program)	New Metric, no baseline % at grade level or above	47% as of P2 in 2022.	42% of students were proficient as of P2 in 2023		2021 results (Baseline) + 5% each year
10. IXL Math score 4-6th (new assessment program)	New Metric, no baseline % at grade level or above	12% as of P2 in 2022.	14% of students were proficient as of P2 in 2023		2021 results (Baseline) + 5% each year
11. EL Development based on ELPAC scores	Out of the 5 EL students that have been in our program, 60% moved up at least one level in 2021.	EL data not stated due to privacy with less than 11 students.	EL data not stated due to privacy with less than 11 students.		All ELs will increase ELPAC performance by one level from the prior year
12. EL Reclassification Rate	No EL students were eligible for reclassification this year as per ELPAC guidelines.	2 EL students were reclassified in 2021 as per ELPAC guidelines.	2 more EL students were reclassified due to 21-22 scores		30% of ELs at FES for 3 or more years will be reclassified annually

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
13 EL reports to parents with detail on English Language Development progress and progress on other Calif State Standards.	All ELs have access to ELD and CSS.	All have access	All have access		100%
14. Personnel records, SARC	100% of teachers are properly credentialed and assigned	100% properly credentialed and assigned	100% properly credentialed and assigned		100%
15. Broad course of study evidenced in teacher lesson plans, class schedules and report cards	All students, including students with disabilities, have access to a broad course of study which included all required academic subjects PE, art, music, and other enrichment activities	All including SWD have access to Broad Course of Study	All including SWD have access to Broad Course of Study		100%
16. Board Resolution of Sufficiency of IM, SARC	100% of students, including SWD, have access to CSS aligned instructional materials	All including SWD have access to CSS aligned IM	All including SWD have access to CSS aligned IM		100%
17. CSS Implementation evidenced in CSS-aligned materials, curriculum adoptions, teacher lesson plans, classroom observations, writing rubrics, student	CSS were implemented in all classrooms. ELD implemented in classrooms when EL present.	CSS implemented in all classrooms and ELD implemented in classrooms when EL present. Met on Local Indicators in CA School Dashboard.	CSS implemented in all classrooms and ELD implemented in classrooms when EL present. Met on Local Indicators in CA School Dashboard.		100%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
portfolios, and review of student work in PLC collaboration meetings and the CSS implementation survey. CSS implemented in all classrooms and ELD implemented in classrooms when EL present. Met on Local Indicators in CA School Dashboard.					
18. CAASPP Science Test results	55.22% of students met or exceeded standard	42.23% of students met or exceeded standard in Math, Spring 2021. 12.99 drop. No Dashboard colors were assigned for 2021	33.33% of students met or exceeded standards in Science, Spring 2022. No dashboard data was reported for 2022.		75% will meet or exceed standard
19. District Writing Rubrics Genre: Informational	78 %Proficient/Nearly Proficient in 2020-21	84% Proficient/Nearly Proficient in 2022.	80% of students were proficient/nearly proficient as of P2 in 2023		70% Proficient/Nearly Proficient

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	After school intervention/Homework Help	After school intervention classes and homework club will be provided by certificated and classified staff to further support students in need. State and Local diagnostic assessments will be used to identify students.	\$102,584.00	Yes

Action #	Title	Description	Total Funds	Contributing
		Certificated and Classified staff will provide additional instruction and intervention services to accommodate students in need and will be a particular benefit to unduplicated students.		
1.2	Classroom Aides	To support classroom instruction, Classroom Aides will be employed to increase the student/adult ration in the classroom and provide individualized assistance to identified students. Additional Aide time will be provided to increase student differentiated instruction to support their learning needs. Targeted support will be provided in reading, math, and homework assistance.	\$257,400.00	Yes
1.3	Writing Rubrics	Utilize district-wide CCSS aligned writing rubrics to benchmark and assess writing and compare to baseline scores from past years. Fall and Spring writing samples will be reviewed using rubrics and tabulated with a goal of 70% reaching proficiency or moving up a level by the end of the year. No additional funds will be needed to implement this action.		No
1.4	Technology (devices and software)	Continue to implement new technologies in the classroom to enhance teaching practices and improve student learning. Additional Chrome Books and Ipads will be purchased to increase student access to technology-based learning as our older models become outdated. Digital assessment tools such as IXL and Mystery Science will be purchased. Wifi network and servers will be upgraded.	\$32,583.00	No
1.5	Math Intervention		\$50,346.39	No

Action #	Title	Description	Total Funds	Contributing
1.6	Homework Help			No
1.7	ELD and EL Support	ELPAC coordinator will manage ELPAC and other assessments, ELD, and other services for EL students. No additional funds will be needed to implement this action.		Yes
1.8	Digital Assessments	Teachers will track student growth in Math and ELA using digital assessment tools such as IXL and CoreGrowth. No additional funds will be needed to implement this action.		No
1.9	Curriculum/Assessment Coordinator	Prepare District for CAASPP Testing and monitor and review SBAC scores. Collect local assessment data from teachers and compile LCAP data reports. Share CAASPP data with staff, board, and parents.		No
1.10	Reading Specialist	Reading Specialist will utilize Running Records and provide reading intervention to students in need.	\$116,775.00	Yes
1.11	Certificated Staff	High Quality teachers will continue to be employed to provide CSS aligned instruction in all subjects and to address the social/emotional needs of all students, as well as to: <ul style="list-style-type: none"> • Utilize best practices for effective instruction in Math and ELA • Monitor reading proficiency scores • Utilize district--wide CSS aligned writing rubrics to assess each writing genre • Utilize Summative Math Assessments • Continue to administer digital assessments • Integrate art, music, library, and other enrichment activities in the classroom program 	\$1,296,962.51	No

Action #	Title	Description	Total Funds	Contributing
1.12	Integrated Technology	Teachers will continue to integrate new technologies into the classroom, including conducting beginning, mid-year, and end of year diagnostic assessments using digital platforms such as IXL and CoreGrowth.		No
1.13	Special Education Program and Services	Resource Specialist Program (teachers and aides) provides support and assistance to students with disabilities per IEP and 504 plans.	\$387,677.00	No
1.14	Administrative Leadership	Administration provides instructional leadership for staff and supports implementation of SS aligned materials.	\$277,271.43	No
1.15	Classroom Instruction and Assessment	Teachers will continue to implement best practices for effective instruction in Math and ELA including: <ul style="list-style-type: none"> • Use District-wide assessment data and SBAC scores to identify students for Learning Loss • Provide effective instruction in reading and monitoring of reading proficiency scores • Use summative Math Assessments to measure student growth • Use of district-wide CCSS aligned writing rubrics to assess writing genres • Administer Digital Assessments • Offer both during and after school opportunities for intervention to further support students in need 	\$30,191.00	No
1.17	Visual/Performing Arts	Provide art, music, and other enrichment activities for all grades.	\$104,669.00	No

Action #	Title	Description	Total Funds	Contributing
1.18	Library services	Provide library services and other reading enrichment activities for all grades.	\$44,671.00	No

Goal Analysis [2022-23]

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

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

Based upon last year's poor attendance and expressed disinterest on a community survey, the school will not provide a summer school program. Instead, the school will provide a summer enrichment program for students in grades TK- 6th. All other actions were implemented as planned.

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.

Technology expenses increased after contracting with IXL for site licenses to assist with Math, ELA and Science services located in Goal 1, Action 4. We also purchased technology devices for employees hired to assist with math intervention and the after school program. In addition, more students utilized the math intervention tutor listed on Goal 1, Action 5 that assisted students before and after school as needed to help catch up on skills lost during distance learning. Furthermore, during budget adoption statutory benefits were not included in our calculation for special education (Goal 1, Action 13), administration (Goal 1, Action 14), or for certificated or summer school staff (Goal 1, Action 2 & Goal 1, Action 11). These expenses have now been added for a more efficient accountability of salaries and benefits. Lastly, after updated projections to library services since budget adoption, expenses have decreased within (Goal 1, Action 18).

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

The continued use of classroom aides to support and differentiate student learning has been effective as measured by local assessments. Before and after school intervention and home work help have been effective as measured by local assessments, but more consistent support can be provided during the school day through push in support. Having an intervention specialist providing push in support will benefit more students and will allow for more topic specific support. The digital assessments that were piloted have been effective at measuring student proficiency levels in both ELA and Math.

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.

Outcomes were revised to align with updated state and local assessment reporting since the CA Dashboard is using "low, medium, and high" to indicate achievement levels rather than color this year.

We are planning to increase push in support services for students needing more support in Math and ELA due to inconsistent attendance during before and after school intervention.

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	Maintain and/or improve high level of student, parent, and community involvement to keep Freshwater School a safe and welcoming learning environment, where students attend and are connected to their school.

An explanation of why the LEA has developed this goal.

Past climate surveys, including both local district surveys and the California Healthy Kids Survey, indicate a high level of satisfaction with school safety and connectedness. PBIS and other positive behavior programs have resulted in reduced suspension and referral rates. Communication practices in place prior to the pandemic and many which were developed as a result of it are needed to continue positive feelings about the school from students, parents, and staff.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
1. CHK Survey Parent Involvement Items	2020-21 CHKS Results % agree/strongly agree 1 - encourages parent partners = 93% 2 - seeks input before decisions = 64%	In 2021-2022, 1- 85% of parents feels the school encourages parent partners 2- 68% of parents feels the school seeks their input before make decisions (data added when results were available in 2023)	not available until year-end		90%
2. CHK survey item on school safety/connectedness 1 - students 2 - parents	2020-21 CHKS Results % agree/strongly agree	In 2021-2022, Safety: 1- Students: 87% feel safe at school	not available until year-end		90% all groups agree school is safe

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
<p>3 - staff</p> <p>CHK survey item on school connectedness from 2021:</p> <p>1 - students</p> <p>2 - parents</p> <p>3 - staff</p>	<p>1 - agree school is safe = NA due to Distance Learning Model</p> <p>2 - agree school is safe = NA due to Distance Learning Model</p> <p>3 - supportive and inviting place to work = 96%</p> <p>2020-21 CHK Results on school connectedness:</p> <p>1. agree that an adult at school cares about them = 85%</p> <p>2. -feel welcome to participate at school = 77%</p> <p>3. supportive/inviting place to work = 100%</p> <p>Baseline has been modified to account for return to in-person learning in 2023:</p> <p>Safety:</p> <p>1.)Students: 87% feel safe at school</p> <p>2.)Parents: 96% agree FSD is safe for their child</p>	<p>2- Parents: 96% agree FSD is safe for their child</p> <p>3- Staff: 94% feel safe at school</p> <p>School Connectedness:</p> <p>1- Students: 81% agree that an adult at school cares for them</p> <p>2- Parents: 80% feel welcome to participate at school</p> <p>3- Staff: 86% agree/strongly agree FSD is a supportive/inviting place to work (data added when results were available in 2023)</p>			

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<p>3.)Staff: 94% feel safe at school</p> <p>School Connectedness: 1.)Students: 81% agree that an adult at school cares for them 2.) Parents: 80% feel welcome to participate at school 3.) Staff: 86% agree/strongly agree FSD is a supportive/inviting place to work</p>				
3. Participation at parent conferences	99% of families, including families of students with disabilities, attended parent conferences	97% as of P2 in 2022.	95% as of P2 in 2023		95%
4. Attendance data in Schoolwise SIS and as reported on CALPADS	95%	97% as of P2 in 2022.	93% as of P2 in 2023		95%
5. Chronic absenteeism rate as reported in Dashboard	2019 Dashboard,chronic absentee rate is 3.6%	7% as of P2 in 2022.	11.9% as of P2 in 2023. CA Dashboard reported 2022 final results as 3.4% or "low" rate for all students,		Maintain under 5%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
6. Physical Fitness Test Results	2019 - 77% of students in HFZ on 4/5 standards on CDE's Physical Fitness Test	74% as of P2 in 2022.	78% as of P2 in 2023		70% or higher in HFZ on 4/5 standards
7. Maintain low suspension rate below the state average, which is currently 3.8%	2019 Dashboard suspension rate was reported as 0.6%	0% as of P2 in 2022.	0% as of P2 in 2023. CA Dashboard reported 2022 final results as 0.4% or "very low" for all students		Green status or better or "very low"
8. Maintain low expulsion rate below the state average, which is currently .09%	Expulsion rate was reported as 0 on the California Dashboard.	0% as of P2 in 2022.	0% as of P2 in 2023.		0%
9. William's FIT Report	2020-21 Fair rating reported on the FIT for our annual inspection	Overall Fair Rating as of P2 in 2022.	Overall Good Rating as of P2 in 2023		Overall Good rating
10. IEP Records	100% of families participated in IEP Meetings	100% participated in IEP mtgs	100% participated in IEP mtgs		Maintain 100%
11. Records of communications to parents detailing programs for unduplicated students and outlining opportunities for parental input	No tracking in prior year	12 notifications to parents of unduplicated students were provided as of P2 in 2022.	12 notifications to parents of unduplicated students were provided as of P2 in 2023.		Quarterly communications will be sent to parents

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
12. NEW METRIC: 4/23 Chronic absenteeism rate for SED students as reported in Dashboard	In 2022, 6.3% of SED students were chronically absent		In 2022, 6.3% of SED students were chronically absent identified as "medium" on the CA Dashboard		Achieve less than 5% rate and "low" status on Dashboard matching rate of all students

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	Home/School Communication Programs	Utilize a variety of communication strategies including Alert Now notifications, Weekly Bulletin, Jupiter Grades, School Wise SIS, School Website, School Face Book Page, and classroom newsletters to inform parents of school programs, promote regular attendance, and to encourage participation in school events.	\$38,721.00	No
2.2	Transportation	Provide transportation for students in need.	\$74,481.97	No
2.3	FEF Foundation/Community Club	Promote Freshwater Educational Foundation and the Community Club to further enhance educational programs and our campus. Increase recruitment efforts for attendance at meetings, including parent information night and orientation for TK and Kindergarten families. No additional funds will be needed to implement this action.		No
2.4	Improving Attendance Communication/Outreach	Share information with families on the importance of regular attendance at Back to School Night, other school events and in written communications. Identify students at risk of becoming chronically absent at end of each quarter. District will message families regarding limiting the use of Independent Study, as it contributes to learning loss for students. Administrator will expand outreach efforts to inform		Yes

Action #	Title	Description	Total Funds	Contributing
		families of importance of regular attendance and will meet with families to identify challenges to regular attendance and strategize solutions to overcome barriers. Individual incentive plans will be developed to encourage regular attendance. No additional funds will be needed to implement this action.		
2.5	Positive Behavior Programs	Provide ongoing support for positive behavior programs, to include: 1. PBIS, beginning with Tier 1 interventions and support. Use SWIS to track student behavior and identify interventions needed and to maintain a positive and healthy school climate and ensure that identified students receive the supports they need when they need them. 2. Continue to utilize Healthy Play philosophy with staff and students to ensure safe and positive interactions on campus. 3. Continue utilizing a Student Support Provider to teach Second Step program to help create and maintain a safe school climate. 4. Continue implementing schoolwide Character Strengths program 5. Continue implementing MTSS practices and Restorative Practices. 6. Implementation of Tier 2 and Tier 3 PBIS Supports for students.	\$6,398.61	No
2.6	Promoting Parent Involvement	Promote participation options available to parents such as Community Club, Parent Advisory Council, FEF, and Board meetings. Set up informational displays at Concerts, and Sports Events with information about opportunities for parent input and involvement in both classroom and school committees. Honor volunteers with annual breakfast celebration. No additional funds will be needed to implement this action.		No
2.7	School/Community Events	Continue to offer activities such as: open house, back to school night, parent volunteer orientation, all school picnic, trick or treat street, holiday craft fairs, annual breakfast celebration, invention convention science fair, character education assemblies, lego/game nights,		No

Action #	Title	Description	Total Funds	Contributing
		school spirit days, movie nights, enrichment classes, musical performances, community service elective and sports events. Provide Digital Citizenship Educational Night, TK/Kindergarten Orientation in the Fall. No additional funds will be needed to implement this action.		
2.8	PD on climate and social/emotional needs	Provide Professional Development for staff to address socio--emotional needs of students, including training for Healthy Play, PBIS, MTSS, Restorative Practices, and understanding equity and racial dynamics to create and maintain a safe school climate. Expand Equity Committee to include parents and prioritize next steps for the District. Share resources with our families. Student Support Provider to provide additional socio-emotional supports to students and families in need.	\$42,918.00	No
2.9	Student extra-curricular opportunities	Continue engaging students with community events and experiences, such as fieldtrip opportunities and swimming each year, sports and music programs, community service, and cross-age interactions in the Little Buddies program.	\$13,463.00	Yes
2.10	Facilities Maintenance and operations	Maintenance staff will repair and maintain the facility to maintain a good score on FIT.	\$347,630.00	No
2.11	Child Care and Referrals	Continue to provide child care at our daycare facility and work with Changing Tides to accommodate our low income families. ELO-P funds will be used to provide free child care for qualifying families.	\$246,044.94	No
2.12	Office Staff	Office staff tracks and reports school attendance and communicates with families. Business manager provides administrative support for personnel and fiscal oversight for the District.	\$120,270.99	No

Action #	Title	Description	Total Funds	Contributing
2.13	Food Services: Meal Program	Nutritious meals are provided to all students. Expand cafeteria staffing to accommodate high number of student meals due to universal meals program and serving a neighboring school district.	\$73,542.00	No

Goal Analysis [2022-23]

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

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

All actions for this goal were fully implemented.

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.

PBIS stipends listed on Goal 2, Action 5 have increased due a larger number of employees electing to participate in our PBIS committee. This committee meets weekly to discuss the impacts of the implementation of our PBIS program. Furthermore, salaries and benefits have also increased to both our certificated and classified employees due to the recent salary settlement between our District and union members. Consequently, this increase is reflected in Goal 2, Action 10 (Facilities), Goal 2, Action 11 (Child Care), Goal 2, Action 12 (Office Staff), and Goal 2, Action 13 (Food Services). In addition, due to the implementation of the Universal Meals Program our food expenditures listed in Goal 2, Action 13 have substantially increased to keep up with the demand of serving more students and a neighboring district on a daily basis.

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

After contracting out for food services during the pandemic, hiring our own chef and providing freshly cooked daily meals has been very successful. The ELO-P grant has allowed us to provide free child care during the school year and a free summer camp program for qualifying families which has been very appreciated in our school community. The Community Club brought back many events this year including trick or treat street and breakfast with the grinch which were both well attended successful events. Freshwater Educational Foundation (FEF) brought back after school enrichment courses which have been extremely well attended. Our school facebook page has helped to promote events and share successes. Our continued focus on Social Emotional Learning which has expanded to include an SEL Leadership Team, an Equity Committee, and two PBIS Leadership Teams has successfully improved our school climate. The creation of a Parent Advisory Committee (PAC) has been successful in gathering more parent feedback on our LCAP goals.

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.

Metric #12 was added to track chronic absenteeism rates for our students that are SED. On the CA Dashboard, we noticed that chronic absenteeism rates are higher for students that are SED so we will use this data as a way to measure the effectiveness of our efforts to address this. The District plans to offer an information night and orientation for new TK and Kindergarten families to increase parent participation in school organizations such as FEF and Community Club.

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

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

Projected LCFF Supplemental and/or Concentration Grants	Projected Additional LCFF Concentration Grant (15 percent)
\$236,835	\$0

Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
8.40%	0.00%	\$0.00	8.40%

The Budgeted Expenditures for Actions identified as Contributing may be found in the Contributing Actions Table.

Required Descriptions

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

The needs of foster youth, English Learners, and low-income students were considered first when drafting the LCAP. The actions Freshwater School will deliver schoolwide were determined to be effective in meeting the needs of our unduplicated students via surveys, meetings with educational partners, phone calls, and assessment data. These include: increasing the student:adult ratio in the classroom to provide targeted and differentiated support, providing targeted interventions in math intervention and homework club before and after school to address learning gaps, offering additional reading support from our Reading Specialist Teacher, providing support and assistance from our Resource Specialist Program (RSP) and Student Support Provider, meeting with families to provide individualized attendance support plans. In addition, unduplicated students will benefit from having access to free transportation, childcare, and field trip opportunities that provide community engagement. These actions and strategies will continue to be measured and re-assessed through the 2021-24 LCAP stakeholder engagement process. The actions that are being continued in our LCAP have proven to be effective for our students and is reflected in our high CAASPP scores, low chronic absenteeism rates, and our reduced suspension rates.

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

Freshwater Elementary School will demonstrate that our planned actions and services will increase or improve services for high needs students (foster youth, English learners, and low-income students) compared to the services all students receive by significantly more than the required percentage of 8.40% (\$236,835). Unduplicated students, students with disabilities, and disengaged students will receive expanded academic and social-emotional intervention and supports. Increasing the current support of paraprofessionals in our classrooms will increase differentiated instruction and support to meet the specific needs of individual students from aides and will enable teachers to spend additional time with their students. Other actions which are an increase but are limited to a specific group include providing supplies and materials for households in need, providing targeted EL supports and interventions through our EL director, and providing no cost extra curricular opportunities for community engagement via sports, band, enrichment clubs, and field trips for SED students. Freshwater School District will refer students for intervention that are identified by district assessment data. Title 1 Reading support, math intervention, and homework club and tutoring will be offered to students in need of additional support. Food Services and After School Daycare Program will be provided and is designed primarily to support working families and those without private daycare options. Our ELO-P funds will be used to offer free child care to qualifying families.

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.

NA

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	NA	NA
Staff-to-student ratio of certificated staff providing direct services to students	NA	NA

2023-24 Total Expenditures Table

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	\$2,954,525.15	\$534,005.56		\$176,070.13	\$3,664,600.84	\$3,232,765.84	\$431,835.00

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1.1	After school intervention/Homework Help	English Learners Foster Youth Low Income	\$76,319.00			\$26,265.00	\$102,584.00
1	1.2	Classroom Aides	English Learners Foster Youth Low Income	\$198,279.00			\$59,121.00	\$257,400.00
1	1.3	Writing Rubrics	All					
1	1.4	Technology (devices and software)	All	\$26,583.00			\$6,000.00	\$32,583.00
1	1.5	Math Intervention	All	\$50,346.39				\$50,346.39
1	1.6	Homework Help	All					
1	1.7	ELD and EL Support	English Learners					
1	1.8	Digital Assessments	All					
1	1.9	Curriculum/Assessment Coordinator	All					
1	1.10	Reading Specialist	English Learners Foster Youth Low Income	\$116,775.00				\$116,775.00
1	1.11	Certificated Staff	All	\$1,156,288.38	\$111,178.00		\$29,496.13	\$1,296,962.51
1	1.12	Integrated Technology	All					

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1.13	Special Education Program and Services	Students with Disabilities	\$933.00	\$354,154.00		\$32,590.00	\$387,677.00
1	1.14	Administrative Leadership	All	\$228,917.87	\$48,353.56			\$277,271.43
1	1.15	Classroom Instruction and Assessment	All	\$30,191.00				\$30,191.00
1	1.17	Visual/Performing Arts	All	\$104,669.00				\$104,669.00
1	1.18	Library services	All	\$44,671.00				\$44,671.00
2	2.1	Home/School Communication Programs	All	\$38,721.00				\$38,721.00
2	2.2	Transportation	All	\$74,481.97				\$74,481.97
2	2.3	FEF Foundation/Community Club	All					
2	2.4	Improving Attendance Communication/Outreach	English Learners Foster Youth Low Income					
2	2.5	Positive Behavior Programs	All	\$6,398.61				\$6,398.61
2	2.6	Promoting Parent Involvement	All					
2	2.7	School/Community Events	All					
2	2.8	PD on climate and social/emotional needs	All		\$20,320.00		\$22,598.00	\$42,918.00
2	2.9	Student extra-curricular opportunities	English Learners Foster Youth Low Income	\$13,463.00				\$13,463.00
2	2.10	Facilities Maintenance and operations	All	\$347,630.00				\$347,630.00
2	2.11	Child Care and Referrals	All	\$246,044.94				\$246,044.94
2	2.12	Office Staff	All	\$120,270.99				\$120,270.99

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
2	2.13	Food Services: Meal Program	All	\$73,542.00				\$73,542.00

2023-24 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
\$2,820,798	\$236,835	8.40%	0.00%	8.40%	\$404,836.00	0.00%	14.35 %	Total:	\$404,836.00
								LEA-wide Total:	\$404,836.00
								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	1.1	After school intervention/Homework Help	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools Grades 2-6	\$76,319.00	
1	1.2	Classroom Aides	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$198,279.00	
1	1.7	ELD and EL Support	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools		
1	1.10	Reading Specialist	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools Grades 1-6	\$116,775.00	
2	2.4	Improving Attendance Communication/Outreach	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		
2	2.9	Student extra-curricular opportunities	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$13,463.00	

2022-23 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	\$3,089,315.00	\$3,205,720.00

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	After school intervention	Yes	\$34,727	\$42,713
1	1.2	Classroom Aides	Yes	\$239,847	\$245,799
1	1.3	Writing Rubrics	No		
1	1.4	Technology (devices and software)	No	\$7,073	\$11,574
1	1.5	Math Intervention	No	\$25,234	
1	1.6	Homework Help	No		
1	1.7	ELD and EL Support	Yes		
1	1.8	Digital Assessments	No		
1	1.9	Curriculum/Assessment Coordinator	No	\$3,200	\$4153
1	1.10	Reading Specialist	Yes	\$102,912	\$118,677

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	Certificated Staff	No	\$1,153,992	\$1,177,877
1	1.12	Integrated Technology	No		
1	1.13	Special Education Program and Services	No	\$311,110	\$401,770
1	1.14	Administrative Leadership	No	\$174,963	\$201,341
1	1.15	Classroom Instruction and Assessment	No	\$50,828	\$49,995
1	1.17	Visual/Performing Arts	No	\$81,969	\$86,047
1	1.18	Library services	No	\$56,460	\$41,533
2	2.1	Home/School Communication Programs	No	\$23,337	\$23,851
2	2.2	Transportation	No	\$75,046	\$75,046
2	2.3	FEF Foundation/Community Club	No		
2	2.4	Improving Attendance Communication/Outreach	Yes		
2	2.5	Positive Behavior Programs	No	\$3,700	\$10,385
2	2.6	Promoting Parent Involvement	No		

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
2	2.7	School/Community Events	No		
2	2.8	PD on climate and social/emotional needs	No	\$36,779	\$36,254
2	2.9	Student extra-curricular opportunities	Yes	\$10,000	\$10,000
2	2.10	Facilities Maintenance and operations	No	\$266,465	\$311,141
2	2.11	Child Care and Referrals	No	\$187,241	\$234,063
2	2.12	Office Staff	No	\$108,036	\$91,615
2	2.13	Food Services: Meal Program	No	\$136,396	\$31,886

2022-23 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
\$194,404	\$313,935.00	\$277,403.00	\$36,532.00	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	1.1	After school intervention	Yes	\$34,727.00	\$571		
1	1.2	Classroom Aides	Yes	\$176,299.00	\$158,104		
1	1.7	ELD and EL Support	Yes				
1	1.10	Reading Specialist	Yes	\$92,909.00	\$108,728		
2	2.4	Improving Attendance Communication/Outreach	Yes				
2	2.9	Student extra-curricular opportunities	Yes	\$10,000.00	\$10,000		

2022-23 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
2,482,307	\$194,404	0%	7.83%	\$277,403.00	0.00%	11.18%	\$0.00	0.00%

Instructions

[Plan Summary](#)

[Engaging Educational Partners](#)

[Goals and Actions](#)

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

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

Introduction and Instructions

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

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

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

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

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

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

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

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

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

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

Engaging Educational Partners

Purpose

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

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

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

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

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

Requirements and Instructions

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

Local Control and Accountability Plan:

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

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

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

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

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

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

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

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

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

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

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

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

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

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

Focus Goal(s)

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

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

Broad Goal

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

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

Maintenance of Progress Goal

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

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

Required Goals

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

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

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

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

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

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

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

Measuring and Reporting Results:

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

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

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

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

Complete the table as follows:

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

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

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

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

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

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

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

Goal Analysis:

Enter the LCAP Year.

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

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

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

Purpose

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

Requirements and Instructions

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

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

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

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

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

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

Required Descriptions:

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

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

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

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

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

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

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

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

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

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

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

For School Districts Only:

Actions Provided on an LEA-Wide Basis:

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

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

Actions Provided on a Schoolwide Basis:

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

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

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

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

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

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

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

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

Provide the following descriptions, as applicable to the LEA:

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

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

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

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

Complete the table as follows:

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

Action Tables

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

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

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

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

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

Data Entry Table

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

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

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

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

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

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

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

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

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

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

LCFF Carryover Table

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

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

Calculations in the Action Tables

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

Contributing Actions Table

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

Contributing Actions Annual Update Table

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

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

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

LCFF Carryover Table

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

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

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

California Department of Education
January 2022