LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Mountain Home School Charter

CDS Code: 20-76414-6110076

School Year: 2023-24
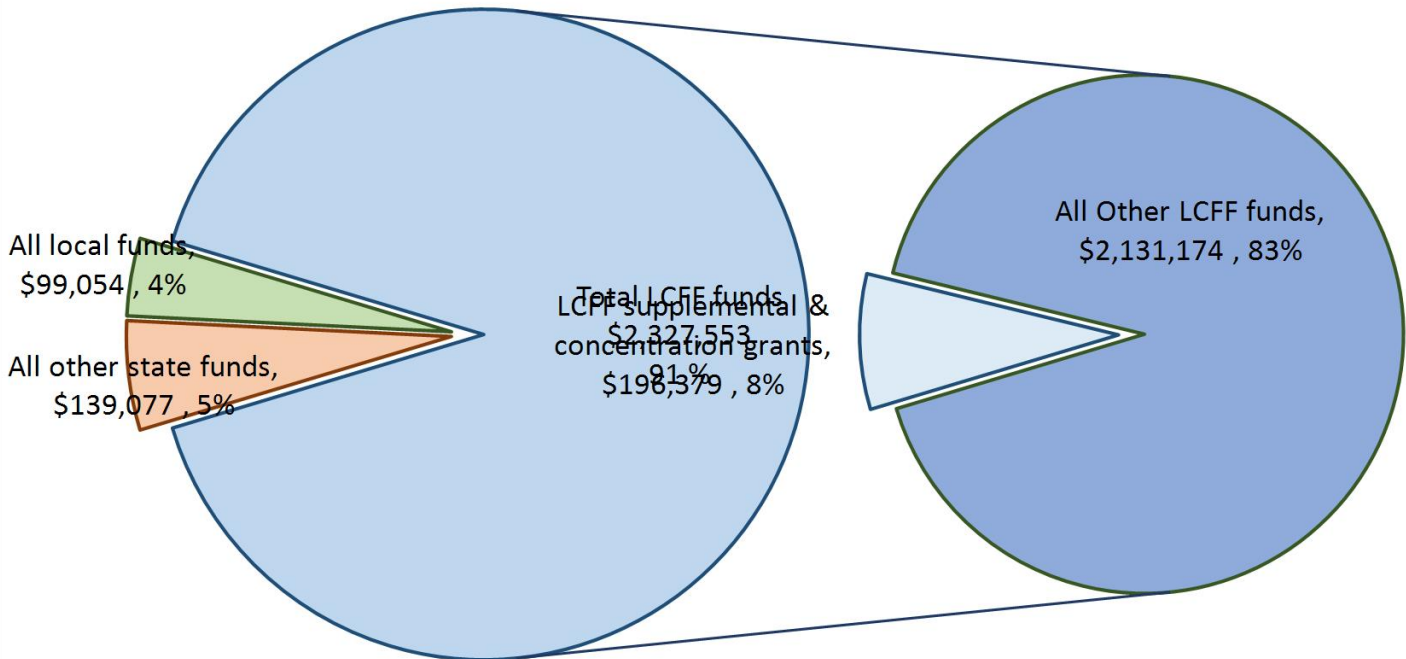
LEA contact information:

Michael Cox

Director

mcox@wscsfamily.org

559--642--1422

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 local funds, $99,054 , 4%

All other state funds, $139,077 , 5%

Total LCFF funds $2,327,553, 81%

LCFF supplemental & concentration grants, $196,379 , 8%

All Other LCFF funds, $2,131,174 , 83%

This chart shows the total general purpose revenue Mountain Home School Charter 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 Mountain Home School Charter is $2,565,684, of which $2327553 is Local Control Funding Formula (LCFF), $139077 is other state funds, $99054 is local funds, and $0 is federal funds. Of the $2327553 in LCFF Funds, $196379 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
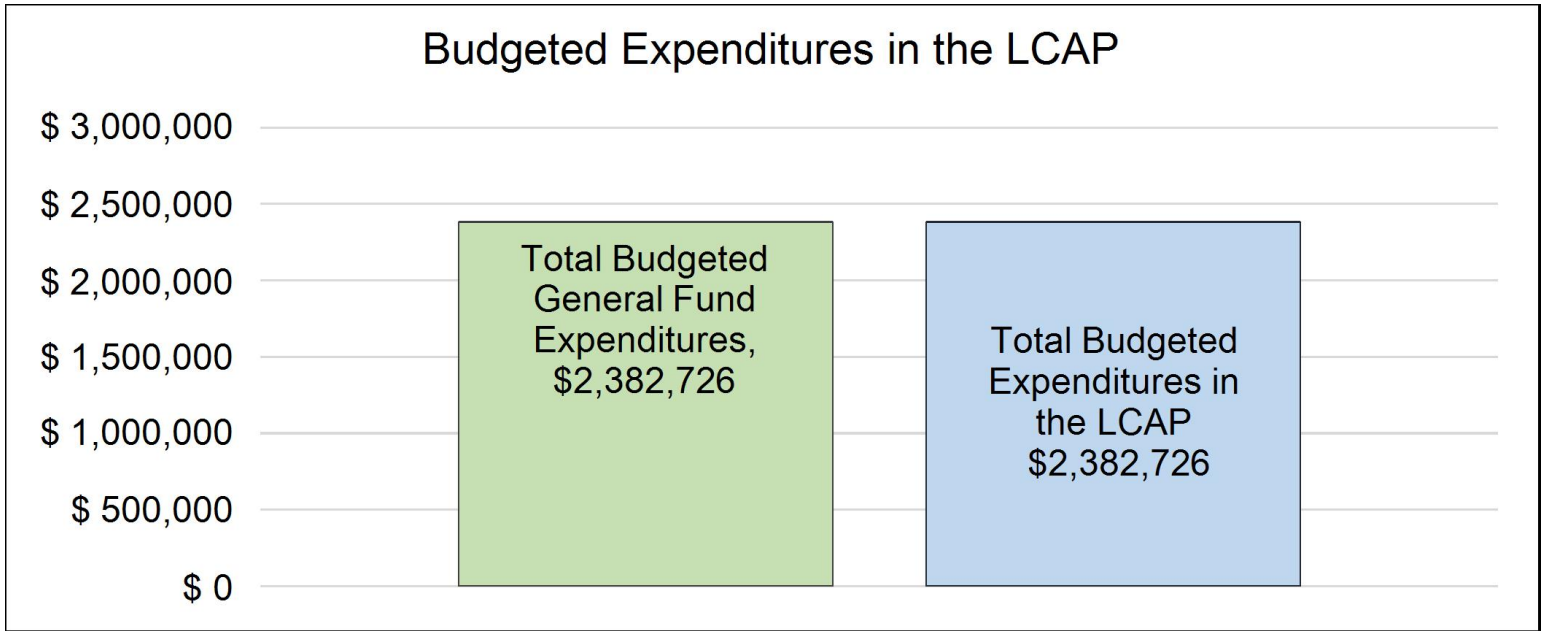
This chart provides a quick summary of how much Mountain Home School Charter plans to spend for 2023-24. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Mountain Home School Charter plans to spend $2382726 for the 2023-24 school year. Of that amount, $2382726 is tied to actions/services in the LCAP and $0 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

All expenditures are included.

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

In 2023-24, Mountain Home School Charter is projecting it will receive $196379 based on the enrollment of foster youth, English learner, and low-income students. Mountain Home School Charter must describe how it intends to increase or improve services for high needs students in the LCAP. Mountain Home School Charter plans to spend $585875.24 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
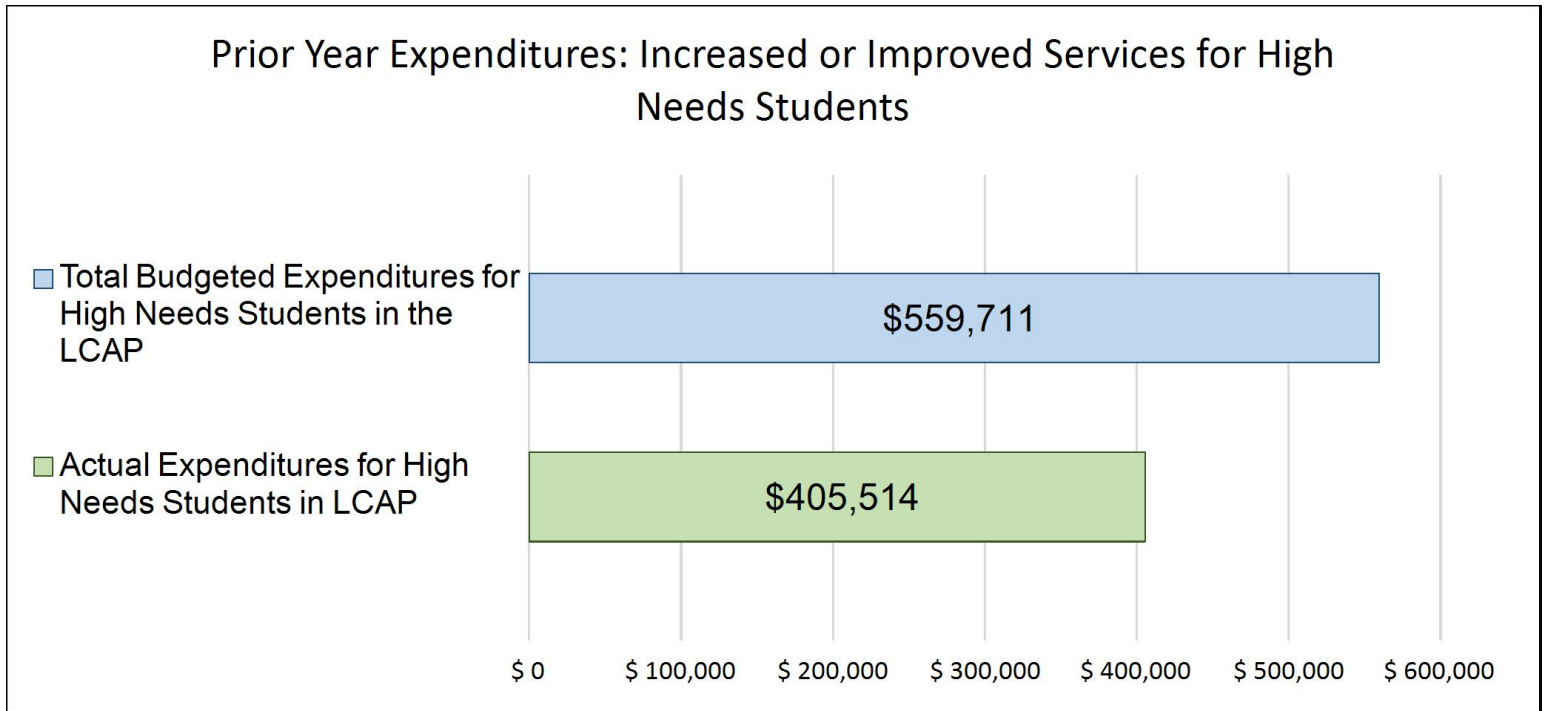
This chart compares what Mountain Home School Charter budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what Mountain Home School Charter estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

The text description of the above chart is as follows: In 2022-23, Mountain Home School Charter's LCAP budgeted $559711 for planned actions to increase or improve services for high needs students. Mountain Home School Charter actually spent $405514 for actions to increase or improve services for high needs students in 2022-23.

The difference between the budgeted and actual expenditures of $-154,197 had the following impact on Mountain Home School Charter's ability to increase or improve services for high needs students:

It should be noted that the budgeted and estimated actual expenditures for high needs students were far above the funding received for that purpose and these funds were used on a school-wide basis. As for the actual funding received versus the estimated, the actual estimated expenditures were based on the actual ADA that occurred, and the budgeted expenditures were based on the projected ADA, thus the reduction in actual versus budgeted services was decreased proportionally on a pro-rata basis per student, so the per student affect remained roughly the same.

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
Mountain Home School Charter	Michael Cox Director	Director 559--642--1422

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.

Mountain Home School Charter operates a program that has come to be known as "personalized learning." Personalized Learning has been acknowledged and commended with a State Senate resolution (SR-36). Personalized learning is a unique, blended classroom and non-classroom based public educational model that is tailored to the needs and interests of each individual student. Voluntary enrollment provides our program with a natural venue for parent and student prerogative. As a school, we do not dictate to students and their parents how to engage the learning material. Rather, we set before them the educational goals and work cooperatively with them in creating customized learning plans that best reach those goals. We believe that their desires, strengths and needs are crucial to how the Charter School works with them as individuals. This methodology, both curricular and instructional, is built around each student's needs, abilities and interests. All students meet with their teacher and parents together to create their own personalized learning plan (PLP) at least monthly and to evaluate effectiveness and needed supplementation or change. The PLP brings the student, parent and teacher together in a formalized relationship for the sole purpose of planning, implementing, assessing and adjusting the student's educational program. The PLP process includes frequent, regularly scheduled meetings of the parent, student and teacher, assessment of the student's academic strengths and weaknesses, development of a curricular and instructional plan tailored to the student, ongoing monitoring and collection of student work and adjustment to meet the student's needs. The PLP process is a thorough, formal, but personal system that meets each student's academic needs in a very precise, individualized and responsive way.

Enrollment Data from 2022-23:
Our average student enrollment this year was 204 students, slightly lower than previous years. Our students reside in the mountain area of Madera County representing Oakhurst, Coarsegold, Bass Lake, Ahwahnee, Raymond, Mariposa, and North Fork. The ethnic make-up mirrors the town from which it draws its students: 2.3% Black or African American, 3.7% American Indian or Alaska Native, 2.3% Asian, 1.4% Chinese, .5% Filipino, 1.4% Hawaiian, .9% Salvadoran, 8.2% Hispanic or Latino, 2.7% Mexican American, .5% Unspecified, 1.4% Declined to State, and 74.0% White. Of this population, 48% of total enrollment is Socioeconomically Disadvantaged, 0% English Learners, .5% are Homeless/Foster Youth and 10% are Students with Disabilities.

Reflections: Successes

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

Mountain Home School Charter is proud of what we have accomplished as a TK-8 charter school in Madera County.

Successes include, but are not limited to:
The heart of our program, providing high-quality educational options to students and their parent/guardian is what we do best and why we are beginning our 30th year of operation as a personalized learning, public charter school. Recent parent surveys indicated that 100% of our parents would recommend our school to others.

Mountain Home School provided effective support to all students. Teachers met the needs of students, together with their parents/guardians, by creating effective and successful educational plans for every student. In addition, students in grades TK-8 participated in Benchmark NWEA MAP Testing at the beginning of the school year, during midyear when warranted, and again at the end of the school year to assess areas of growth and continued areas of need to support students where they are in achievement. Because end-of-year NWEA testing is still underway, we reported NWEA results comparing the same cohort of students in Fall 2021 with Fall 2022 to assess learning. The results showed a slight dip in Reading and a slight improvement in Math.

With a participation rate of 97%, our 3-8th grade students participated in SBAC testing in May 2022, the first time this was administered since 2019 due to the 2020-2021 Covid-19 emergency.

We are proud of our Advising teachers and Support Staff who provide All students, including those with diverse learning needs, and their parent/guardian, excellent support and assistance on a frequent and regular basis. All students were provided with appropriate curriculum, a variety of additional learning materials, and Chromebooks. Mountain Home kept students engaged in extra-curricular pursuits whenever possible, such as a variety of academic competitions, field trips, onsite classes and activities.

Overwhelmingly, responses from our school climate surveys given to students and parents were positive. Most parents and students felt the school supported their needs, including educational-related technology needs and access to educational materials. Most parents also rated our school "above average" and "excellent" in how well we communicated to them about school events and procedures.

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.

IDENTIFIED NEEDS:
The following is based on state and local data.
1. The importance of continuing to provide ALL students with in-person instruction, activities, and field trip opportunities.
2. The need to increase support in educational technology.
3. The need to increase Educational Partner engagement in more purposeful means.
4. We continue to see the need to help students improve in math.
5. Based on SBAC results for ELA as well as parent feedback, we see the need to increase writing proficiency by offering more curriculum supports in the area of teaching writing as well as providing additional support to students in writing skills.
6. The need to procure speech and language teacher services.
7. The need to increase College/Career student preparedness in grades 7th and 8th as they begin transitioning to high school.
8. We serve a student population with high needs (unduplicated): 48% of total enrollment is Socioeconomically Disadvantaged, .5% are Homeless or Foster Youth, 0% are English Learners, and 10% of our student population have identified disabilities.

LCAP Highlights

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

Highlights include, but are not limited to:

- We celebrated our 29th year in education as a CA Personalized Learning Public Charter School.
- Our enrollment has stayed strong with Teacher-Student ratio at capacity.
- Every student was provided with a custom personalized learning plan, including all necessary educational materials, instructional resources, curriculum, and technology. This plan was built around the student's ongoing needs and academic performance data. We considered the needs & circumstances of our Unduplicated pupils (low income, foster youth/homeless, English learners) & those with exceptional needs.
- 5th-8th grade Math Courses were taught onsite to provide further student support.
- We increased our writing instructional guidance, materials & resources, and onsite class writing instruction to better serve our students.
- All students in K-8 have access to Next Generation Science Standards curriculum.
- Resources are in place for any EL and Special Education students.
- We hired a second special education teacher this year in order to provide additional support to students with disabilities.
- Improving student academic achievement, College/Career preparedness, and Student and Educational Partner Engagement are at the forefront of the LCAP.

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.

Monitoring and Evaluating Effectiveness

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

Engaging Educational Partners

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

The following groups participated in surveys and/or feedback sessions, of meaningful Educational Partner input for the understanding of needs and solutions to make informed decisions:
School Administrators, including Site Principals
Teachers
Classified Staff
Western Sierra Charter Schools Board made up of parents, community members, and non-voting teachers
Parents/Guardians and students who are in close communication with teachers, classified support staff, and administrative personnel
LCAP Planning Focus Group which included Parents, Students, Teachers, and Administrative personnel

Educational Partner engagement occurs routinely and purposefully throughout the school year and was considered prior to finalizing the LCAP. All students, including those with exceptional needs, along with their parent/guardian, have frequent interactions with Advising & special education teachers and classified support staff. Regularly scheduled staff meetings are held each month, sometimes more, and administrative personnel meet on a regular basis. WSCS Board meetings occur throughout the school year. The members of our LCAP Focus Group shared their observations and ideas for student and school-wide improvement. We also reviewed student and parent feedback from our March 2023 surveys.

A summary of the feedback provided by specific educational partners.

Student and Parent Feedback: Feedback occurred during the course of frequent interactions with teachers and represented on our local parent and student survey responses.
Teachers, Classified Staff, and Administrator Feedback: Feedback occurred throughout the school year and discussed at regularly-scheduled meetings and professional development opportunities:

Outreach to students and parents/guardians was extensive and frequent throughout the 2022-23 school year. Formal and informal progress monitoring meetings were conducted in-person, but sometimes held virtually on Zoom and included communications via Parent Square, phone calls, and email. Pupils with exceptional needs were provided their required services, such as tutoring, and the student and their parent met more frequently with their assigned Advising Teacher as well as the Special Education teacher.

A summary of the feedback was:
1. to improve our delivery of supports to students and their parent/guardian for future College/Career academic goals with planning and transitioning 7th and 8th grade students to high school (Goal 1, Action 8)
2. to improve student engagement, with particular attention to students feeling a positive connection within our school and in the greater community (Goal 2, Action 5 and Goal 3, Actions 3, 5)
3. to provide more opportunities for Educational Partner engagement in our school community to benefit all students (Goal 3, Actions 3, 4))

4. to increase writing proficiency by offering more curriculum supports to parents/guardians in the area of teaching writing as well as providing more writing instruction and supports directly to students (Goal 1, Actions 1, 2, 3 and Goal 3, Action 1).

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

Key takeaways from our stakeholders influenced Mountain Home's Local Control and Accountability Plan's Goals and Actions. These included:
1. Improving our delivery of supports to students and their parent/guardian for future College/Career academic goals and planning and transitioning 7th and 8th grade students to high school.
2. Improving student engagement, with particular attention to students feeling a positive connection within our school and in the greater community.
3. Providing more opportunities for Educational Partner engagement in our school community to benefit all students.
4. Increase writing proficiency by offering more curriculum supports to parents/guardians in the area of teaching writing as well as providing more writing instruction and supports directly to students.

Goals and Actions

Goal

Goal #	Description
1	All students will be provided high quality guidance and instruction within a broad and rigorous curriculum, necessary educational technology supports, and professional staff that will prepare them for success in college and the workplace.

An explanation of why the LEA has developed this goal.

This goal supports our program's Personalized Learning, non-classroom-based educational model. Students are academically guided by credentialed teachers and provided customized instructional materials that prepare them for success after high school with College/Career readiness. Local and State Indicator Metrics will be used to support the 8 Actions that we plan to accomplish during 2023-24 SY.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Local Indicator (Priority 1-Basic Services) SARC	A. Teachers are appropriately assigned and fully credentialed in the subject area and for the students they are teaching for 2020-21. B. Students have sufficient access to the standards-aligned instructional materials for 2020-21. C. School facilities are maintained in good repair for 2020-21.	A. Teachers were appropriately assigned and fully credentialed in the subject area and for the students they taught and advised in 2021-22. B. Students had sufficient access to the standards-aligned instructional materials for 2021-22. C. School facilities were maintained in good repair for 2021-22. Data Year: 2020/2021	A. Teachers were appropriately assigned and fully credentialed in the subject area and for the students they taught and advised in 2022-23. B. Students had sufficient access to the standards-aligned instructional materials for 2022-23. C. School facilities were maintained in good repair for 2022-23. Data Year: 2021/2022		A. Teachers are appropriately assigned and fully credentialed in the subject area and for the students they are teaching. B. Students have sufficient access to the standards-aligned instructional materials. C. School facilities are maintained in good repair.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		Data Source: SARC Report	Data Source: SARC Report		
Local Indicator (Priority 2- Implementation of State Academic Standards) Local Indicator: Benchmark NWEA Test Results	A. The implementation of state adopted academic content and performance standards for all students. B. Student improvement in math and reading on NWEA Benchmark testing from Fall 2018 to Spring 2019. Students in grades 6-8 made above average growth in math compared to the same grades across the U.S. on NWEA. In reading, 6th and 8th grade students made above average growth in reading while 7th grade students showed below average growth.	A. The implementation of state adopted academic content and performance standards for all students. B. Student improvement in math and reading on NWEA Benchmark testing from Fall 2020 to Fall 2021 using data from the same cohort of students. READING RESULTS 2020-21 2021-22 43.0% 33.3% High 29.5% 23.5% HiAv 15.0% 17.4% Avg 8.2% 16.0% LoAv 4.3% 9.9% Low MATH RESULTS 2020-21 2021-22 33.8% 26.1% High 21.2% 18.8% HiAv 18.7% 17.4% Avg 15.7% 21.6% LoAv 10.6% 12.8% Low	A. The implementation of state adopted academic content and performance standards for all students. B. Student improvement in math and reading on NWEA Benchmark testing from Fall 2021 to Fall 2022 using data from the same cohort of students. READING RESULTS 2021-22 2022-23 33.3% 29.2% High 23.5% 27.0% HiAv 17.4% 22.7% Avg 16.0% 13.5% LoAv 9.9% 7.6% Low MATH RESULTS 2021-22 2022-23 26.1% 19.1% High 18.8% 17.6% HiAv 17.4% 21.3% Avg 21.6% 19.7% LoAv		A. The implementation of state adopted academic content and performance standards for all students B. Demonstrated student improvement in math and reading on NWEA.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		Data Year: 2021-22 Source: NWEA Local Indicator	12.8% 22.3% Low Data Year: 2022-23 Source: NWEA Local Indicator		
State Indicator (Priority 4-Pupil Achievement) CA Dashboard Fall 2019 CAASPP Results SARC	Smarter Balanced Summative Assessments for math and ELA in 2019: All Students: 1.7 points below Standard in ELA, an increase of 11.7 points from 2018. All Students: 59.3 points below Standard in Math	A. Students did not participate in SBAC Testing in May of 2021. Student test results unavailable. Based on the most recent data from SARC 2020-21: B. English Learners: 0.4% C. English Learner Reclassification Rate: N/A D. Foster Youth: 0.4% E. Homeless: 0.4% F. Socioeconomically Disadvantaged: 45.4% G. Students with Disabilities: 9.6%	A. Students participated in SBAC Testing in May 2022, the first time since 2019. Student results are as follows: 1. 97% of our students participated in SBAC Tests. 2. All Students: 33.3 points below Standard in ELA (37% Met or Exceeded ELA Standards) 3. All Students: 56.5 points below standards (20% Met or Exceeded Math Standards) Based on most recent data from SARC 2021-22: B. English Learners: 0.4% C. English Learner Reclassification Rate: N/A D. Foster Youth: 0%		We will see an improvement in the percent of students meeting or exceeding standards on the Smarter Balanced Summative Assessments for math and ELA.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
			E. Homeless: 1.7% F. Socioeconomically Disadvantaged: 49.6% G. Students with Disabilities: 9.6%		
Local Indicator (Priority 6-School Climate)	CA Dashboard Priority 6 Self-Reflection Tool: Student Survey Results, based on March 2021. The following results are based on students rating us Above Average or Excellent. It does not include those who rated us Satisfactory. 82% of students responded that their Advising teacher took the time to discuss their grades, academic progress and success, including areas of improvement with them and their parent. 84% of students responded that the school provided them with textbooks and	CA Dashboard Priority 6 Self-Reflection Tool: Student Survey Results, based on March 2022. The following results are based on students rating us Above Average or Excellent. It does not include those who rated us Satisfactory. 91% of students responded that their Advising teacher took the time to discuss their grades, academic progress and success, including areas of improvement with them and their parent. 96% of students responded that the school provided them with textbooks and	CA Dashboard Priority 6 Self-Reflection Tool: Student Survey Results, based on March 2023. The following results are based on students rating us Satisfactory, Above Average or Excellent. 100% of students responded that their Advising teacher took the time to discuss their grades, academic progress and success, including areas of improvement with them and their parent. 100% of students responded that the school provided them with textbooks and learning materials to		We will see a 5-10% improvement of student responses to these 3 survey questions of academic advising, textbook and learning material needs, and technology support.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	learning materials to meet their educational needs. 87% of students responded that the school supported their educational-related technology needs.	learning materials to meet their educational needs. 86% of students responded that the school supported their educational-related technology needs.	meet their educational needs. 98% of students responded that the school supported their educational-related technology needs.		
Local Indicator (Priority 7-Course Access)	CA Dashboard Priority 7 Self-Reflection Tool: Students will have access to a Broad Course of Study	CA Dashboard Priority 7 Self-Reflection Tool: Students have access to a Broad Course of Study in English Language Arts, Mathematics, Social Sciences, Science, Visual & Performing Arts, Health, & Physical Education	CA Dashboard Priority 7 Self-Reflection Tool: Students have access to a Broad Course of Study in English Language Arts, Mathematics, Social Sciences, Science, Visual & Performing Arts, Health, & Physical Education		All students will have access to a broad course of study in all required subject areas that prepare them for college and careers.

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Monitoring Personalized Learning Plans	Every student will be assigned to a teacher. Every teacher will meet with each student and their parent at least every 20 school days to develop and monitor each student's Personalized Learning Plan. We considered the needs & circumstances of our Unduplicated pupils (low income, foster youth/homeless, English learners) & those with exceptional needs by providing all necessary supports and accommodations using appropriate curriculum, testing, tutoring, and close monitoring.	$191,206.03	Yes

Action #	Title	Description	Total Funds	Contributing
1.2	Customized Personalized Learning Plans	Every student will be provided with a custom personalized learning plan, including all necessary educational materials, curriculum, technology, etc. This plan will be built around the student's ongoing needs and academic performance data. We considered the needs & circumstances of our Unduplicated pupils (low income, foster youth/homeless, English learners) & those with exceptional needs by providing all necessary supports and accommodations using appropriate curriculum, testing, tutoring, and close monitoring.	$478,015.06	Yes
1.3	Providing Class Offerings	The school will provide necessary high quality, direct instruction in core and enrichment academic areas, with an emphasis in math and writing instruction. These classes may include on-site, hybrid, and/or virtual settings.	$478,015.06	No
1.4	Teacher Professional Development	Provide training for teachers to increase their technical and instructional effectiveness with educational technology and virtual learning settings in order to facilitate pupil success.	$191,206.03	No
1.5	Administer Academic Assessments	The school will deliver academic assessments to all students, both the CAASPP and the school's internal assessment and evaluations.	$152,964.82	No
1.6	Ongoing Staff Development	Provide ongoing staff development & articulation to support Math, English Language Arts and Science state standards implementation and monitoring.	$95,603.01	No
1.7	Administration to Assess Student Needs	Administrative meetings and other administrative training devoted to assessing & refining our staff professional development planning and process and to identify critical areas of student needs.	$133,844.22	No

Action #	Title	Description	Total Funds	Contributing
1.8	College/Career Readiness Guidance	Provide 7th-12th grade students with grade-appropriate College and Career Readiness guidance to increase student preparedness for college and post high school success. *College and Career Readiness means as measured and reported on the CA Dashboard percentage of graduating students.	$191,206.03	No

Goal Analysis [2022-23]

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

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

All intended Actions for the implementation of this goal completed.
Working alongside students' parents/guardians, staff continued providing every student with personalized academic support, offering onsite classes, and delivering academic assessments. Administrators, teachers, and support staff participated in a number of professional development trainings and meetings devoted to strengthening our effectiveness and improving student success. We also continued to work on strengthening our College and Career Readiness for students in grades 7 and 8.

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.

Analysis of the 2022-23 Goal will occur during the 2023-24 update cycle.

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

The identified needs for which this goal was created have been effectively met.

Metrics associated with the actions of this goal were effective, even though we did not see the academic progress we had hoped for with the Metric State Indicator: Priority 4-Pupil Achievement - on the CA Dashboard's SBAC results from May 2022. Likely reasons that account for the drop in student scores from 2019: this was the first time that many of our students had ever taken a state test and some learning loss as a result of the school shut down beginning in March of 2020 where much learning happened in a virtual format. We have worked diligently to provide more academic support for struggling students in the areas of improved technology support, onsite classroom instruction, tutoring, and close monitoring of academic progress between the Advising Teacher, parent/guardian, and student.

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.

While this Goal basically remains, we did amend Action 3 to reflect that an emphasis of math and writing instruction improvements needed. We also made one clarifying change to one of our Metrics. We added information to clarify Metric, the Local Indicator (Priority 6-School Climate) on CA Dashboard Self-Reflection Tool as it relates to our Student Survey Results. Our Baseline and Year 1 Outcome survey results included only the percentages of students who rated us Above Average or Excellent. We had inadvertently not included student ratings of Satisfactory. We caught this error and therefore addressed the mistake in our Year 2 Outcome.

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	All students will be provided a safe, clean, secure and healthy school with opportunities for student engagement within a positive school climate.

An explanation of why the LEA has developed this goal.

We believe that ensuring a safe, clean, secure, and healthy school enhances student engagement and leads to a positive school climate. State and Local Indicator Metrics will be used to support the 5 Actions associated with this goal.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Local Indicator (Priority 1-Basic Services)	School facilities are maintained in good repair.	School facilities are maintained in good repair.	School facilities are maintained in good repair.		School facilities are maintained in good repair.
State Indicator (Priority 5-Student Engagement)	CA Dashboard Priority 5 for Pupil Attendance rates, Chronic Absenteeism rates, and Middle School dropout rates	CA Dashboard 2021 Priority 5 for Pupil Attendance rates, Chronic Absenteeism rates, and Middle School dropout rates. Pupil Attendance Rates: 232.85 Chronic Absenteeism Rates: 0.4% Middle School Dropout Rate: 0%	CA Dashboard 2022 Priority 5 for Pupil Attendance rates, Chronic Absenteeism rates, and Middle School dropout rates. Pupil Attendance Rates: 257 Chronic Absenteeism Rates: 3.1% Middle School Dropout Rate: 0%		Maintain Blue Performance level on Dashboard for Pupil Attendance rates, Chronic Absenteeism and Middle School Dropout Rates.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Local Indicator (Priority 6-School Climate)	CA Dashboard Priority 6 Self-Reflection Tool: Student Survey Results ---based on March 2021 survey results. The following results are based on students rating us Above Average or Excellent. It does not include those who rated us Satisfactory. 93% of students rated that school is clean and in good condition; rated sense of safety at 81% and School Connectedness at 81%.	CA Dashboard Priority 6 Self-Reflection Tool: Student Survey Results ---based on March 2022 survey results. The following results are based on students rating us Above Average or Excellent. It does not include those who rated us Satisfactory. 87% of students rated that school is clean and in good condition; rated sense of safety at 77% and School Connectedness at 73%.	CA Dashboard Priority 6 Self-Reflection Tool: Student Survey Results ---based on March 2023 survey results. The following results are based on students rating us Satisfactory, Above Average or Excellent. 100% of students rated school is clean and in good condition; rated sense of safety at 98% and School Connectedness at 98%.		We will see a 10% improvement of student surveys for sense of safety and school connectedness.

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	Janitorial Service	Provide regular, ongoing janitorial service for the buildings.	$63,920.27	No
2.2	Building Grounds Maintenance	Provide regular, ongoing landscape maintenance as needed.	$54,934.00	No
2.3	Addressing Safety Issues	Address all critical safety issues in a timely manner.	$1,000.00	No

Action #	Title	Description	Total Funds	Contributing
2.4	Building Modifications	Plan and perform building modifications to better serve our school's mission as needed.	$294,650.00	No
2.5	Community-Based Family Resources	Maintain and publish a list of community-based mental health services and support as a resource for students and families.	$1,000.00	No

Goal Analysis [2022-23]

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

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

All intended Actions for the implementation of this goal completed.

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.

Analysis of the 2022-23 Goal will occur during the 2023-24 Update Cycle.

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

The identified needs for which this goal was created have been effectively met.

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.

This goal will remain as is for the 2023-24 LCAP year. We made one clarifying change to our Metric. We added information to clarify Metric, the Local Indicator (Priority 6-School Climate) on CA Dashboard Self-Reflection Tool as it relates to our Student Survey Results. Our Baseline and Year 1 Outcome survey results included only the percentages of students who rated us Above Average or Excellent. We had inadvertently not included student ratings of Satisfactory. We caught this error and therefore addressed the mistake in our Year 2 Outcome.

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

Goals and Actions

Goal

Goal #	Description
3	School will provide opportunities for our Educational Partners (parents, students, staff, community members, and organizations) to participate in various aspects of the educational environment to support and enhance student success.

An explanation of why the LEA has developed this goal.

This goal supports our program's Personalized Learning, non-classroom-based educational model. All students work cooperatively with credentialed teachers and their parent/guardian to create customized instructional learning plans to enhance student success. In addition, parents, staff, and community members hold positions on our WSCS Board. Hence, the purpose of this goal is to increase the level and engagement of all our Educational Partners. Local Indicator Metric of Priority 3-Parent Involvement will be used to support the 6 Actions that we plan to accomplish during 2023-24 SY.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Local Indicator (Priority 3-Parent Involvement) on CA Dashboard self-reflection tool - Parent Survey March 2021	A. Engaging parents in decision-making: March 2021 Parent Survey Results. The following results are based on parents rating us Above Average or Excellent. It does not include those who rated us Satisfactory: 93% of parents rated Above Average or Excellent that our school supports their needs as the	A. Engaging parents in decision-making: March 2022 Parent Survey Results. The following results are based on parents rating us Above Average or Excellent. It does not include those who rated us Satisfactory: 88% of parents rated Above Average or Excellent that our school supports their needs as the	A. Engaging parents in decision-making: March 2023 Parent Survey Results. The following results are based on parents rating us Satisfactory, Above Average or Excellent. 100% of parents rated that our school supports their needs as the parent/guardian teacher.		Continue to work towards improved parent involvement measures of participation in decision-making for the education of their student; working collaboratively with staff; participation on our governing board; and participation in advisory meetings

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	parent/guardian teacher. B. Promoting parent participation in programs that meet the needs of students: 86% of parents rated Above Average or Excellent for feeling welcomed, valued, and connected in our school community. C. School Communication Results: 90% of parents responded Above Average or Excellent that the school communicates well about school events and procedures.	parent/guardian teacher. B. Promoting parent participation in programs that meet the needs of students: 92% of parents rated Above Average or Excellent for feeling welcomed, valued, and connected in our school community. C. School Communication: 92% of parents responded Above Average or Excellent that the school communicates well about school events and procedures.	B. Promoting parent participation in programs that meet the needs of students: 98% of parents rated feeling welcomed, valued, and connected in our school community. C. School Communication: 100% of parents responded that the school communicates well about school events and procedures.		

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	Parent Workshops	Provide parent training and workshops to support student achievement and their roll as an important leader in the life of their student. (This may include both specific workshops but also during the PLP meeting)	$13,790.37	No

Action #	Title	Description	Total Funds	Contributing
3.2	Communication	Provide methods of communication between home and school via Parent Square, social media, school website, newsletters, advising and other meetings between teachers, parents/guardian, and students.	$13,790.37	No
3.3	Educational Partner Feedback	Provide opportunities for involvement, input and feedback from all Educational Partners on aspects of our school program, safety, and culture to enhance student success.	$13,790.37	No
3.4	Educational Partner Engagement	Develop, as needed, Advisory Groups and opportunities for Educational Partner engagement. Existing and future Advisory Groups could focus on issues such as: Technology development Professional development for staff School Safety Curriculum LCAP goals Community impact and increased diversity	$6,895.19	No
3.5	Community Engagement Opportunities for Students	Provide opportunities for our students to explore and engage with the greater community around them through educational and service-related field experiences. (For example: Reagan Library, Catalina CIMI science trip, science & art exploration trips, visits and interviews with businesses, university tours and community service)	$6,895.19	No

Goal Analysis [2022-23]

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

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

All intended Actions for the implementation of this goal completed.

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.

Analysis of the 2022-23 Goal will occur during the 2023-24 Update Cycle.

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

The identified needs for which this goal was created have been effectively met. Educational Partner involvement occurs routinely and purposefully throughout the school year.

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

This goal will remain as is for the 2023-24 LCAP year. We made two changes. First, we added information to clarify Metric, the Local Indicator (Priority 3-Parent Involvement) on CA Dashboard Self-Reflection Tool as it relates to our Parent Survey Results. Our Baseline and Year 1 Outcome survey results included only the percentages of parents who rated us Above Average or Excellent. We had inadvertently not included parent ratings of Satisfactory. We caught this error and therefore addressed the mistake in our Year 2 Outcome. Second, we had 6 Actions in the 2022-23 LCAP and these Actions associated with this goal will remain with the exception of the 2022-23 LCAP Action 2, "Provide opportunities for our Educational Partners that facilitate involvement and shared purpose." We felt that this Action was redundant because it was already covered in Action 4 stating our intent to involve all of our Educational Partners with opportunities for input and feedback. Action 2 removed and Action 6 became Action 5 for the 2023-24 LCAP year.

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)
196379	

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
9.21%	0.00%	$0.00	9.21%

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.

Mountain Home School uses all LCFF funding in a "school wide" manner. All students in Mountain Home School receive equal access to all necessary educational resources and programs. As a Personalized Learning Program, every student receives a unique, customized learning plan that is designed around student performance data and includes student, parent and teacher input. Accordingly, unduplicated students (low income, foster youth/homeless, English learners) are provided all educational resources supplemental or otherwise relative to their unique academic needs. This is the most effective use of funds because every student is engaged as an individual and receives targeted resources relative to their unique and specific needs.

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

For Mountain Home School's Unduplicated students (low income, foster youth/homeless, English learners), we have prioritized providing high quality, student centered, in-person instruction and tutoring for our students who need it the most. We will evaluate & implement targeted instructional resources and technology for differentiated instruction based on test performance data.
See Goal 1, Actions 1 and 2.

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

N/A

Staff-to-student ratios by type of school and concentration of unduplicated students	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of classified staff providing direct services to students	N/A	
Staff-to-student ratio of certificated staff providing direct services to students	22.57	

2023-24 Total Expenditures Table

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$2,144,595.02	$139,077.00	$99,054.00		$2,382,726.02	$1,615,760.00	$766,966.02

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1.1	Monitoring Personalized Learning Plans	English Learners Foster Youth Low Income	$167,392.93	$13,907.70	$9,905.40	$0.00	$191,206.03
1	1.2	Customized Personalized Learning Plans	English Learners Foster Youth Low Income	$418,482.31	$34,769.25	$24,763.50	$0.00	$478,015.06
1	1.3	Providing Class Offerings	All	$418,482.31	$34,769.25	$24,763.50	$0.00	$478,015.06
1	1.4	Teacher Professional Development	All	$167,392.93	$13,907.70	$9,905.40	$0.00	$191,206.03
1	1.5	Administer Academic Assessments	All	$133,914.34	$11,126.16	$7,924.32	$0.00	$152,964.82
1	1.6	Ongoing Staff Development	All	$83,696.46	$6,953.85	$4,952.70	$0.00	$95,603.01
1	1.7	Administration to Assess Student Needs	All	$117,175.05	$9,735.39	$6,933.78	$0.00	$133,844.22
1	1.8	College/Career Readiness Guidance	All	$167,392.93	$13,907.70	$9,905.40	$0.00	$191,206.03
2	2.1	Janitorial Service	All	$63,920.27				$63,920.27
2	2.2	Building Grounds Maintenance	All	$54,934.00				$54,934.00
2	2.3	Addressing Safety Issues	All	$1,000.00				$1,000.00
2	2.4	Building Modifications	All	$294,650.00				$294,650.00
2	2.5	Community-Based Family Resources	All	$1,000.00				$1,000.00
3	3.1	Parent Workshops	All	$13,790.37				$13,790.37
3	3.2	Communication	All	$13,790.37				$13,790.37

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
3	3.3	Educational Partner Feedback	All	$13,790.37				$13,790.37
3	3.4	Educational Partner Engagement	All	$6,895.19				$6,895.19
3	3.5	Community Engagement Opportunities for Students	All	$6,895.19				$6,895.19

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
2131174	196379	9.21%	0.00%	9.21%	$585,875.24	0.00%	27.49 %	**Total:**	$585,875.24
								LEA-wide Total:	$0.00
								Limited Total:	$0.00
								Schoolwide Total:	$585,875.24

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1.1	Monitoring Personalized Learning Plans	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Mountain Home	$167,392.93	
1	1.2	Customized Personalized Learning Plans	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Mountain Home	$418,482.31	
1	1.6	Ongoing Staff Development				Specific Schools: Mountain Home	$83,696.46	

2022-23 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$2,074,066.00	$1,985,458.02

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	Monitoring Personalized Learning Plans	Yes	$179,561.34	177526.56
1	1.2	Customized Personalized Learning Plans	Yes	$448,903.37	443816.40
1	1.3	Providing Class Offerings	No	$448,903.37	443816.40
1	1.4	Teacher Professional Development	No	$179,561.34	177526.56
1	1.5	Administer Academic Assessments	No	$143,649.08	142021.25
1	1.6	Ongoing Staff Development	No	$89,780.67	88763.28
1	1.7	Administration to Assess Student Needs	No	$125,692.95	124268.59
1	1.8	College/Career Readiness Guidance	No	$179,561.34	177526.56
1	1.9		No		
1	1.10		No	$0.00	

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1.11		No		
1	1.12		No		
2	2.1	Janitorial Service	No	$60,876.45	60876.45
2	2.2	Building Grounds Maintenance	No	$28,902.00	99052
2	2.3	Addressing Safety Issues	No	$1,000.00	1000
2	2.4	Building Modifications	No	$133,200.00	0
2	2.5	Community-Based Family Resources	No	$1,000.00	1000
3	3.1	Parent Workshops	No	$13,368.52	12065.99
3	3.2	Educational Partner Opportunities	No	$13,368.52	12065.99
3	3.3	Communication	No	$13,368.52	12065.99
3	3.4	Educational Partner Feedback	No	$2,673.71	2413.20
3	3.5	Educational Partner Engagement	No	$5,347.41	4826.40

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)
3	3.6	Community Engagement Opportunities for Students	No	$5,347.41	4826.40
3	3.7		No		

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)
177409	$559,711.06	$405,513.71	$154,197.35	26.45%	0.00%	-26.45%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.1	Monitoring Personalized Learning Plans	Yes	$159,917.44	115861.06	7.56	
1	1.2	Customized Personalized Learning Plans	Yes	$399,793.62	289652.65	18.89	

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)
1962913	177409	0	9.04%	$405,513.71	0.00%	20.66%	$0.00	0.00%

Instructions

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

Introduction and Instructions

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

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

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning (California *Education Code* [*EC*] Section 52064[e][1]). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students.

- **Meaningful Engagement of Educational Partners:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful engagement (*EC* Section 52064[e][1]). Local educational partners possess valuable perspectives and insights about an LEA's programs and services. Effective strategic planning will incorporate these perspectives and insights in order to identify potential goals and actions to be included in the LCAP.

- **Accountability and Compliance:** The LCAP serves an important accountability function because aspects of the LCAP template require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:

  - Demonstrating that LEAs are increasing or improving services for foster youth, English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (*EC* Section 52064[b][4-6]).

  - 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).

    o **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.

    o 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%).

  o Building on the example provided above for calculating the Planned Percentage of Improved Services, the LEA in the example implements the action. As part of the annual update process, the LEA reviews implementation and student outcome data and determines that the action was implemented with fidelity and that outcomes for foster youth students improved. The LEA reviews the original estimated cost for the action and determines that had it hired additional staff to collect and analyze data and to coordinate supports for students that estimated actual cost would have been $169,500 due to a cost of living adjustment. The LEA would divide the estimated actual cost of $169,500 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Estimated Actual Percentage of Improved Services for the action.

LCFF Carryover Table

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

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

Calculations in the Action Tables

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

Contributing Actions Table
- 4. Total Planned Contributing Expenditures (LCFF Funds)

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

- 5. Total Planned Percentage of Improved Services

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

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

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

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

- 6. Estimated Actual LCFF Supplemental and Concentration Grants

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

- 4. Total Planned Contributing Expenditures (LCFF Funds)

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

- 7. Total Estimated Actual Expenditures for Contributing Actions

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

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

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

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

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

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

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

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

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

LCFF Carryover Table

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

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

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

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

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

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

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

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

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

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