LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Northern United - Humboldt Charter School
CDS Code: 12101240137364
School Year: 2023-24
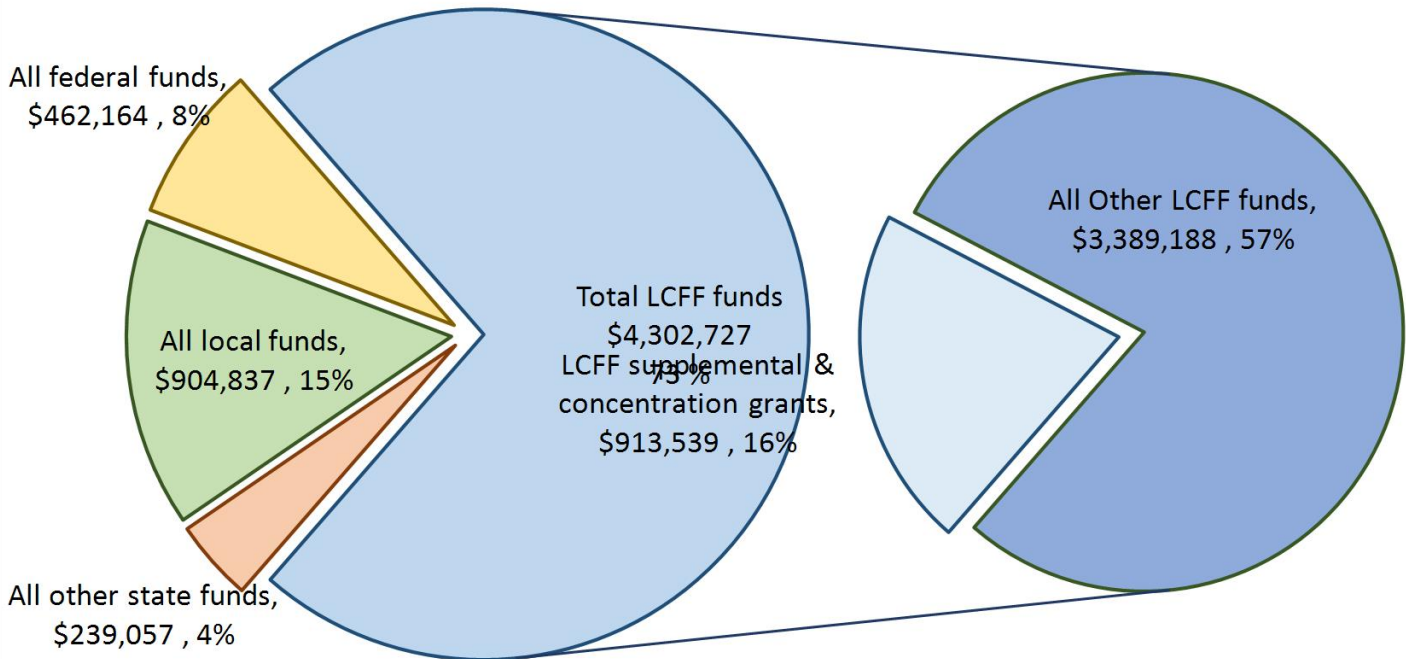LEA contact information:
Shari Lovett
Director
slovett@nucharters.org
(707) 445-2660 Ext. 110

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

All federal funds, $462,164 , 8%

All local funds, $904,837 , 15%

All other state funds, $239,057 , 4%

Total LCFF funds $4,302,727 73%

LCFF supplemental & concentration grants, $913,539 , 16%
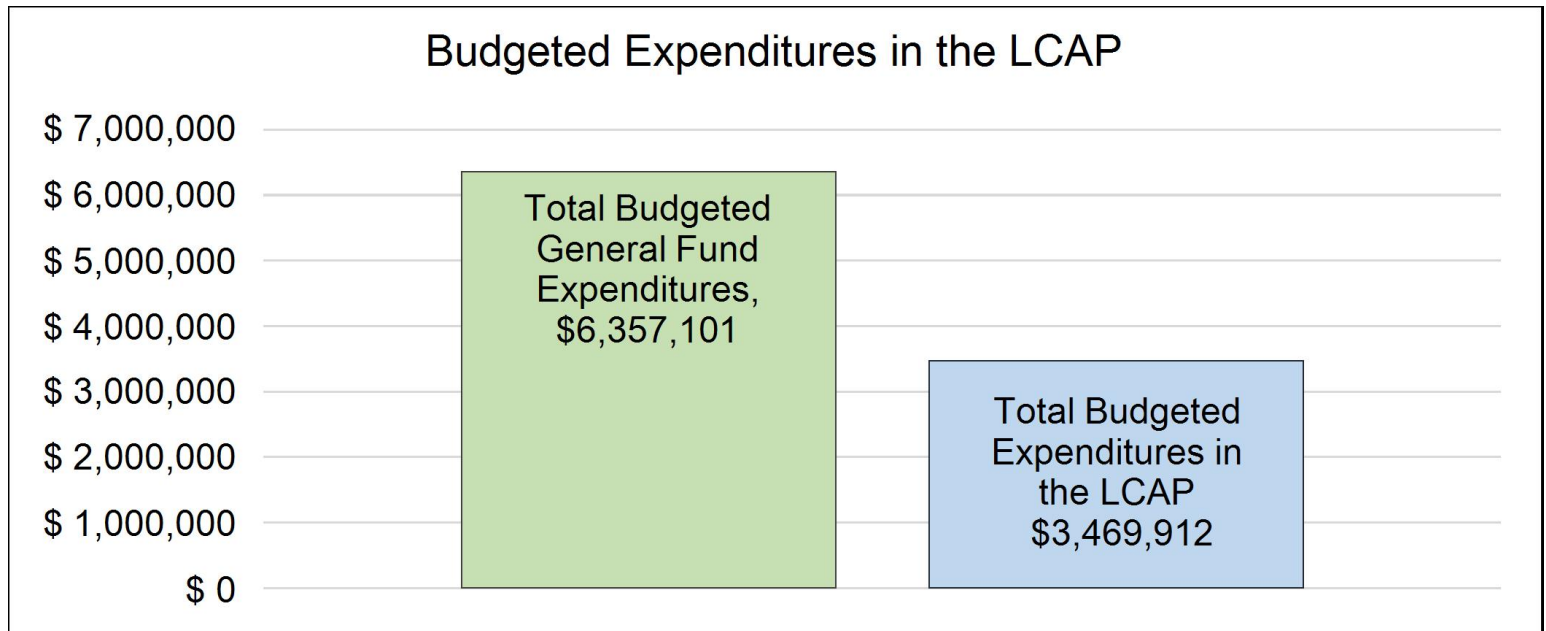
All Other LCFF funds, $3,389,188 , 57%

This chart shows the total general purpose revenue Northern United - Humboldt Charter School expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Northern United - Humboldt Charter School is $5,908,785, of which $4,302,727 is Local Control Funding Formula (LCFF), $239,057 is other state funds, $904,837 is local funds, and $462,164 is federal funds. Of the $4,302,727 in LCFF Funds, $913,539 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

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

Budgeted Expenditures in the LCAP

Total Budgeted General Fund Expenditures, $6,357,101

Total Budgeted Expenditures in the LCAP $3,469,912

This chart provides a quick summary of how much Northern United - Humboldt Charter School 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: Northern United - Humboldt Charter School plans to spend $6,357,101 for the 2023-24 school year. Of that amount, $3,469,912 is tied to actions/services in the LCAP and $2,887,189 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

liability insurance, telephone services, electricity services, water services, waste disposal, audit fees, legal fees, fingerprinting fees, authorizing fee, and equipment rental

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

In 2023-24, Northern United - Humboldt Charter School is projecting it will receive $913,539 based on the enrollment of foster youth, English learner, and low-income students. Northern United - Humboldt Charter School must describe how it intends to increase or improve services for high needs students in the LCAP. Northern United - Humboldt Charter School plans to spend $1,090,346 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

Prior Year Expenditures: Increased or Improved Services for High Needs Students
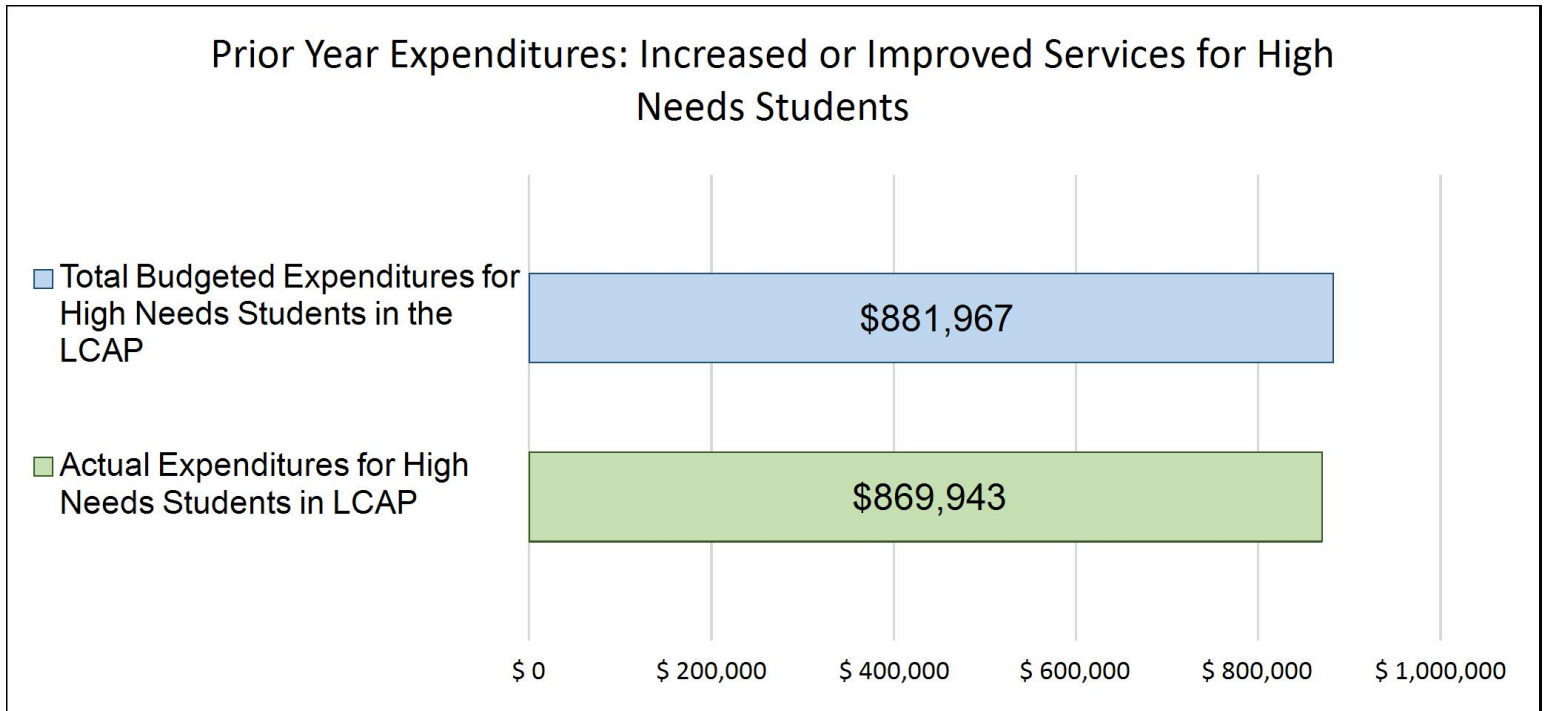
This chart compares what Northern United - Humboldt Charter School budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what Northern United - Humboldt Charter School estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

The text description of the above chart is as follows: In 2022-23, Northern United - Humboldt Charter School's LCAP budgeted $881,967 for planned actions to increase or improve services for high needs students. Northern United - Humboldt Charter School actually spent $869,943 for actions to increase or improve services for high needs students in 2022-23.

The difference between the budgeted and actual expenditures of $-12,024 had the following impact on Northern United - Humboldt Charter School's ability to increase or improve services for high needs students:

Though our actual expenditures for actions and services to increase or improve services for high needs students in 2022-2023 is less than the total budgeted expenditures for those planned actions and services, we budgeted more expenditures than the supplemental/concentration revenues we were allocated. In other words, we spent all of the revenue we received for high needs students. We budgeted even more expenditures than we received to target those students.

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
Northern United - Humboldt Charter School	Shari Lovett Director	slovett@nucharters.org (707) 445-2660 Ext. 110

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.

Northern United - Humboldt Charter School petitioned Humboldt County Office Education to become the first countywide benefit charter in Humboldt County. Northern United - Humboldt Charter School's petition was approved on February 14, 2018. Northern United - Humboldt Charter School serves students in grades TK-12, with six facilities throughout Humboldt County. We are WASC accredited and are an AVID certified school. We offer our students a variety of instructional opportunities including field trips, enrichment classes, concurrent and dual enrollment, CTE pathways, and TRIO.

Northern United – Humboldt Charter School students are educated through personalized learning programs. Within that context, students may receive their instruction through home-based learning or through attendance at a learning center. Students who select home-based learning meet with their teacher on a schedule that accommodates their educational needs. They may also participate in classes with other students at one of our facilities. Students who chose to attend one of our learning centers meet with their teachers on a more regular basis.

Because all of our students are independent study, parents play a vital role in their student's education. The program parents select determines the degree to which the parent is involved. The parents can become the primary facilitators of their child's learning program if they choose. Professional learning and parent education are available and encouraged. We work with all of our students and parents by providing them with educational resources, a credentialed teacher, and access to a team of educational staff. Parents/guardians and their children collaborate with their teachers to determine their educational goals and objectives, create their individualized curriculum, and determine their individual methods of teaching and learning.

Northern United - Humboldt Charter School provides a safe environment and positive culture for our students. We utilize PBIS, a behavioral framework, to help support our students achieve improved social and academic outcomes. We are an ALICE-certified school with staff who are trained in active shooter response. To help support the social/emotional needs of our students, we offer an Outdoor Resiliency Building Education program, as well as counselors and school psychologists.

Reflections: Successes

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

Based on a review of the California School Dashboard and our local data, we had several successes over the course of the year. We did see an increase in the number of CTE pathways we offer. In addition to a pathway in building trades and a pathway in horticulture, we began a pathway in mental and behavioral health. We also had an increase in the number of students college ready in E/LA as demonstrated in the EAP. In 2020/2021, we had a 31% college ready rate in E/LA and in 2021/2022 it increased to 47.06%. Another success was our increase in the satisfaction students feel about their academic program. It increased from 50% to 100%. Maintaining a 100% rate of students feeling safe is also a success. We made progress on increasing our attendance rate and decreasing our chronic absentee rate. Though it still isn't where we'd like it to be, we are moving in the right direction.

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 CAASPP scores decreased so this will continue to be a priority for our school and we qualified for Additional Targetes Support and Improvement. This can occur when one or more school level student groups has all indicators at the lowest status, but one indicator at another status level. This occured for our student group of multiple races. In other words, all of their indicators except one were in the lowest status. In our specific situation, due to the small number of students in this student group, only two indicators are reported and one is red (the lowest status) and one is blue.

We also saw a decrease in our graduation rate changing from 84.2% to 74.4% and an increase in our high school dropout rate with a 10.5% rate in the 2020-21 school year and 25.6% in the 2021-22 school year. Our chronic absenteeism for all students decreased from 17.9% to 12.4%, but is still too high. All of these areas will be a focus moving forward.

LCAP Highlights

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

When creating our LCAP, we proceeded to change from three goals to two goals. We based our decision on the fact that we believed this change would make our LCAP more user-friendly and more concise in nature. Moreover, we felt that having a brief but comprehensive LCAP would make sharing our LCAP information with our educational partners easier to understand and promote greater communication,

input, and involvement in the process in the upcoming years. We have found this decision to be successful; therefore, we will be continuing with our two goals.

Based on feedback that was received from our educational partners, we will continue placing emphasis on the academic and social/emotional needs of our students. With an increase in our counseling staff and expanded opportunities for our Outdoor Resiliency Building Experiences program and, continued interventions from our Intervention Coordinator overseeing our SSTs that address both behavioral and academic issues, all students will be supported in a very direct manner at the first signs of student struggle.

We will be continuing some of our past actions placing emphasis on specific targeted areas. With our tutoring and intervention curriculum along with our Renaissance assessments and interim CAASPP assessments, teachers are able to provide students with targeted support in areas in which students struggle. Finding that our CAASPP scores decreased during the 2021/2022 school year, Northern United - Humboldt Charter School will continue to address students' needs in this area. By monitoring students' growth with our internal data, Renaissance STAR testing, teachers are able to support students immediately in both E/LA and Mathematics. We will continue to put a focus on this support, as well as placing additional emphasis on the CAASPP interim assessments.

Additionally, by continuing to offer our students various CTE pathways, we give them opportunities to explore career options while experiencing academic rigor. We will be continuing with our CTE pathways with hopes of expanding our offerings over the next several year.

Other important highlights of our LCAP surround continuing to offer A-G coursework that is both high-interest and provides rigor for our students. While this is a continued action, we will place targeted emphasis on the addition of more A-G classes with the intention of seeing all high school students taking these courses.

Comprehensive Support and Improvement

An LEA with a school or schools eligible for comprehensive support and improvement must respond to the following prompts.

Schools Identified

A list of the schools in the LEA that are eligible for comprehensive support and improvement.

N/A

Support for Identified Schools

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

N/A

Monitoring and Evaluating Effectiveness

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

N/A

Engaging Educational Partners

Northern United - Humboldt Charter School understands that community input is important because parents, students, and staff can use the LCAP process to advocate for funds to meet their specific school needs, such as additional counselors, programs, and tutors. To gather feedback, we distributed three different surveys. The surveys focused on school climate, family engagement, California state standards curriculum and implementation. The surveys were distributed to parents, students, and staff. The School Climate Survey, the Family Engagement Survey and the Implementation of State Standards Survey were all distributed on February 1, 2023 and again on March 23, 2023. The surveys were emailed and sent out on Parent Square. In total, we received feedback to our surveys from 88 educational partners.

Input was also solicited through LCAP meetings held at our learning centers. These meetings occurred on February 9th, March 29th, and April 5th. With only twenty five education partners attending these meetings, participation was less than hoped for. This year a Parent Advisory Council (PAC) was formed with the purpose of seeking guidance and input on the LCAP. This group is made up of eight members and met on April 25, 2023. Input was also gathered at a teacher meeting on April 3, 2023. Additionally, partners had the opportunity to give feedback at Northern United Charter Schools' Board meetings. A public hearing was held on June 28, 2023, with plan adoption on June 29, 2023.

Northern United - Humboldt Charter School does not have an ELAC group due to the low number of EL students. Also, NU-HCS does not have a bargaining unit.

Based on the information we received, our educational partners responded that they feel well informed regarding their student's educational needs. Another area that educational partners addressed was how well our school individualizes learning and provides flexibility for each student and their specific needs. Our small class sizes, teacher-to-student ratio, community building, and positive, safe learning environments were all mentioned as strengths.

Our educational partners also responded about those areas in which they saw a need for our school to improve or continue to add to moving forward. There was a theme in our educational partner's responses regarding the social-emotional needs of our students and parents and how more services should be available. There also seemed to be a concensus among the educational partners that more elective choices should be made available to our student body and more support is needed to help students fill in gaps in learning.

Specific Feedback from Staff:
Things that are working and should continue:
6-8 online math class
SEL visits to on-campus sites

AVID class
Science labs on zoom
Sports teams
Art classes
Branches
Thematic events in Petrolia
Talent Show
Fundraisers
Science Fair
Parent involvement in projects
Community Schools group- partners
IST "classroom" is safe and respectful
Online zooms are safe and respectful

Things that are needed:
More vendors
Parent Square training
Newsletter

Specific Feedback from Parents:
Scheduling flexibility, a range of online course offerings, and concurrent enrollment options.
The teachers and staff are extremely kind and capable of providing a well rounded education to my child.
My child's teacher goes above and beyond to meet my child's individual needs for support.
My daughter loves doing her schoolwork and learns everything very quickly. She stays engaged and eager to get to learn more.
They are helping to make it possible for my child to graduate early.
I like the weekly email updates.
Staff is always quick to notify us of any events taking place and always available to accommodate every need we may have.

Specific Feedback from Students:
Flexibility in my schedule, being able to work accordingly, the school is greatly involved in my academic journey and success.
Small and quiet learning environment for in-person students.
Weekly emails, assignment reminders, calendar with all assignments lined out.
I feel that NUHC has given me some of the best opportunities to grow academically.

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

As a result of our educational partner's feedback, we included maintaining our communication strategies within the actions of our LCAP. We'll continue to produce newsletter and utilize ParentSquare. Because of the feedback we have received, Northern United-Humboldt Charter School has added more elective courses, including an additional CTE pathway. In an effort to support students social/emotional needs, as well as their gaps in learning, we will continue to fund two counselors, as well as an RTI coordinator and a math intervention specialist. Additionally, we will continue to partner with community vendors and tutors.

Goals and Actions

Goal

Goal #	Description
1	Northern United - Humboldt Charter School will improve student performance outcomes in all academic areas.

An explanation of why the LEA has developed this goal.

Upon reflection of our current and historical student performance data on the California School Dashboard, our local data, and feedback from educational partners, we determined that we need to focus on the academic progress of our students. Additionally, due to the COVID-19 pandemic and related facility closures, some of our students may have experienced gaps in their learning. Focusing on student performance must be a central focus for our school.

The actions and metrics chosen will help us achieve this goal by placing emphasis on academic rigor, state standards, a broad course study, and college readiness.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
CAASPP – ELA – All Students	2019/2020 - CAASPP administration was waived due to COVID 19 2018/2019 - ELA - All Students Exceeded 15% Met 27% Nearly Met 22% Not Met 35%	2020/2021 ELA - All Students Exceeded 22% Met 37% Nearly Met 20% Not Met 22%	2021/2022 ELA - All Students Exceeded 13.53% Met 30% Nearly Met 33.53% Not Met 22.94%		Increase Exceeded by 5% Increase Met by 5% Decrease Nearly Met by 5% Decrease Not Met by 5%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
CAASPP – ELA – Students with Exceptional Needs	2019/2020 - CAASPP administration was waived due to COVID 19 2018/2019- Exceeded 13% Met 15% Nearly 25% Not Met 48%	2020/2021 Exceeded 13% Met 20% Nearly Met 27% Not Met 40%	2021/2022 Exceeded 15.63% Met 18.75% Nearly Met 31.25% Not Met 34.38%		Increase Exceeded by 5% Increase Met by 5% Decrease Nearly Met by 5% Decrease Not Met by 5%
CAASPP – Math - All Students	2019/2020 - CAASPP administration was waived due to COVID 19 2018/2019 - Exceeded 11% Met 19% Nearly Met 27% Not Met 43%	2020/2021 Exceeded 16% Met 26% Nearly Met 25% Not Met 32%	2021/2022 Exceeded 10.65% Met 17.75% Nearly Met 37.28% Not Met 34.32%		Increase Exceeded by 5% Increase Met by 5% Decrease Nearly Met by 5% Decrease Not Met by 5%
CAASPP - Math - Students with Exceptional Needs	2019/2020 - CAASPP administration was waived due to COVID 19 2018/2019 - Exceeded 11% Met 12% Nearly Met 28% Not Met 43%	2020/2021 Exceeded 23% Met 8% Nearly Met 15% Not Met 54%	2021/2022 Exceeded 9.38% Met 12.5% Nearly Met 31.25% Not Met 46.88%		Increase Exceeded by 5% Increase Met by 5% Decrease Nearly Met by 5% Decrease Not Met by 5%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
CAASPP - ELA - Hispanic Students	2019/2020 - CAASPP administration was waived due to COVID 19 2018/2019 - Exceeded 10% Met 17% Nearly Met 23% Not Met 50%	2020/2021 Exceeded 27% Met 27% Nearly Met 27% Not Met 18%	2021/2022 Exceeded 8.70% Met 34.78% Nearly Met 47.83% Not Met 8.70%		Increase Exceeded by 5% Increase Met by 5% Decrease Nearly Met by 5% Decrease Not Met by 5%
CAASPP - Math - Hispanic Students	2019/2020 - CAASPP administration was waived due to COVID 19 2018/2019 - Exceeded 13% Met 7% Nearly Met 30% Not Met 50%	2020/2021 Exceeded 0% Met 35% Nearly Met 20% Not Met 45%	2021/2022 Exceeded 0% Met 21.74% Nearly Met 52.17% Not Met 26.09%		Increase Exceeded by 5% Increase Met by 5% Decrease Nearly Met by 5% Decrease Not Met by 5%
% UC/CSU A-G course completion with a C or better	2019/2020 - 68.75% - 11 of 16 graduates with UC/CSU (A-G) course completion	2020/2021 - 50% - 8 of 16 graduates with UC/CSU (A-G course completion	2021/2022 - 35.7% - 10 of 28 graduates with UC/CSU (A-G course completion		Increase UC/CSU A-G course completion to 75%
% of pupils that have successfully completed A-G requirements AND that have successfully completed CTE	2019/2020 - 0%	2020/2021 18.75%	2021/2022 0%		Increase graduates meeting A-G requirements and completing a CTE pathway to 30%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
courses from approved pathways					
% of ELs who progress in English proficiency (ELPAC)	2019/2020 - 0%	2020/2021 0%	2021/2022 Too few to report due to confidentiality		Increase ELs who progress in English Proficiency to 95%
EL reclassification rate to FEP	2019/2020 - 0%	2020/2021 0%	2021/2022 Too few to report due to confidentiality		Increase ELs who are reclassified to FEP to 30%
% of students that pass AP exams with a score of 3 or higher	2019/2020 - 0%	2020/2021 0%	2021/2022 0%		Increase students score of 3 or higher to 30%
EAP college ready	2019/2020 - EAP did not occur because the CAASPP administration was waived due to COVID 19 2018/2019 - 2/38 students (5.3%)	2020/2021 ELA 31% Math 27%	2021/2022 ELA 47.06% Math 11.76%		Increase college ready on EAP to 5%
CAST Science Assessment - All	2019/2020 - CAST did not occur because the CAASPP was waived due to COVID-19 2018/2019 - Exceeded 7% Met 23% Nearly Met 44%	2020/2021 CAST was not mandatory for 2020/2021 0%	2021/2022 Exceeded 7.89% Met 32.89% Nearly Met 43.42% Not Met 15.79%		Increase Exceeded by 5% Increase Met by 5% Decrease Nearly Met by 5% Decrease Not Met by 5%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	Not Met 26%				
Access for English learners to CCSS and ELD standards for purposes of gaining academic content knowledge and English language proficiency	2020/2021 - 100% of EL students have CCSS aligned curriculum with ELD standards embedded	2021/2022 100% of EL students have CCSS aligned curriculum with ELD standards embedded	2022/2023 100% of EL students have CCSS aligned curriculum with ELD standards embedded		Maintain100% of EL students with CCSS aligned curriculum with ELD standards embedded
% of students who have successfully completed a CTE pathways	2019/2020 - CTE pathway completion rate of 0%	2020/2021 CTE pathway completion rate 18.75%	2021/2022 CTE pathway completion rate not reported for 2021/2022, however internal data shows that no 2022 graduates completed a CTE pathway		Increase CTE pathway completion rate to 15%
Number of teachers without full credentials or misassigned	2019/2020 - 1 teacher misassigned and 100% with full credentials	2020/2021 0 teachers misassigned and 100% with full credentials	2021/2022 0 teachers misassigned and 100% with full credentials		Decrease number of teachers without credentials or misassigned to 0
Access to standards -aligned instructional materials	2020/2021 Access to standards -aligned instructional materials 100% of students had access to standards aligned instructional	2021/2022 Access to standards -aligned instructional materials 100% of students had access to standards- aligned instructional	2022/2023 Access to standards -aligned instructional materials 100% of students had access to standards- aligned instructional		Maintain 100% of student's with access to standards aligned instructional materials

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	materials based on 0 complaints with the Williams Complaint Process and the board resolution for the Sufficiency of Instructional Materials	materials based on 0 complaints with the Williams Complaint Process and the board resolution for the Sufficiency of Instructional Materials	materials based on 0 complaints with the Williams Complaint Process and the board resolution for the Sufficiency of Instructional Materials		
Implementation of academic content and performance standards	2020/2021 - 100% of teachers included academic content and performance standards for all courses for every student in each learning record	2021/2022 100% of teachers included academic content and performance standards for all courses for every student in each learning period	2022/2023 100% of teachers included academic content and performance standards for all courses for every student in each learning period		Maintain 100% of teachers including academic content and performance standards for all courses for every student in each learning record
Students have access and are enrolled in a broad course of study	2020/2021 - 100% of students have access and are enrolled in a broad course of study	2021/2022 100% of students have access and are enrolled in a broad course of study	2022/2023 100% of students have access and are enrolled in a broad course of study		Maintain 100% of students with access to a broad course of study
Programs and services developed and provided to	2020/2021 - 100% of special education case carriers had a student	2021/2022 - 100% of special education case carriers had a student	2022/2023 - 100% of special education case carriers had a student		Maintain 100% of special education case carriers having a

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
students with exceptional needs	caseload of 20 or below	caseload of 20 or below	caseload of 20 or below		student caseload of 20 or below
Other Student Outcomes - K-8 Growth on Renaissance STAR Assessments - Reading and Math	2020/2021 - Reading 73.6% average student growth in reading from fall window to the spring window test administrations Math 68.3% average student growth in math from the fall window to the spring window test administrations	2021/2022 Reading 67% average student growth in reading from Fall window to the Spring window test administrations Math 70% average student growth in math from the fall window to the spring window test administrations	2022/2023 Reading 58% average student growth in reading from Fall window to the Spring window test administrations Math 51% average student growth in math from the fall window to the spring window test administrations		Increase Reading growth to 80% Increase Math growth to 75%
Other Student Outcomes - 9-12 College Career Indicator	2019 California School Dashboard - 10.5% Prepared	2020 California School Dashboard 45% Prepared	2021 California School Dashboard Not reported for the 2020-2021 school year		Increase number of Prepared students by 5%

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Employ highly qualified teachers,	Target direct instruction in all subject areas	$1,809,002.00	No

Action #	Title	Description	Total Funds	Contributing
	including special education teachers			
1.2	Employ highly qualified content area specialists	Provide resources to staff and students, primarily directed to unduplicated youth and students with disabilities, in order to support them in making progress in content area standards	$404,173.00	Yes
1.3	Purchase common core state standard aligned curriculum for all students, including unduplicated students and students with disabilities	Provide and purchase high quality common core standard aligned curriculum for all students, including unduplicated students and students with disabilities.	$37,500.00	No
1.4	Provide professional learning opportunities	Provide professional development for all staff in core subject areas, differentiation, and universal design	$4,000.00	No
1.5	Implement academic RTI	Employ intervention coordinator, employ tutors, administer Renaissance, and provide intervention curriculum for unduplicated students, students with disabilities and at-risk students	$157,434.00	Yes
1.6	Employ academic counselor	Employ an academic counselor to offer academic, college/career and transition plans to graduates primarily directed to unduplicated youth and students with disabilities	$110,113.00	Yes

Action #	Title	Description	Total Funds	Contributing
1.7	Employ instructional aides	Employ instructional aides to work with students in core academic areas, primarily focusing on unduplicated youth and students with disabilities who are not excelling in Common Core State Standards	$177,570.00	Yes
1.8	Provide materials and supplies	Provide curriculum, home and school supplies for unduplicated youth. Provide backpacks, gas mileage reimbursements and bus tickets.	$13,045.00	Yes
1.9	Provide educational technology	Provide laptops and internet through hot spots, or other means, to unduplicated youth	$11,500.00	Yes
1.10	Purchase educational contracted services	Provide HERC library services, Destiny library, School Pathways (SIS), Apex, eDynamics, Education Network Services, CoOp Agreement, etc.	$46,173.00	No
1.11	Contract vendors	Provide community vendors for specialized educational opportunities, including special education services	$19,000.00	No
1.12	Provide additional CTE pathways	Provide additional CTE pathways to students, primarily focusing on unduplicated youth who are preparing for college/career readiness	$23,440.00	Yes

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.

We did complete the actions we planned to take in order to meet this goal. However, during the school year, a teacher resigned and it took us several months to replace her. Additionally, we were unable to hire a response to intervention coordinator until March. Until then, these duties were being shared by several staff members. Also, we contracted with less vendors that we originally planned. This was due to the requirement of vendors to be fingerprinted and TB tested. Many local agencies were unwilling to comply with these requirements.

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.

Material differences between Budgeted Expenditures and Estimated Actual Expenditures are noted as follows:
1.6 Employ academic counselor: This difference is due to a miscalculation on the estimated expenditures in planning the 2022-2023 LCAP.
1.7 Employ instructional aides: One instructional aide who was originally budgeted for became a certificated employee.

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

The specific actions taken by Northern United - Humboldt Charter School to target student academic improvement were not as successful as we had expected them to be. Unfortunately, we did not see the gains in our CAASPP scores that we had hoped to see for all students. However, students with exceptional needs and our Hispanic subgroup did show some growth in E/LA. By using the interim assessments, teachers were able to gain information about student strengths and areas for improvement, however our Star Renaissance scores also showed a decline in student growth. Another focus area has been in the area of our College and Career Indicators. Though we have been placing emphasis on CTE Pathways and A-G coursework, Northern United - Humboldt Charter School showed a decrease in the number of students completing a CTE pathway and in the percent of students graduating with A-G eligibility. We did, however, see an increase in the number of CTE pathways we offer and an increase in the number of students college ready in E/LA as demonstrated in the EAP.

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.

Northern United - Humboldt Charter School does not plan to change this goal or the actions associated with it. We now have an RTI Coordinator on staff and we are hoping this added focus to academic intervention will support student growth.

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	Northern United - Humboldt Charter School will improve school climate and parent/community involvement to promote and cultivate a positive, safe environment for all.

An explanation of why the LEA has developed this goal.

Because of the pandemic and the impact that it has had on all students and staff, we are aware that we will need to support our educational partners. Promoting school climate and student/parent engagement can only occur when the mental health needs of our community are met. This is a very important goal for our school to concentrate on given the unprecedented times we have lived through. Based on the California School Dashboard and our local data from metrics related to school climate and engagement, responses indicated that additional support and interventions are needed.

The actions and metrics chosen will help us achieve this goal by placing emphasis on community engagement, school connectedness, parent communication, and school satisfaction.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Parent satisfaction survey results	2020/2021 - 100% of the parents stated that they were satisfied with our school's academic program	2021/2022 100% of parents stated that they were satisfied with our school's academic program	2022/2023 84.6% of parents stated that they were satisfied with our school's academic program		Maintain 100% parent satisfaction with school's academic program
School connectedness	2020/2021 - 83.3% of teachers feel connected to all staff	2021/2022 81.9% of teachers feel connected to all staff	2022/2023 80% of teachers feel connected to all staff		Increase teachers feel connected to all staff to 95% and maintain

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	and regularly collaborate with other teachers and 100% of our staff feel connected to their students and our school.	and regularly collaborate with other teachers and 95.5% of our staff feel connected to their students and our school.	and regularly collaborate with other teachers and 100% of our staff feel connected to their students and our school.		100% of staff feeling connected to their students and our school
Parent participation in programs for individual with exceptional needs	2020/2021 - 100% of parents participated in IEP meetings held for their students with exceptional needs	2021/2022 100% of parents participated in IEP meetings held for their students with exceptional needs	2022/2023 100% of parents participated in IEP meetings held for their students with exceptional needs		Maintain 100% participation at IEP meetings
School facilities in "good repair" using the Facilities Inspection Tool (FIT)	2020/2021 - 100% of our facilities were in "good repair" per FIT	2021/2022 100% of our facilities were in "good repair" per FIT	2022/2023 100% of our facilities were in "good repair" per FIT		Maintain 100% facilities in "good repair" using FIT
Chronic Absenteeism for students of multiple races			2021/2022 Students of multiple races performed in the lowest status level (red) on the California School Dashboard		Increase the status level of students of multiple races to the highest status level (blue)

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Student safety survey results	2020/2021 - 100% of students felt safe at their school	2021/2022 100% of students felt safe at their school	2022/2023 100% of students felt safe at their school		Maintain 100% of students who feel safe at school
Student satisfaction survey results	2020/2021 - 82.9% of the students stated that they were satisfied with the school's academic program	2021/2022 50% of the students stated that they were satisfied with the school's academic program	2022/2023 100% of the students stated that they were satisfied with the school's academic program		Increase student satisfaction with the school's academic program to 95%
Attendance rate	2019/2020 - 97.26% school attendance rate	2020/2021 95.2% school attendance rate	2021/2022 95.94% school attendance rate		Increase school attendance rate to 98%
Chronic Absenteeism	2019/2020 - 8.88% Chronic absentee rate	2020/2021 17.9% Chronic absentee rate	2021/2022 12.4% Chronic absentee rate (all students)		Decrease chronic absentee rate to 5%
Suspension rate	2019/2020 - 1.5% suspension rate	2020/2021 0% suspension rate	2021/2022 .8% suspension rate		Decrease suspension rate to 1%
Expulsion rate	2019/2020 - 0% expulsion rate	2020/2021 0% expulsion rate	2021/2022 0% expulsion rate		Maintain 0% expulsion rate
High School graduation rate	2019/2020 - 94.1% graduation rate	2020/2021 84.2% graduation rate	2021/2022 74.4% graduation rate		Increase graduation rate to 98%
Middle School drop out rate	2019/2020 - 0% middle school drop out rate	2020/2021	2021/2022 0% middle school drop out rate		Maintain 0% middle school drop out rate

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		.01% middle school drop out rate (1 of 99 6-8 grade students)			
High School drop out rate	2019/2020 - 5.82% student drop out rate	2020/2021- 10.5% student drop out rate	2021/2022 25.6% student drop out rate		Decrease student drop out rate to 3%
Parent participation in programs for all students, including unduplicated students	2019/2020 - 76.54% parents participated in programs for all students, including unduplicated students	2020/2021 95.6% parents participated in programs for all students, including unduplicated students.	2021/2022 88.5% parents participated in programs for all students, including unduplicated students		Increase parent participation in programs for all students, including unduplicated students to 85%
Parent input in decision making	2020/2021 - 19.7% of parents provided input in decision making process	2021/2022 85.7% of parents provided input in decision-making process	2022/2023 82.4% of parents provided input in decision-making process		Increase parent input in decision making process to 50%

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	Increase parent communication	Parent Square; maintain newsletter; advertise school events; mail flyers; distribute school handbook	$15,437.00	No
2.2	Employ social/emotional counselor	Employ a half-time counselor to support unduplicated students and students with disabilities		No

Action #	Title	Description	Total Funds	Contributing
2.3	Provide professional learning opportunities in social/emotional, climate and engagement strategies	Provide professional learning in PBIS, Second Step, etc.	$5,500.00	Yes
2.4	Implement behavioral RTI	Employ intervention coordinator; employ ORBE coordinator; purchase social/emotional curriculum; purchase gas, materials and supplies for ORBE program, etc.	$52,425.00	Yes
2.5	Employ school psychologist	Employ school psychologist to support students with disabilities and unduplicated youth	$11,423.00	No
2.6	Offer food program	Provide meals for unduplicated students	$147,690.00	Yes
2.7	Maintain instructional facilities	Provide facilities for unduplicated students and students with disabilities to receive services	$424,487.00	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.

The actions related to this goal were implemented in much the same way that we have done over the past years. In an analysis of this goal, we did accomplish our planned actions, however it is clear that more emphasis needs to be placed on the importance of involvement in our school. We had very low participation in our surveys and a decrease in parent participation and parents feeling they have input in decision making. Also, our food service coordinator resigned in the fall and her replacement went on medical leave so it has been a struggle implementing action 2.6. On a positive note, we formed a social/emotional learning (SEL) team to help support the needs of our students. Through the course of this year, the SEL team developed a school vision and SEL priorities. Finally, as stated in the analysis of Goal 1, we recently hired an intervention coordinator and we're hopeful that filling this position will have positive impacts on student behavior.

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.

Material differences between Budgeted Expenditures and Estimated Actual Expenditures are noted as follows:
2.1 Increase parent communication: We spent more than we originally estimated due to an increase in staffing costs.
2.6 Offer food program: We spent less on staffing than we originally estimated. This is because we had turn over in our food service staffing.

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

We had a decrease in the percent of parents who are satisfied with our school, however the student satisfaction and feelings of safety remain high. We also saw a reduction in our graduation rate, changing from 84.2% to 74.4%, and in increase in our high school dropout rate with a 10.5% in the 2020-21 school year and 25.6% in the 2021-22 school year. Our chronic absenteeism rate for all students decreased from 17.9% to 12.4%, but increased for students of multiple races. This year we qualified for Additional Targeted Support and Improvement. This can occur when one or more school level student groups has all indicators at the lowest status, but one indicator at another status level. This occurred for our student group of multiple races. In other words, all of their indicators except one were in the lowest status. In our specific situation, due to the small number of students in this student group, only two indicators are reported and one is red (the lowest status) and one is blue. These swings in rates are in part explained by our small sample sizes. Each student makes a large difference in a small school.

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.

In reflection of our practice, it is clear that an increase in communication with our parents, students, and staff regarding the importance of their participation and input is needed. We do not plan on changing this goal or any actions, however we did add a metric and outcome. The metric and outcome is related to the chronic absentee rate for students of multiple races.

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)
$913,539	$95,422.38

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
26.95%	0.00%	$0.00	26.95%

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.

Goal #1 Action 2 - Employ highly qualified content area specialists

By providing additional resources in specific content areas to unduplicated youth, the students will have more direct instruction and support toward making progress in academic content standards. A review of our previous CAASPP data, as well as our local assessment data, showed that our unduplicated students were underperforming in academic areas. By providing highly qualified teachers, unduplicated students will receive the academic support through direct instruction necessary to achieve academic expectations because there will be a lower adult/student ratio which provides more direct instruction and support for unduplicated students. After an analysis of data reflecting student success, we determined that unduplicated students were disproportionately scoring lower on both standardized testing and our internal STAR Renaissance assessments. This prompted the creation of an action to address additional academic support for students. We expect our student success metrics will increase for all students, however, unduplicated students will receive the largest benefit by having content area specialists. The more one-on-one attention and individualized teaching students can glean, the higher the quality and personalization of their learning. A lower ratio tends to indicate a more positive and tailored teaching approach that benefits high need students.

Action 5 - Implement academic RTI

By employing an Intervention Coordinator, additional tutors, administering the Renaissance assessment, and providing an intervention curriculum, we will be able to provide targeted intervention for specific gaps in learning or learning loss for unduplicated students. The intervention coordinator will be responsible for progress monitoring for students who fall within the unduplicated categories. The needs of our unduplicated students were considered first by an analysis of our data that showed these students were underperforming in academic areas. By implementing academic RTI, unduplicated students will have access to the appropriate curriculum and staff in order to achieve academic expectations. To improve our academic performance we will have an intervention coordinator in both E/LA and mathematics, as well as a Data Champion at each learning center to lead data analysis efforts and create an early warning system that uses individual student data to generate indicators of "on-track" status and enable staff to identify and monitor progress of students falling below an identified threshold, and work with teachers to consider additional actions and services designed to help each student improve his or her performance. This action will be effective because it will allow us to better understand the needs of each individual student through an analysis of periodic screening data, a personalized intervention plan, and an expansion of one on one tutoring opportunities.

Action 6 - Employ an academic counselor

By employing an additional academic counselor, unduplicated students will receive more academic, college/career, and transition plan guidance. The focus will be placed on post-secondary transitional planning in order to ensure the success of unduplicated students after high school. Because our unduplicated students are not meeting their expected academic progress, we considered how increasing our academic counseling staff could enhance a student's access to a broad course of study and increase the rate of unduplicated students' success. By providing additional academic counseling, all students will benefit, but the strategies will be principally directed to unduplicated students. Because our unduplicated students are not meeting their expected academic progress, we considered how increasing academic counseling staff could enhance student access to a broad course of study and overall academic success rate of unduplicated students' success. By employing an additional academic counselor, unduplicated students will receive more academic, college/career, and transition plan guidance. The focus will be placed on postsecondary transition planning in order to ensure the success of unduplicated students after high school.

Action 7 - Employ instructional aides

By employing additional instructional aides there will be a lower adult/student ratio which provides more direct instruction and support for unduplicated students. After an analysis of data reflecting student success, we determined that unduplicated students were disproportionately scoring lower on both standardized testing and our internal STAR Renaissance assessments. This prompted the creation of an action to address additional academic support for students. We expect our student success metrics will increase for all students, however, unduplicated students will receive the largest benefit by having instructional aides. The more one-on-one attention and

individualized teaching students can glean, the higher the quality and personalization of their learning. A lower ratio tends to indicate a more positive and tailored teaching approach that benefits high need students.

Action 8 - Provide materials and supplies

By providing materials and supplies, including backpacks, gas mileage reimbursements, and bus tickets for all students, including unduplicated youth, we will remove barriers from learning that might otherwise stand in the way of their academic success. Unduplicated students, low-income students in particular, often lack the supplies they need to be successful. By providing materials and supplies, all of our students receive the educational materials they need to be successful, but our unduplicated students principally benefit. By providing materials and supplies, including backpacks and bus tickets or van transportation to unduplicated youth, we will remove barriers that limit their access to our educational program and from learning that might otherwise stand in the way of their academic success. This action is available to all students, but is principally directed towards SED and other unduplicated students.

Action 9 - Provide educational technology

By providing educational technology to unduplicated youth, we will ensure that unduplicated youth receive access to educational opportunities. Unduplicated students often face barriers regarding internet access and educational technology. This leads to less academic engagement. By providing hot spots and Chromebooks to students, all of our students receive access to the internet, but our unduplicated students principally benefit because the barrier of access is removed. By providing Chromebooks, hotspots, and bus tickets or van transportation to unduplicated youth, we will remove barriers that limit their access to our educational program and from learning that might otherwise stand in the way of their academic success. This action is available to all students, but is principally directed towards SED and other unduplicated students.

Action 12 - Provide CTE pathways

By providing additional CTE pathways to all students, unduplicated youth will receive instructional programs to ensure college and career readiness. Because our unduplicated students, especially socioeconomically disadvantaged students, are less likely to be "prepared" for College/Career Readiness than all students, providing engaging, hands-on opportunities to experience a-g courses and CTE pathways, will ensure that unduplicated students will gain the necessary skills to be prepared to enter college or the workforce. Additional CTE pathways will allow more students to benefit, however, our unduplicated students will receive the greatest benefit from greater student engagement; therefore, those meeting the "prepared" level for the College/Career Readiness indicator should increase. Because we have such a high rate of unduplicated students, any action to increase college readiness will benefit those students. Working towards ensuring that all students gain the necessary skills to be prepared to enter college or the workforce by having access to a broad course of study will help our

traditionally underserved students as well. By hiring an CTE teachers CTE and creating new pathway opportunities, and contracting with the county office of education, we will become more effective at preparing all students for post secondary plans.

Goal #2

Action 3 - Provide professional learning opportunities in social/emotional, climate and engagement strategies.

By providing additional learning opportunities in PBIS, Second Step, etc. staff will gain additional knowledge to help support unduplicated student's behavioral and emotional needs. Because our unduplicated students are overrepresented in our dropout rate, suspension rate, and chronic absenteeism, providing professional learning in social/emotional, climate and engagement strategies, our staff will gain knowledge to address the specific barriers that unduplicated students face in their academic success. Professional learning in SEL provides staff with increased strategies to support student engagement for all students, therefore the overrepresentation of unduplicated students in our dropout and suspension rate should decrease. Because our unduplicated students are overrepresented in our dropout rate, suspension rate, and chronic absenteeism, providing professional learning in social/emotional, climate and engagement strategies, our staff will gain knowledge to address the specific barriers that unduplicated students face in their academic success. Because our unduplicated students are overrepresented in many of our school metrics, including dropout rate, suspension rate, and chronic absenteeism, employing an additional school counselor will benefit and add to the unduplicated students' success. By offering a food program, we will remove barriers from learning that might otherwise stand in the way of their academic success. By providing additional learning opportunities in PBIS, staff will gain additional knowledge to help support unduplicated student's behavioral and emotional needs. By employing an additional counselor who will be addressing the social/emotional needs of students, unduplicated youth will receive additional support in addressing their mental health.

Action 4 - Implement behavioral RTI

By employing an Intervention Coordinator to target the behavioral and social/emotional needs of unduplicated students, they will gain targeted additional support in this area. By expanding our ORBE program, additional unduplicated students will participate in resiliency building education. Implementing behavioral RTI is essential to academic progress, in particular for our unduplicated students. Homeless, foster youth and low-income students may need additional interventions to help eliminate barriers to success. By implementing behavioral RTI, all students, especially homeless, foster and low-income students will benefit, however, these actions are principally directed toward unduplicated youth. Because our unduplicated students are overrepresented in our dropout rate, suspension rate, and chronic absenteeism, providing professional learning in social/emotional, climate and engagement strategies, our staff will gain knowledge to address the specific barriers that unduplicated students face in their academic success. By providing additional learning opportunities in PBIS, SEL, PBIS, MHFA, and Restorative Justice, staff will gain additional knowledge to help support unduplicated student's behavioral and emotional needs. Professional learning in SEL provides staff with increased strategies to support student engagement for all students, therefore the overrepresentation of unduplicated students in our dropout and suspension rate should decrease. By employing a school psychologist to target the behavioral and social/emotional needs of unduplicated students through the RTI process, they will gain targeted additional support in this area. By reintroducing the Elevate program, unduplicated students will participate in life skills building and life goal setting group

sessions designed to improve student engagement and school performance outcomes. Implementing behavioral RTI is essential to academic progress, in particular for our unduplicated students. Homeless, foster youth, and low-income students may need additional interventions to help eliminate barriers to success. By implementing behavioral RTI, all students, especially homeless, foster and low-income students will benefit, however, these actions are principally directed toward unduplicated youth.

Action 6 - Offer food program

By offering a food program, we will remove barriers from learning that might otherwise stand in the way of their academic success. Unduplicated students, especially those with low income, have food insecurity as a barrier to learning. Because of this, these students were considered first. All students benefit from a food program, however, unduplicated students will receive the greatest benefit by removing this barrier that might otherwise stand in the way of their academic success. Unduplicated students, especially those with low income, have food insecurity as a barrier to learning. Because of this, these students were considered first. All students benefit from a food program, however, unduplicated students will receive the greatest benefit by removing this barrier that might otherwise stand in the way of their academic success. Professional learning in SEL provides staff with increased strategies to support student engagement for all students, therefore the overrepresentation of unduplicated students in our dropout and suspension rate should decrease. Increased counseling services will increase student engagement for all students, but will principally benefit the unduplicated students.

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

Services provided for unduplicated pupils are increased or improved in the following actions:

Goal #1
Action 2 - Employ highly qualified content area specialists
By providing additional resources in specific content areas to unduplicated youth, the students will have more direct instruction and support toward making progress in academic content standards.

Action 5 - Implement academic RTI
By employing an Intervention Coordinator, additional tutors, administering the Renaissance assessment, and providing an intervention curriculum, we will be able to provide targeted intervention for specific gaps in learning or learning loss for unduplicated students. The intervention coordinator will be responsible for progress monitoring for students who fall within the unduplicated categories.

Action 6 - Employ an academic counselor

By employing an additional academic counselor, unduplicated students will receive more academic, college/career, and transition plan guidance. Focus will be placed on post-secondary transitional planning in order to ensure the success of unduplicated students after high school.

Action 7 - Employ instructional aides
By employing additional instructional aides there will be a lower adult/student ratio which provides more direct instruction and support for unduplicated students.

Action 8 - Provide materials and supplies
By providing materials and supplies, including backpacks, gas mileage reimbursements, and bus tickets for unduplicated youth, we will remove barriers from learning that might otherwise stand in the way of their academic success.

Action 9 - Provide educational technology
By providing internet, laptops, and hot spots to unduplicated youth, we will ensure that unduplicated youth receive access to educational opportunities

Action 12 - Provide CTE Programs
By providing CTE programs to students, unduplicated youth will receive instructional programs to ensure career readiness

Goal #2
Action 3 - Provide professional learning opportunities in social/emotional, climate and engagement strategies.
By providing additional learning opportunities in PBIS, Second Step, etc. staff will gain additional knowledge to help support unduplicated student's behavioral and emotional needs.

Action 4 - Implement behavioral RTI
By employing an Intervention Coordinator to target the behavioral and social/emotional needs of unduplicated students, they will gain targeted additional support in this area. By expanding our ORBE program, additional unduplicated students will participate in resiliency building education

Action 6 - Offer food program
By offering a food program, we will remove barriers from learning that might otherwise stand in the way of their academic success.

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

The additional concentration grant add-on funding was used to increase our counseling staff. Based on feedback from our educational partners, it was clear that we needed extra counseling staff to address both the social and emotional needs of students, including unduplicated youth. With one counselor paying close attention to this identified need, our other counselor is able to use their energies in the academic realm. We see that having two couselors is a great addition and allows more support for all students, including foster youth, English learners, and low-income students.

Staff-to-student ratios by type of school and concentration of unduplicated students	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of classified staff providing direct services to students	NA	1:37
Staff-to-student ratio of certificated staff providing direct services to students	NA	1:11

2023-24 Total Expenditures Table

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$2,730,286.00	$540,683.00	$55,550.00	$143,393.00	$3,469,912.00	$2,842,093.00	$627,819.00

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1.1	Employ highly qualified teachers, including special education teachers	All	$1,182,893.00	$506,683.00		$119,426.00	$1,809,002.00
1	1.2	Employ highly qualified content area specialists	English Learners Foster Youth Low Income	$404,173.00				$404,173.00
1	1.3	Purchase common core state standard aligned curriculum for all students, including unduplicated students and students with disabilities	All		$15,000.00	$22,500.00		$37,500.00
1	1.4	Provide professional learning opportunities	All	$4,000.00				$4,000.00
1	1.5	Implement academic RTI	English Learners Foster Youth Low Income	$144,890.00			$12,544.00	$157,434.00
1	1.6	Employ academic counselor	English Learners Foster Youth Low Income	$110,113.00				$110,113.00
1	1.7	Employ instructional aides	English Learners Foster Youth Low Income	$177,570.00				$177,570.00
1	1.8	Provide materials and supplies	English Learners Foster Youth	$13,045.00				$13,045.00

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
			Low Income					
1	1.9	Provide educational technology	English Learners Foster Youth Low Income	$11,500.00				$11,500.00
1	1.10	Purchase educational contracted services	All	$13,123.00		$33,050.00		$46,173.00
1	1.11	Contract vendors	All		$19,000.00			$19,000.00
1	1.12	Provide additional CTE pathways	English Learners Foster Youth Low Income	$23,440.00				$23,440.00
2	2.1	Increase parent communication	All	$15,437.00				$15,437.00
2	2.2	Employ social/emotional counselor	All					
2	2.3	Provide professional learning opportunities in social/emotional, climate and engagement strategies	English Learners Foster Youth Low Income	$5,500.00				$5,500.00
2	2.4	Implement behavioral RTI	English Learners Foster Youth Low Income	$52,425.00				$52,425.00
2	2.5	Employ school psychologist	All				$11,423.00	$11,423.00
2	2.6	Offer food program	English Learners Foster Youth Low Income	$147,690.00				$147,690.00
2	2.7	Maintain instructional facilities	All	$424,487.00				$424,487.00

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
$3,389,188	$913,539	26.95%	0.00%	26.95%	$1,090,346.00	0.00%	32.17 %	**Total:**	$1,090,346.00
								LEA-wide Total:	$1,090,346.00
								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	1.2	Employ highly qualified content area specialists	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$404,173.00	
1	1.5	Implement academic RTI	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$144,890.00	
1	1.6	Employ academic counselor	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$110,113.00	
1	1.7	Employ instructional aides	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$177,570.00	
1	1.8	Provide materials and supplies	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$13,045.00	
1	1.9	Provide educational technology	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$11,500.00	

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	1.12	Provide additional CTE pathways	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$23,440.00	
2	2.3	Provide professional learning opportunities in social/emotional, climate and engagement strategies	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$5,500.00	
2	2.4	Implement behavioral RTI	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$52,425.00	
2	2.6	Offer food program	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$147,690.00	

2022-23 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$3,024,944.00	$3,160,513.53

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	Employ highly qualified teachers, including special education teachers	No	$1,520,737.00	$1,671,703.03
1	1.2	Employ highly qualified content are a specialists	Yes	$404,173.00	$424,156
1	1.3	Purchase common core state stand ard aligned curriculum for all students, including unduplicated students and students with disabilities	No	$37,500.00	$37,500.00
1	1.4	Provide professional learning opportunities	No	$4,000.00	$4,000.00
1	1.5	Implement academic RTI	Yes	$136,964.00	$126,236.30
1	1.6	Employ academic counselor	Yes	$137,513.00	$175,286.00
1	1.7	Employ instructional aides	Yes	$95,822.00	$66,966.00
1	1.8	Provide materials and supplies	Yes	$12,905.00	$12,403.60
1	1.9	Provide educational technology	Yes	$11,213.00	$11,212.54

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	1.10	Purchase educational contracted services	No	$41,472.00	$39,810.96
1	1.11	Contract vendors	No	$17,216.00	$16,247.88
1	1.12	Provide additional CTE pathways	Yes	$22,605.00	$24,827.34
2	2.1	Increase parent communication	No	$20,353.00	$22,454.00
2	2.2	Employ social/emotional counselor	No	$22,104.00	$20,869.10
2	2.3	Provide professional learning opportunities in social/emotional, climate and engagement strategies	Yes	$5,500.00	$5,511.25
2	2.4	Implement behavioral RTI	Yes	$49,388.00	$48,935.40
2	2.5	Employ school psychologist	No	$11,283.00	$10,503.85
2	2.6	Offer food program	Yes	$103,158.00	$89,489.00
2	2.7	Maintain instructional facilities	No	$371,038.00	$352,401.28

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)
$777,302.00	$881,967.00	$869,943.33	$12,023.67	0.00%	0.00%	0.00%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.2	Employ highly qualified content area specialists	Yes	$404,173.00	$424,156.00		
1	1.5	Implement academic RTI	Yes	$84,078.00	$55,091.60		
1	1.6	Employ academic counselor	Yes	$137,513.00	$175,286.00		
1	1.7	Employ instructional aides	Yes	$95,822.00	$66,966.00		
1	1.8	Provide materials and supplies	Yes	$12,905.00	$12,403.60		
1	1.9	Provide educational technology	Yes	$11,213.00	$11,212.54		
1	1.12	Provide additional CTE pathways	Yes	$22,605.00	$24,827.34		
2	2.3	Provide professional learning opportunities in social/emotional, climate and engagement strategies	Yes	$5,500.00	$5,511.25		
2	2.4	Implement behavioral RTI	Yes	$5,000.00	$5,000.00		
2	2.6	Offer food program	Yes	$103,158.00	$89,489.00		

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)
$2,968,184.00	$777,302.00	0.00%	26.19%	$869,943.33	0.00%	29.31%	$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)

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

- 5. Total Planned Percentage of Improved Services

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

- Planned Percentage to Increase or Improve Services for the coming school year (4 divided by 1, plus 5)

    o This percentage is calculated by dividing the Total Planned Contributing Expenditures (4) by the Projected LCFF Base Grant (1), converting the quotient to a percentage, and adding it to the Total Planned Percentage of Improved Services (5).

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

- 6. Estimated Actual LCFF Supplemental and Concentration Grants

    o This is the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on of the number and concentration of unduplicated students in the current school year.

- 4. Total Planned Contributing Expenditures (LCFF Funds)

    o This amount is the total of the Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)

- 7. Total Estimated Actual Expenditures for Contributing Actions

    o   This amount is the total of the Estimated Actual Expenditures for Contributing Actions (LCFF Funds)

- Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)

    o   This amount is the Total Estimated Actual Expenditures for Contributing Actions (7) subtracted from the Total Planned Contributing Expenditures (4)

- 5. Total Planned Percentage of Improved Services (%)

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

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

    o   This amount is the total of the Estimated Actual Percentage of Improved Services column

- Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)

    o   This amount is the Total Planned Percentage of Improved Services (5) subtracted from the Total Estimated Actual Percentage of Improved Services (8)

LCFF Carryover Table

- 10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)

    o   This percentage is the Estimated Actual LCFF Supplemental and/or Concentration Grants (6) divided by the Estimated Actual LCFF Base Grant (9) plus the LCFF Carryover – Percentage from the prior year.

- 11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)

    o   This percentage is the Total Estimated Actual Expenditures for Contributing Actions (7) divided by the LCFF Funding (9), then converting the quotient to a percentage and adding the Total Estimated Actual Percentage of Improved Services (8).

- 12. LCFF Carryover — Dollar Amount LCFF Carryover (Subtract 11 from 10 and multiply by 9)

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

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

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

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

California Department of Education
January 2022