



LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Sherman Thomas Charter School

CDS Code: 20652430100016

School Year: 2023-24

LEA contact information:

Tera Napier

Deputy Director

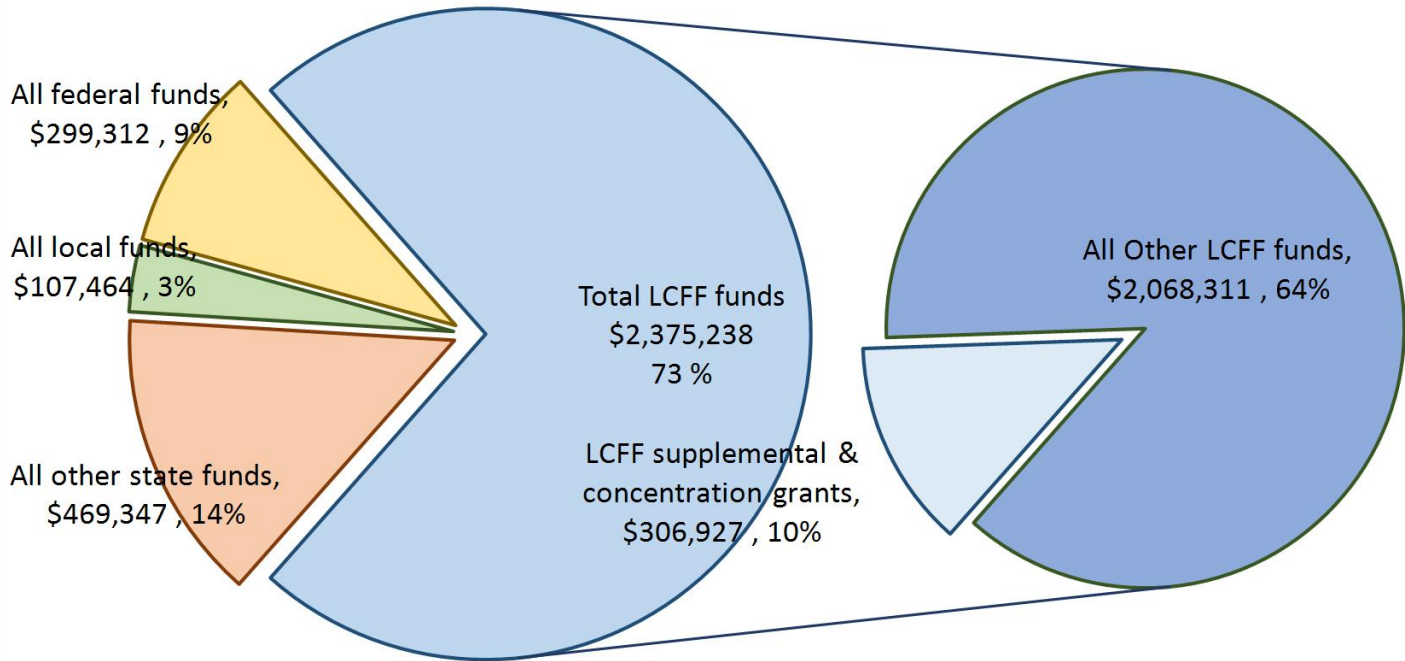
tnapier@mystcs.org

5596756613

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

Budget Overview for the 2023-24 School Year

Projected Revenue by Fund Source

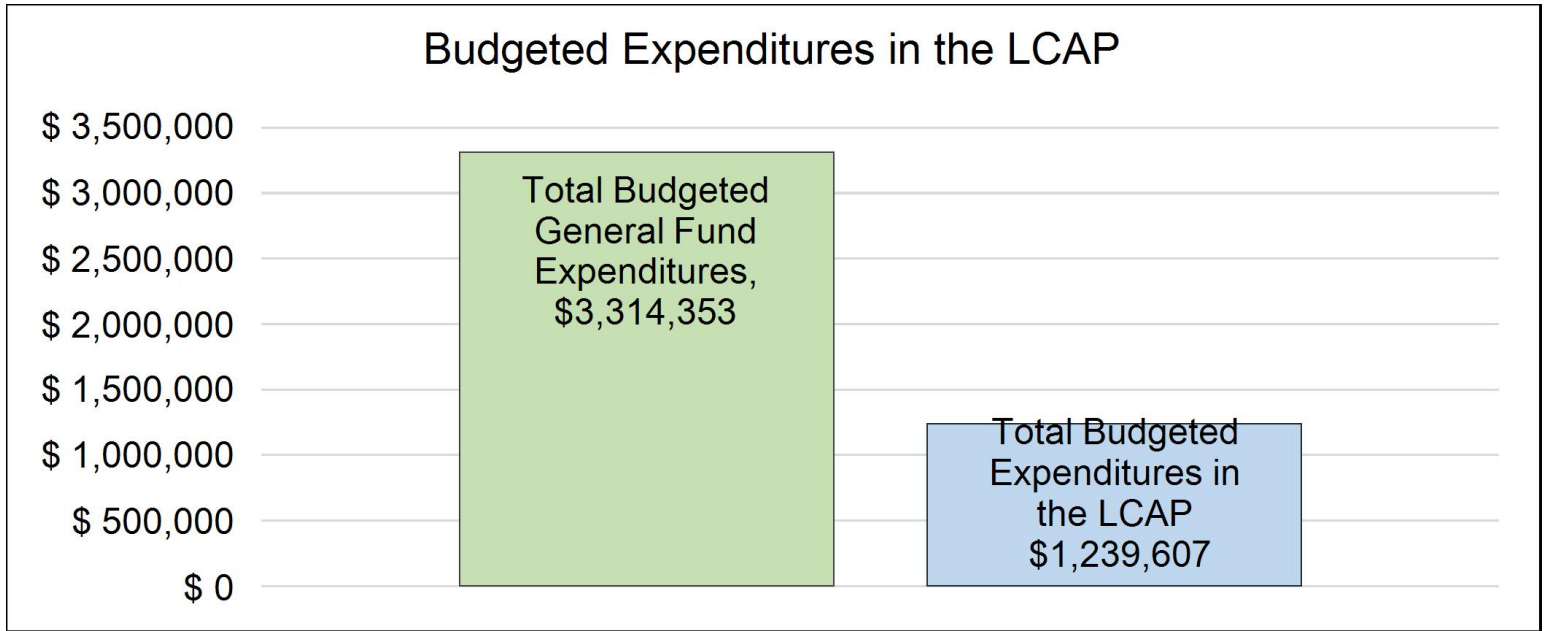


This chart shows the total general purpose revenue Sherman Thomas Charter School expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Sherman Thomas Charter School is \$3,251,361, of which \$2,375,238 is Local Control Funding Formula (LCFF), \$469,347 is other state funds, \$107,464 is local funds, and \$299,312 is federal funds. Of the \$2,375,238 in LCFF Funds, \$306,927 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

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



This chart provides a quick summary of how much Sherman Thomas Charter School plans to spend for 2023-24. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Sherman Thomas Charter School plans to spend \$3,314,353 for the 2023-24 school year. Of that amount, \$1,239,607 is tied to actions/services in the LCAP and \$2,074,746 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

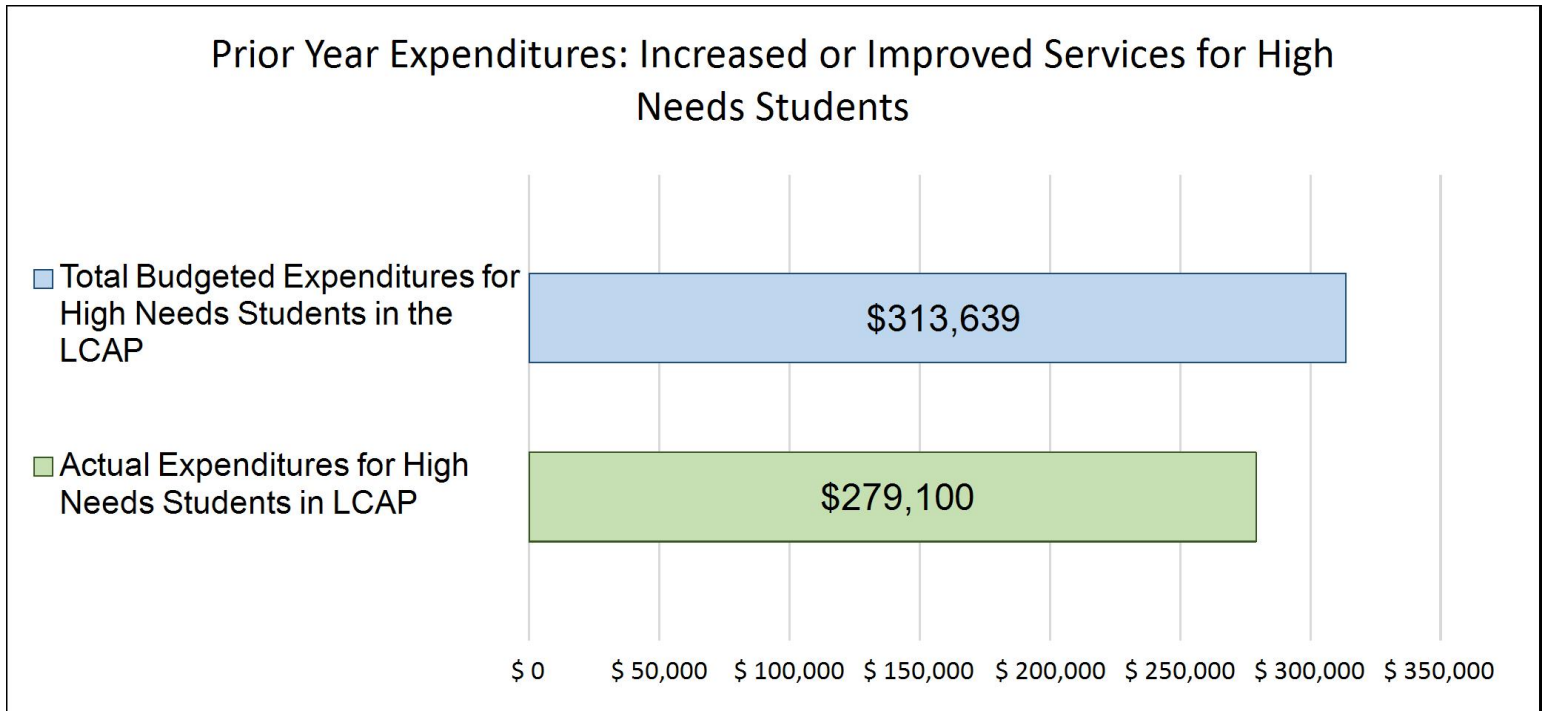
Legal, oversight, administration, business expenses, school nutrition program and most teacher salaries.

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

In 2023-24, Sherman Thomas Charter School is projecting it will receive \$306,927 based on the enrollment of foster youth, English learner, and low-income students. Sherman Thomas Charter School must describe how it intends to increase or improve services for high needs students in the LCAP. Sherman Thomas Charter School plans to spend \$371,101 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

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



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

The text description of the above chart is as follows: In 2022-23, Sherman Thomas Charter School's LCAP budgeted \$313,639.25 for planned actions to increase or improve services for high needs students. Sherman Thomas Charter School actually spent \$279,099.78 for actions to increase or improve services for high needs students in 2022-23.

The difference between the budgeted and actual expenditures of \$-34,539.46,999,999,997 had the following impact on Sherman Thomas Charter School's ability to increase or improve services for high needs students:

All services were provided as planned. Changes in staffing costs resulted in reduced expenditures.



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
Sherman Thomas Charter School	Tera Napier Deputy Director	tnapier@stcsca.org 5596756613

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.

The mission of Sherman Thomas Charter School (STCS) is to prepare a diverse, TK--8 student population for successful higher education by equipping each child with the skills, knowledge, and critical moral thinking, developing habits of mind to become a self-motivated, competent, lifelong learner. To be fully educated and prepared for the 21st century, we believe every child must maintain a natural curiosity about the world, relentlessly pursue their goals, construct and communicate knowledge, display personal and social responsibility, work collaboratively with others, and reflect consistently on their growth as a learner. For each child to reach his or her fullest potential, we believe:

- Every child must be held to clearly articulated, high expectations for achievement.
- The school, families, and community must collaborate to meet the cognitive, social, emotional, and physical needs of every child.
- Teachers must be engaged in a reflective and collaborative environment of ongoing professional development that is focused on student achievement
- Multi-cultural and inter-generational activities must be taught and shared to expand understanding of ethnicity and historical life experiences of past generations

STCS enrolls students in Transitional Kindergarten through eighth grades. These grade levels represent a child's introduction to school at Transitional Kindergarten and a child's transition to High School. In order to foster a school culture that is aligned with the mission and to facilitate student recruitment, we believe that beginning with Transitional Kindergarten through eighth grade students is the most logical way to combine the implementation of the STCS mission. This coming year, STCS will expand the Transitional Kindergarten and Kindergarten program by offering full-day instructional programs for both grades. An additional teacher will be joining our staff to implement this expansion.

We have maintained an average student population of 200 for the past 13 years with a waiting list of approximately 200 students. We have developed a school that closely represents Madera in the socio-economic levels and ethnicities. The STCS student population is inclusive of students with a wide range of abilities, including those with special education needs and those who are English Language Learners. In 2021-22, we served 212 students with diverse needs and backgrounds: approximately 127 (60%) students qualify for Free or Reduced Lunch; 15 (7%) students are English Learners; and 12 (5.7%) students are Redesignated Fluent English Proficient. In addition, about 19 (8.9%) students qualify for special education services. The LCFF Unduplicated percentage is approximately 63%. Approximately 75% of STCS students identify as being Hispanic or Latino, and 19% as white.

The purpose of this Local Control Accountability Plan (LCAP) is to address the School Plan for Student Achievement (SPSA) for Sherman Thomas Charter School which is the Schoolwide Program; herein referred to as the LCAP. The Charter School's plan is to effectively meet the ESSA Requirements in alignment with the LCAP and other federal, state and local programs. The plans included in the LCAP address these requirements compliant to include focusing on three goals: Sherman Thomas Charter School will prepare a diverse TK--8 student population for successful higher education by equipping each child with the skills, knowledge, and critical moral thinking, developing the habits of mind to become a self--motivated, competent, lifelong learner; Sherman Thomas Charter School will support the development of the "whole child" by fostering collaborative relationships between school and family and ensuring the availability of programs and content that support the social, emotional, and physical needs of the child; Sherman Thomas Charter School will ensure a safe learning environment that promotes a positive school culture that will improve student outcomes and close performance gaps. Sherman Thomas Charter School will

provide integrated student support services that will increase parental engagement, school attendance, and address Social Emotional Learning (SEL) that supports student engagement -- including whether students attend school or are chronically absent – and highlights school climate and connectedness. The Charter School completed a comprehensive needs assessment of the entire school which included an analysis of verifiable state data as well as local performance data used to measure student outcomes as evidenced in the annual update portion of the LCAP. The needs assessment process included meeting parents, classified staff, teachers and administrators to identify areas of opportunity for the students and groups of students who are not achieving standard mastery and to identify strategies which will be implemented in the LCAP to address those areas of opportunity.

The identification of the process for evaluating and monitoring the implementation of the LCAP and the progress toward accomplishing the established goals will include discussing the actions and services with the use of supplemental funds at the school level through the Parent Advisory Council which will include parents of English Learners. The Parent Advisory Council will meet four times per year to inform the process. Parents, classified staff, certificated staff and an administrator will make up the council. The number of parents will exceed or be equal to the number of total staff members. The council will discuss academic performance, supplemental services and areas to make improvements with Title funds as part of the School Plan included in the LCAP conversations at the meeting in the fall and at the meeting in the spring. The teachers, staff, students and parents also participate in an annual survey which provides feedback on the goals and services. The teachers, staff and administrators actively participate in the decision making process throughout the year and during LCAP workshops. The decisions will take into account the needs of Sherman Thomas Charter School based on student achievement data to include SBAC, ELPAC, and interim assessment data such as NWEA MAP, cumulative assessments, and attendance and student demographic data to include the significant subgroups of Latino, Black or African American, White, socioeconomically disadvantaged, students with disabilities, and English Learners. This student achievement data and student demographic data will be used as a basis for making decisions about the use of supplemental federal funds and the development of policies on basic core services. Each goal includes actions and services that address the needs of all students and significant subgroups which include evidence-based strategies that provide opportunities for all children, methods and instructional strategies, and particular focus on students at risk of not meeting the State academic standards.

Reflections: Successes

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

Based on the review of the 2022 CA Dashboard, we have identified the following successes:

English Learner Progress: 73.3% of our English learners advanced a level or maintained at the highest level on the ELPAC in 2021-22. We attribute this progress to the targeted instruction provided to English learners during Designated ELD. We will continue this high level of support in the coming years.

All Local Indicators on the CA Dashboard were met.

Local data indicates the school has had a successful year in terms of staff collaboration, parent involvement, student motivation and engagement, and the intervention program. Staff collaboration has improved significantly, with teachers working together more effectively to plan and deliver instruction. This has led to better student outcomes, as teachers are now able to share ideas and resources more easily. Parent involvement has also increased, with parents attending more school events and showing high levels of engagement with school communication through the Bloomz app. This has helped to create a more positive and supportive school environment for students. Student motivation and engagement have also improved, with students reporting feeling more connected to their school and their teachers. This has led to better attendance and academic performance. The intervention program has been a success, with students in the lowest tier progressing significantly. The school is now looking to leverage this success to help other students who are performing in the middle. These successes around staff collaboration, parent involvement, student motivation and engagement, and the intervention program are a testament to the hard work of the staff and the dedication of the parents.

Reflections: Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Based on the review of the 2022 CA Dashboard, we have identified the following needs:

English Language Arts achievement and Mathematics achievement are identified needs with both content areas in the low status level on the dashboard. The school has implemented a targeted school-wide intervention program this year to address these needs. Teachers are using eSpark, which integrates and utilizes NWEA MAP data to create specific lessons to address student areas of need for small group instruction. The teacher also uses eSpark to generate whole class lessons if the data indicate all students need support in a specific area. Intervention is scheduled into the school day and classroom students are separated into three tiers. Students needing the most support are provided instruction by the intervention teacher. Students who are nearly meeting grade level standards work with the classroom teacher and students at or above standard work on vocabulary development and reading comprehension with the paraprofessional under the supervision of the teacher. We are seeing the impact of the program because it is meeting students at their level to meet their needs. We anticipate seeing growth in Distance from Standard on the 2023 CAASPP assessments.

Chronic Absenteeism is an area of need with a very high status level on the CA Dashboard and 25% of our students not attending for 10% or more of the instructional calendar in 2021-22. Chronic absenteeism and daily attendance was a challenge in 2021-22 with the pandemic causing many students to be out with illness or the need to quarantine in the case of close contact. This year we have seen an improvement in attendance as the pandemic-related circumstances have improved. We are not at pre-pandemic levels, as there has still been large amounts of flu and RSV impacting student and family health. The school is continuing communication about the importance of daily attendance, monitoring attendance, and engaging families and students who are struggling with attendance to find solutions.

The Suspension rate also points to an area of need for additional social emotional and mental health support with a 5.6% suspension rate (high status level). The school is addressing this need by hiring a counselor to support students next year and by implementing a social emotional learning program that better meets the needs of our middle school students.

LCAP Highlights

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

The 2021-24 LCAP provides our three-year plan for continued improvement and development. In 2023-4 we will continue the specific actions undertaken to address the varied academic and social-emotional needs of our students.

GOAL 1: Sherman Thomas Charter School will prepare a diverse TK--8 student population for successful higher education by equipping each child with the skills, knowledge, and critical moral thinking, developing the habits of mind to become a self--motivated, competent, lifelong learner. In terms of student achievement (Goal 1), we will continue providing a comprehensive standards-aligned instructional program in conjunction with a comprehensive assessment system. We will use the results of assessments to differentiate instruction within classrooms and to inform our system of intervention. We will provide systemic English Language Development for our English learners and a comprehensive SPED program for our students with IEPs. STCS teachers will be supported through professional development to implement our curriculum and instructional model, including specific support for new teachers and a comprehensive system of teacher observation and coaching.

GOAL 2: Sherman Thomas Charter School will support the development of the "whole child" by fostering collaborative relationships between school and family and ensuring the availability of programs and content that support the social, emotional, and physical needs of the child. (Goal 2), students are supported in Enrichment as well as supportive practices in attendance, communication, emergency support, and parent engagement.

GOAL 3: Sherman Thomas Charter School will ensure a safe learning environment that promotes a positive school culture that will improve student outcomes and close performance gaps. Sherman Thomas Charter School will provide integrated student support services that will increase parental engagement, school attendance, and address Social Emotional Learning (SEL) that supports student engagement -- including whether students attend school or are chronically absent – and highlights school climate and connectedness. Students will be supported by a positive climate and culture through actions in School Culture, Social Emotional Learning, Mental and Physical Health, and Facilities.

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.

Sherman Thomas Charter School is a single school LEA that is not eligible for comprehensive support and improvement.

Support for Identified Schools

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

N/A

Monitoring and Evaluating Effectiveness

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

N/A

Engaging Educational Partners

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

Sherman Thomas Charter School has a strong tradition of engaging our educational partners in the school decision making process. The Parent Advisory Council (PAC) is composed of parents and staff, including at least one parent of a child with disabilities. The PAC meets at least quarterly throughout the year to reflect on data and provide input on plan development. Our board meets monthly as a public hearing with the opportunity for public comment. We promoted parent participation in public meetings and public hearings through emails, phone calls, websites, and agenda posting. Virtual meetings conducted via video conference had telephone call-in access. We provided translation as needed.

Teachers provide feedback during regular staff meetings and the February 2023 survey.

Principals, administrators, other school personnel provided feedback during staff meetings and individual check-ins.

Parents provided feedback through monthly Parent Advisory Council (PAC) meetings. The LCAP was reviewed on 4/11/23.

Parents also provided feedback through a survey administered in February of 2023.

Students provided feedback during student council meetings and classroom discussions regarding their experience, perspectives, and needs. Students communicate regularly and effectively. Teachers shared student feedback from these discussions with school leadership to inform plans. Students also provided feedback in the student survey administered in February of 2023.

SELPA consultation and collaboration occurs monthly.

STCS evaluated its stakeholder engagement opportunities and determined tribes, civil rights organizations, foster youth, and children who are incarcerated are neither present nor served by STCS . Likewise, STCS teachers and personnel are not represented by a local bargaining unit.

The LCAP was presented at a public hearing and approved by the governing board on 5/23/23.

A summary of the feedback provided by specific educational partners.

Parents stated we have good communication between the parents and teachers. Parents feel they are acknowledged and respected and feel like they have a voice in their child's education. Parents stated their students are encouraged to engage in challenging courses, are respected, and promote academic success. Parents feel their child is safe at school and the teachers/adults care and go out of their way for their students. Some concerns were not enough co-curricular activities, such as arts, project-based learning, and field trips, for students in all grades with different talents, gifts, or special needs. Parents believe there is a need for a school counselor next year to address student social emotional and mental health needs. Parents would also prefer to fund campus security instead of paraprofessionals in the classroom next year. Parents want continued targeted supports in the classrooms, perhaps utilizing the paraprofessional staffing differently.

Teachers/School Staff/Administrators-School staff has provided feedback this year, planning of the yearly calendar, curriculum, and various decisions. Teachers have the opportunity to give their opinions on school events during the meetings and through surveys. Teachers provided input on their levels of familiarity with a variety of programs and instructional strategies in order to inform professional development. Teachers feel supported by the principal. Teachers believe there is a need for a school counselor next year to address student social emotional and mental health needs.

Survey results show that 67.5% of respondents think it is very important for the school to provide a school counselor next year, 65% an instructional coach/learning director, 56% campus security, 55% classroom aides, 39% and additional intervention teacher. 80.3% of respondents think it is a top priority to provide students with field trips to expose them to the world around them and so they can be provided hands-on experience with the core curriculum. Other top priorities: Provide updated technology (66.9%), provide art classes to all students (60.5%), provide targeted after school tutoring (58%), provide additional extra curricular activities (52.2%), and provide music classes to all students (43.3%)

Student survey results showed high levels of connectedness, positive culture, and strong academic focus throughout our campus. Student officers and class representatives appreciate that they have the opportunity to plan student activities and build school spirit.

SELPA consultation reflected that Special Education teachers are up to date on all statewide laws and guidance in special education. In terms of needs, we noted the need for training in the area of crisis prevention and intervention.

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

STCS has considered the feedback from educational partners and decided to continue all of the actions to continue the recovery from pandemic related learning loss. Updated technology purchases will be included in Goal 1, Action 1 Common Core Aligned Course materials. A new Learning Director position will work collaboratively with the principal to utilize the teacher survey data and meeting input on professional development to inform the scope and sequence for 23-24 professional development (Goal 1, Action 5).

Based on student feedback, we will continue our actions contributing to a positive school culture (Goal 2) and a strong academic focus (Goal 1) and to improve the meeting schedule and structure for student council. We plan to to address the input of Parents, we plan to continue implementing the actions in supports of positive school culture (Goal 3), specifically by adding a school counselor to better support student mental health needs and providing increased funding for field trips, art classes, and extracurricular activities.

Goals and Actions

Goal

Goal #	Description
1	Sherman Thomas Charter School will prepare a diverse TK--8 student population for successful higher education by equipping each child with the skills, knowledge, and critical moral thinking, developing the habits of mind to become a self--motivated, competent, lifelong learner.

An explanation of why the LEA has developed this goal.

In determining the need for increased services for the District’s Unduplicated Pupils (low-income students, English Learners, Foster Youth), the District examined available data for objective indicators of academic risk. We know that Sherman Thomas Charter School's 2022 CA Dashboard indicators for ELA and Mathematics were both low indicating lower than expected overall achievement. The LEA considers the needs, conditions, or circumstances of its unduplicated pupils as a result of Covid-19; and are continuing to provide intervention for learning loss by providing the following actions.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
% of teachers fully credentialed and appropriately assigned, including EL teachers	57%	63% Data Year: 2021-22 Data Source: Local	77.8% fully credentialed 22.2% intern credentialed 100% effective and properly assigned Data Year: 2020-21 Data Source: SARC		100% Data Year: 23-24 Data Source: SARC
% of students with access to their own copies of standards-aligned instructional materials for use at school and at home	100%	100% Data Year: 2021-22 Data Source: Dashboard Fall 2022	100% Data Year: 2022-23 Data Source: Dashboard Fall 2023		100% Data Year: 2023-24 Data Source: Dashboard Fall 2024

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
% standards-aligned benchmarks, lesson plans, curriculum maps, including ELD standards	100%	100% Data Year: 2021-22 Data Source: Local	100% Data Year: 2022-23 Data Source: Local		100% Data Year: 2023-24 Data Source: Local
% of students meeting or exceeding standards on SBAC Math and ELA assessments for all students and numerically significant subgroups	2018-19 ELA % meeting/exceeding standards All students: 34.3 SED: 23.2 SWD: 0.0% Hispanic/Latino: 33 White: 41.7 2018-19 Math % meeting/exceeding standards All students: 27 SED: 18.8 SWD: 5.6 Hispanic/Latino: 27.8 White: 25	Not CAASPP tested Spring 2021	ELA All Students: 24.27% SED: 27.84% SWD: 0% Hispanic/Latino: 23.21% White: 31.58% Math All Students: 14.71% SED: 13.92% SWD: 0% Hispanic/Latino 11.61% White: 31.58% Data Year: 2021-22 Data Source: Dataquest		ELA % meeting/exceeding standards All students: 65% SED: 55% SWD: 30% Hispanic/Latino: 65% White: 65% 2018-19 Math % meeting/exceeding standards All students: 60% SED: 55% SWD: 35% Hispanic/Latino: 60% White: 60% Data Year: 2022-23 Data Source: CA Dashboard
EL Reclassification Rate	12.5%	0% Data Year: 2020-21 Data Source: DataQuest	Data release delayed by CDE		15% Data Year: 2022-23 Data Source: DataQuest

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
% of EL's making progress	Baseline	Level 3 or 4: 46.7% ELPI not provided for 2021 Data Year: 2021-22 Data Source: ELPAC Summative	73.3% Data Year: 2021-22 Data Source: CA Dashboard		55% Data Year: 2022-23 Data Source: CA Dashboard
CAST: % Meeting/exceeding standard	2018-19: 19:04% Met or Exceeded	Not CAST tested Spring 2021	All Students: 15.91% SED: 16.67% Hispanic/Latino: 16.22% Data Year: 2021-22 Data Source: Dataquest		50% Data Year: 2022-23 Data Source: CAASPP Score Reporting
NWEA MAP: % of students meeting annual growth target in Reading % of students meeting annual growth target in Math	NWEA Winter 2019 Math 51% Reading 56.5%	2021-22 Fall to Spring Growth Reading: 49% Math: 56% Data Year: 2021-22 Data Source: NWEA MAP	NWEA WINTER ELA 30.23% NWEA WINTER Math 23.84% Data Year: 2022-23		Math: 80% ELA: 80% Data Year: 2023-24 Data Source: NWEA MAP

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Common Core aligned course materials	STCS will provide all Tk-8th grade students standards-aligned curriculum resources and instructional materials to ensure students	\$150,393.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>have access to rigorous content that will support accelerated reading/math improvement.</p> <ul style="list-style-type: none"> • Common Core-aligned course materials • Core Knowledge Language Arts (CKLA) curriculum • Shurley English Curriculum • SAVVAS ELA and History/Social Science for 6th-8th grades • Amplify for Science • Math in Focus • Technology • 1-to-1 devices to support curriculum • Accelerated Reader • NearPod 		
1.2	English Language Development	<p>STCS provides a structured English immersion program for English language acquisition. Based on NWEA Maps scores for EL Learners STCS will provide an EL academic Coach to mentor and support STCS teachers in implementing ELD strategies during direct instruction. STCS teachers will provide all English Learners high quality ELD instruction so that students can progress on the ELPAC and reclassify as Fluent English Proficient.</p> <ul style="list-style-type: none"> • Provide a coach and mentor for classroom teachers and test students on the initial and summative ELPAC • Provide professional development to all teachers of English Learners and RFEP students will receive ongoing professional development in SDAIE and ELD instructional strategies, best practices in providing ELD, as well as using personalized learning data to inform instructional decisions, especially for our highest need students. • Instructional Aides provide support to other students so that the teacher can work with the highest need students. • Use the Hampton Brown Avenues & Shurley English grammar program • Nearpod digital flocabulary 	\$65,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
1.3	Progress Monitoring	<p>STCS will regularly administer assessments to monitor student progress in Math, Reading, Language Usage, and Science so that students can be provided instruction that meets their specific needs based on data.</p> <ul style="list-style-type: none"> • NWEA MAP (Math, Reading, Language Usage, & Science) testing 2x a year • Rigby PM Ultra Benchmark Reading 2x a year • STAR Reading 3x a year • DIBELS K-2 and students reading below grade level 2x a year • Using PARSEC to support data-drive instruction 	\$32,500.00	Yes
1.4	Intervention (Title 1 and LCFF S&C)	<p>STCS will provide a multi-tiered schoolwide intervention program. Teachers are using eSpark, which integrates and utilizes NWEA MAP data to create specific lessons to address student areas of need for small group instruction. Intervention is scheduled into the school day and classroom students are separated into three tiers based on assessment data.</p> <ul style="list-style-type: none"> • Students needing the most support are provided instruction by the intervention teacher. • Students who are nearly meeting grade level standards work with the classroom teacher • Students at or above standard work on vocabulary development and reading comprehension with the paraprofessional under the supervision of the teacher. <p>The school will also provide an after-school tutoring program staffed by teachers.</p> <p>Title 1 Funds/ supplemental concentration</p>	\$358,384.00	Yes

Action #	Title	Description	Total Funds	Contributing
1.5	Professional Development and Coaching	<p>STCS will provide professional development and coaching for all teachers to have the knowledge, skills, and tools to provide high-quality first instruction to all students to lower the learning gap.</p> <ul style="list-style-type: none"> • PD for all teachers on the implementation of CCSS and NGSS utilizing PLCs to analyze student data/work and collaboratively implement evidence-based best practices. • Teacher coaching: biweekly walkthroughs by administrators or lead teachers, teacher mentors, Observe for success for teachers to set professional goals 	\$72,437.00	Yes
1.6				

Goal Analysis [2022-23]

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

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

All actions were implemented as planned.

The intervention program has been implemented successfully. The school has seen improvement in students' ability and effort in the classroom due to the intervention program. However, there has not yet been a corresponding improvement in test scores.

PLCs have also been implemented this year and have been successful in bringing teachers together to share best practices and create rubrics collaboratively. This has helped teachers to get up to date on best practices and begin to utilize many new strategies, including more cooperative learning strategies in their classrooms.

Afterschool tutoring has been implemented successfully with teachers staying after school to provide tutoring, but student enrollment in the after school tutoring is much lower than expected.

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

Explanations for material differences between budgeted expenditures and estimated actuals:

Action 1: Common Core aligned course materials: Grades 6-8 do not have expenses for Summit Learning.

Action 2: English Language Development: There were no expenses for an ELD Coordinator

Action 3: Only two of the assessments required renewal payments this year.

Action 4: We purchased additional items, services for our unduplicated students. And this includes our ELOP funds for our Sherman Thomas Active Learners Program.

Action 5: We attended trainings and did not reach the full amount set aside for this expenditure.

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

The Common Core aligned course materials action was effective in ensuring that 100% of students have access to standards aligned instructional materials.

The English Language Development action has been effective as demonstrated by the 73.3% of English learners who advanced a level or maintained at the highest level on the ELPAC in 2021-22.

The intervention, progress monitoring, SPED supports, and professional development and coaching actions have not yet demonstrated effectiveness as demonstrated by 2021-22 ELA, Math, and Science scores. Despite increased engagement in class this year as a result of intervention, we are also not seeing the anticipated increase in scores on the NWEA MAP assessments this year. We are seeing the impact of the program at the classroom level because it is meeting students at their level to meet their needs. We anticipate seeing growth in Distance from Standard on the 2023 CAASPP assessments.

The percentage of students meeting or exceeding standards on the CA Science test has decreased overall since 2019. However, there are some notable increases among certain groups of students. For example, the percentage of students who are economically disadvantaged (SED) meeting or exceeding standards increased from 14% in 2019 to 17% in 2022. Additionally, the percentage of Hispanic/Latino students meeting or exceeding standards increased from 10% in 2019 to 16% in 2022. Similarly in Math and ELA, the percentage of students meeting and exceeding standards has decreased since 2019, but the percentage of Socioeconomically Disadvantaged students meeting and exceeding standards has increased in both subject areas, indicating that the additional supports the school is providing these students are effective.

Observation data indicates the professional development and coaching action is showing effectiveness with teachers implementing teaching strategies that are evidence-based best practices in their classrooms this year. The effectiveness of professional development and coaching is also demonstrated by 100% standards-aligned benchmarks, lesson plans, curriculum maps, including ELD standards.

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.

The goal, metrics, and desired outcomes have not changed. The description of the actions that referenced the Summit Learning Platform have been modified because the school has determined based on its analysis that the platform was not meeting the needs of students in grades 6-8. The school is expanding the use of the Math in Focus and Amplify Science curriculum across K-8. The school will use Savvas Learning Company's ELA curriculum for grades 6-8 next year. The school is also planning to reduce paraprofessional staffing by half due to not seeing the anticipated increase in student achievement with the additional paraprofessional support.

The Common Core-aligned course materials now includes course materials for the new TK classroom that will be added in 2023-24.

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	Sherman Thomas Charter School will support the development of the "whole child" by fostering collaborative relationships between school and family and ensuring the availability of programs and content that support the social, emotional, and physical needs of the child.

An explanation of why the LEA has developed this goal.

While educating the whole child has always been a strength of Sherman Thomas Charter School, it is such an important piece of our mission that we must ensure that we continue to provide programs and content that support the social, emotional, and physical needs of the child. We must ensure that we provide a connection between the school and the families we serve to maintain our solid attendance rate and level of parent engagement. We must provide courses that support the development of a well- rounded child. The 2022 CA Dashboard indicator for Chronic Absenteeism is very high for All Students and numerically significant student groups, except the White subgroup who had a High status. To promote increased attendance, lower suspension rates, increase graduation rates, and improve academic outcomes for our high-needs students, the STCS has used S/C funds to continue the position of attendance clerk.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Chronic Absenteeism Rate for all students and numerically significant subgroups	2019-20 2.17% 2018-19: All students 2.7% SED: 3.8 SWD: 11.1 Hispanic/Latino: 2.6% White: 3.1%	All students: 3% SED: 4% SWD: 3.4%, Hispanic/Latino: 3.2%, White: 2.6% Data Year: 2020-21 Data Source: Dataquest	All students: 25% SED: 33.1% SWD: 21.7% English Learners: 13.3% Hispanic/Latino: 26.4% White: 19% Data Year: 2021-22 Data Source: CA Dashboard		All students <2%% SED: <2% SWD: <5% Hispanic/Latino: <2% White: <2% Data Year: 2022-23 Data Source: CA Dashboard

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Attendance Rate	98.9%	93.41% Data Year: 2021-22 Data Source: P2	97.88% Data Year: 2022-23 Data Source: SIS Attendance Reports		96% Data Year: 2023-24 Data Source: P-2
Middle School dropout rate	0%	0% Data Year: 2020-21 Data Source: CALPADS 8.1C	0%		0% Data Year: 2022-23 Data Source: CALPADS 8.1C
Rate of return for parent surveys	19-20: 38%	62% Data Year: 2021-2022 Data Source: Parent Survey	57% (74/129 Families) Data Year: 2022-23 Data Source: Parent Survey		75% Data Year: 2023-24 Data Source: Local Survey
% of students with access to and enrolled in Math, English, Social Science, Science, Health, Physical Education, Visual and Performing arts courses or curriculum.	100%	100% Data Year: 2021-22 Data Source: Local	100% Data Year: 2022-23 Data Source: Local		100% Data Year: 2023-24 Data Source: Local
% parent surveys with positive responses regarding opportunities for participation in	83.2%	87% Data Year: 2021-22 Data Source: Parent Survey	89% Data Year: 2022-23 Data Source: Spring Parent Survey		90% Data Year: 2023-24 Data Source: Parent Survey

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
programs and input in decision-making					
% of parents attending school activities	88.2%	84% Data Year: 2021-22 Data Source: Local	93% Back to School Night 90% Patriotic concert Data Year: 2022-23		90% Data Year: 2023-24 Data Source: Local
% parent surveys with positive responses about school connectedness	83.2%	87% Data Year: 2021-22 Data Source: Parent Survey	87% Data Year: 2022-23 Data Source: Spring Parent Survey		90% Data Year: 2023-24 Data Source: Local Survey
% student surveys with positive responses around school connectedness	85%	78% Data Year: 2021-22 Data Source: Local Survey	87.5% Data Year: 2022-23 Data Source: Spring Student Survey		90% Data Year: 2023-24 Data Source: Local Survey

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	Attendance Monitoring	<p>Based on the data from our student information system. Our Social-economically disadvantaged students have a higher chronic absenteeism rate than all students combined. To keep students in attendance, we will provide an attendance clerk. STCS will utilize a systematic process to proactively prevent absences, monitor student attendance, and provide outreach using our tiered Re-engagement system.</p> <ul style="list-style-type: none"> • Attendance clerk (time increased) • Monitoring chronic absenteeism & communicating the importance of attendance to families 	\$35,630.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<ul style="list-style-type: none"> • Planning for pre-arranged absences (distance learning) • Tiered Re-engagement System 		
2.2	Enrichment	<p>STCS will provide all students access to a broad course of study that includes arts, health, physical education, career education, after-school sports, and field trips to support the child's development.</p> <ul style="list-style-type: none"> • Art teacher from the Art Council to provide monthly art class for all students • Health curriculum (Too Good for Drugs--Mendez Foundation) that educates students about the negative effects of drug use • PE and after school sports – Madera Unified Elementary School League • Nearpod SEL • Field Trips – zoo, state parks, etc. 	\$90,000.00	Yes
2.3	Emergency Support	<p>Based on data from stakeholder survey results. STCS will provide emergency support to our families in need that includes Socioeconomically Disadvantaged, Homeless, and/or Foster Youth.</p> <ul style="list-style-type: none"> • Case Management • Individualized Supports 	\$1,000.00	Yes
2.4	Communication	<p>STCS will provide and support a robust system of stakeholder communication processes and tools to foster strong relationships between the family and the school. STCS will provide the Bloomz ap which will translate messages into their home language automatically which will allow for better communication.</p> <ul style="list-style-type: none"> • parents track academic performance in real-time • Bloomz app to build school community, teacher classrooms – translates to home language (ie. Punjab & Spanish) 	\$15,600.00	Yes

Action #	Title	Description	Total Funds	Contributing
2.5	Parent Engagement	<p>To support improved student outcomes in academic performance and school engagement, and to close gaps on state and local measures, the District will increase student’s academic & social-emotional development through increased parental engagement. STCS will also update and maintain its school website to meet all ADA compliance needs.</p> <ul style="list-style-type: none"> • Parent Advisory Council • Annual parent survey • Additional surveys for parents targeting current needs and initiatives • Parent volunteer hours tracked towards goals • Read Across America • Campus beautification & garden greenhouse • Parent Night, new parent orientation, Bloomz page for communication/questions • Training for teachers on how to engage parents 	\$7,000.00	Yes

Goal Analysis [2022-23]

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

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

All actions have been implemented as planned.

Parent communication has been a strength this year with many parents engaging with school communication through the Bloomz app. Many families have attended family events this year such as Back to School Night, the Patriotic Concert, and Read Across America week events. The turn out was so great for the Read Across America family event that the school had to find additional chairs for parents and teachers invited parents into their classrooms after their children finished their part to make room for the other parents.

The students have been going on field trips to enhance learning this year with a whole school field trip to the indoor planetarium, an Eagle watch field trip for second grade, a pumpkin patch field trip for the lower grades, and a theatrical performance for the upper grade students.

With regard to Emergency Support, our SEL paraprofessional and our partnership with Camarena Health has supported us in ensuring the highest need families are receiving the support they need.

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.

Explanation for material differences between budgeted expenditures and estimated actuals:

Action 1 Attendance Monitoring: Our attendance clerk is new and her salary is less than last year's secretary who covered attendance.

Action 2 Enrichment: We included arts and music with this action.

Action 3 Emergency Support: We do not have a large population of homeless and foster youth and did not need to spend any money in this goal.

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

The Attendance Monitoring action was not effective in 2021-22 as evidenced by high chronic absence rates and lower than pre-pandemic daily attendance rates. We are seeing improvement in attendance this year with the combination of improvement in pandemic-related circumstances and the strong implementation of the Attendance Monitoring action.

The Communication and Parent Engagement actions have been effective as evidenced by high participation levels in school events and surveys, and the increase in positive survey results.

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

There are no changes to the planned goal, metrics, desired outcomes, or actions.

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	Sherman Thomas Charter School will ensure a safe learning environment that promotes a positive school culture that will improve student outcomes and close performance gaps. Sherman Thomas Charter School will provide integrated student support services that will increase parental engagement, school attendance, and address Social Emotional Learning (SEL) that supports student engagement -- including whether students attend school or are chronically absent – and highlights school climate and connectedness.

An explanation of why the LEA has developed this goal.

While our most recent data on suspensions and parent engagement is positive, we know that maintaining a positive school culture requires consistent attention, and we believe there is still room for improvement. We have seen an improvement this year in the parent survey participation rate from 38% in 2019/20 to 87% in 2020/21 and a positivity rate of 83.2% in 2019/20 to 86.8% in 2020/21. A critical component to student success in learning is a positive school climate that engages students in learning and that encourages regular attendance. Research also shows that positive learning environments can reduce teacher turnover by as much as 25%, a significant factor in providing students with increasingly effective initial instruction.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Parent surveys with positive responses regarding school safety	83.2%	94% Data Year: 2021-22 Data Source: Local Survey	85% Data Year: 2022-23 Data Source: Spring Survey		90% Data Year: 2023-24 Data Source: Local Survey
Student surveys with positive responses regarding school safety	83.2%	93% Data Year: 2021-22 Data Source: Local Survey	84.6% Data Year: 2022-23 Data Source: Spring Survey		90% Data Year: 2023-24 Data Source: Local Survey

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Teacher surveys with positive responses regarding school safety and connectedness	90%	100% Data Year: 2021-22 Data Source: Local Survey	90% Data Year: 2022-23 Data Source: Spring Survey		90% Data Year: 2023-24 Data Source: Local Survey
School facilities in good repair and in compliance with school safety plan	2019-20 SARC: Facilities in overall Good repair	Facilities in overall Good repair Data Year: 2021-22 Data Source: Dashboard Fall 2022	Facilities in overall Good Repair Data Year: 2022-23 Data Source: CA Dashboard 2023		Facilities in overall Good Repair Data Year: 2023-24 Data Source: Dashboard Fall 2024
Suspension Rate for all students and all numerically significant subgroups	2019-20 All Students: 2.2% Hispanic/Latino: 2.4% White 2.1%	All Students: 3.3%, SED: 3.9% SWD: 10% Hispanic/Latino: 4.4% White: 0% Data Year: 2020-21 Data Source: DataQuest	All Students: 5.6% SED: 5.9% SWD: 13% English Learners: 0% Hispanic/Latino: 6% White: 2.4% Data Year: 2021-22 Data Source: CA Dashboard		All Students: <1.5% Hispanic/Latino: <1.5% White <1.5% Data Year: 2022-23 Data Source: DataQuest
Expulsion Rate for all students and all numerically significant subgroups	0%	0% Data Year: 2020-21 Data Source: DataQuest	0% Data Year: 2021-22 Data Source: Dataquest		0% Data Year: 2022-23 Data Source: DataQuest

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	Facilities	STCS will maintain according to public health protocols for sanitizing and janitorial services and regularly repair facilities to ensure a clean safe campus for students.	\$351,691.00	No
3.2	School Culture	<p>To support improved student outcomes in academic performance and school engagement, and to close gaps on state and local measures, STCS will create school environments that welcome and support all our student populations. Provide staff development and collaborative time focused on teaching, modeling, and practicing social-emotional learning (SEL) skills that support a positive climate for learning and work.</p> <p>STCS will promote a positive school culture by implementing PBIS and restorative justice processes and provide regular school events such as Kickoff Rally at the start of the year, Spirit Trophy traveling classroom to classroom, Caught Being Good awards, Student of the Month – lunch with Principal, Spirit Awards at assemblies, and the concert to honor veterans.</p>	\$5,000.00	No
3.3	Social Emotional Learning	<p>To support improved student outcomes in academic performance and school engagement and to close gaps on state and local measures, the District will increase student’s social-emotional development through teaching, modeling, and practicing social-emotional skills that support a safe and positive climate for learning. STCS will provide a curriculum and programs that foster Social-Emotional Learning.</p> <ul style="list-style-type: none"> • self-management and conflict resolution skills <p>i) Peaceful Playground program ii) Salvaging Sisterhood (program for MS girls in relational conflict management) iii) Boys conflict management program iv) Dynamic Mindfulness</p>	\$16,585.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<ul style="list-style-type: none"> Mendez Foundation Too Good programs: wellness program for primary, celebrating healthy choices 		
3.4	Mental & Physical Health	<p>STCS will retain/hire intervention and support staff to provide behavior intervention and support, principally directed to unduplicated students in grades TK-8th, staff, and parents. STCS will monitor the physical and mental well-being of all students and staff to ensure a safe, healthy campus, and provide referrals to appropriate health care providers as needed.</p> <ul style="list-style-type: none"> School counselor added in 23-24 Wellness checks incorporated into class routines Protocols and routines schoolwide per public health guidelines Camarena Health Services partnership 	\$38,387.00	No

Goal Analysis [2022-23]

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

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

All actions have been implemented as planned.

The School Culture action has been implemented very successfully this year with PBIS and regular school events. The students respond positively to the Aggie Pride award that is based on positive behavior. Students earn tickets for positive behavior and then a raffle is held and 3 students from each class are picked to participate in an event. The school dress up days have been very popular this year with students dressing up as first responders, teachers, Valentine's Day themed characters, holiday-themed characters, and favorite book characters.

The greatest challenge has been with implementation of the Mental Health and Physical Health action because the mental health needs of students are greater than our current staffing model can accommodate. We are also seeing a challenge with implementation of our Heart Smart program in grades 6-8 because the program is designed more to address the needs of elementary level students.

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.

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

The Facilities action has been effective as evidenced by facility inspections showing the campus in overall good repair. The school culture action has been effective as evidenced by student survey results indicating students feel connected to their school community and to their teachers.

The Social Emotional Learning and Mental & Physical Health actions and the PBIS component of the School Culture have not been effective as evidenced by the high suspension rate in 2021-22. High levels of need, both in terms of quantity of students in need and the severity of the needs we are seeing, indicate that staffing needs to be adjusted to address these needs next year. Also, the Social Emotional Learning action is not currently effective for students in grades 6-8, as the curriculum is not designed to address the specific needs of this age group.

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

There are no changes to the planned goal, metrics, or desired outcomes. The Mental & Physical Health action has been modified to include the addition of a school counselor in 2023-24 and change the mental health community partner from Madera Behavioral Health to Camarena Health.

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)
\$306,927	\$10,895

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
14.84%	3.07%	\$54,122.22	17.91%

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

Required Descriptions

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

The actions included in the LCAP and marked as contributing to the increased services requirement for foster youth, English learners, and low-income students are being provided on an LEA-wide basis. They are consistent with 5 CCR Section 15496(b). In determining the need for increased services for the District’s Unduplicated Pupils (low-income students, English Learners, Foster Youth), Sherman Thomas Charter School examined available data from objective indicators of academic risk. Input from stakeholders was also a significant consideration in determining students’ needs, actions, and potential effectiveness. Indicators for unduplicated student groups are monitored and reported internally and with stakeholders to ensure the focus and determination of effectiveness remains centered on outcomes for these students.

Approximately 1 out of 2 students are either identified as low-income, English learners, or foster youth. 100% of our Supplemental and Concentration grant budget is focused on increasing and providing services to these students.

Academic Achievement:

Needs and Circumstances: Based on the 2022 CA Dashboard, the Socioeconomically Disadvantaged subgroup is performing on average 48.6 points below standard and the English Learner subgroup is performing on average 107.7 points below standard in English Language Arts. In Mathematics, the Socioeconomically Disadvantaged subgroup is performing on average 83.3 points below standard and the English

Learner subgroup is performing on average 96.6 points below standard.

The school uses its supplemental concentrated funding to ensure students are making progress towards mastery of the CCSS, NGSS, and ELD standards each year through the following actions:

Goal 1, Action 1: STCS will provide high quality, standards-aligned curriculum and instructional materials, including devices for teachers and students.

Goal 1, Action 2: STCS will provide an EL academic Coach to mentor and support STCS teachers in implementing ELD strategies during direct instruction. All teachers of English Learners and RFEP will receive ongoing professional development in SDAIE and ELD instructional strategies and ELD instructional strategies aligned to the ELD standards. Teachers will receive professional development on meeting the needs of individual students using personalized learning by analyzing data and using that data to inform instructional decisions, specifically for our highest-need students. -Teachers will have a coach/mentor to help them with their ELD instruction, and the mentor will conduct the initial and summative ELPAC test.

Goal 1, Action 3: STCS will regularly administer assessments to monitor student progress in Math, Reading Language Usage, and Science so that students can be provided instruction that meets their specific needs based on data.

Goal 1, Action 4: We will hire half -day paraprofessionals for all classrooms to help support our Social Economic Disadvantaged students. This allows the certificated teacher to provide small group or individual instruction with the students who need the most support while the paraprofessionals support the whole group.

Goal 1, Action 5: Professional Development and coaching to improve our reading comprehension, specifically in our student groups for English Learners and our Socioeconomically Disadvantaged students

STCS will monitor progress throughout the year using NWEA MAP and other local assessment data. Annually, the school will review ELPAC and CAASPP data to ensure students are making progress towards the outcomes in Goal 1. In Math and ELA, the percentage of students meeting and exceeding standards has decreased since 2019, but the percentage of Socioeconomically Disadvantaged students meeting and exceeding standards has increased in both subject areas in 2022, indicating that the additional supports the school is providing these students are effective.

Parent Engagement:

Needs and Circumstances: Sherman Thomas Charter School must ensure that we provide a connection between the school and the families we serve to retain our solid attendance rate and level of parent engagement. We must provide courses that support the development of a well- rounded child. The 2022 CA Dashboard indicator for Chronic Absenteeism is at the high level at 33.1% for Socioeconomically Disadvantaged students. English Learners are not a numerically significant subgroup, so a CA Dashboard indicator was not produced, but they had a lower chronic absence rate of 13.3% in 2021-22. To promote increased attendance, lower suspension rates, increase graduation rates, and improve academic outcomes for our high-needs students, the District has used S/C funds to continue the position of attendance clerk. The school uses its supplemental concentrated funding to ensure we are educating the whole child by ensuring a strong connection

with families and providing programs that support the health, social, and emotional needs of the child through the following actions:

Goal 2, Action 1 Based on the data from our student information system. Our Social-economic students have a higher chronic absenteeism rate than all students combined. To keep students in attendance, we will provide an attendance clerk. STCS will utilize a systematic process to proactively prevent absences, monitor student attendance, and provide outreach using our tiered Re-engagement system.

Goal 2, Action 3 Based on data from stakeholder survey results. STCS will provide emergency support to our families in need that includes Socioeconomically Disadvantaged, Homeless, and/or Foster Youth.

- Case Management
- Individualized Supports

Goal 2, Action 4 STCS will provide and support a robust system of stakeholder communication processes and tools to foster strong relationships between the family and the school. STCS will provide the Bloomz ap which will translate messages into their home language automatically which will allow for better communication.

Goal 2, Action 5 To support improved student outcomes in academic performance and school engagement, and to close gaps on state and local measures, the District will increase student's academic & social-emotional development through increased parental engagement.

The school will monitor progress using attendance data, parent participation rates, and survey results to ensure we are making progress on the Goal 2 outcomes.

School Culture:

Needs and Circumstances: On the 2022 CA Dashboard Socioeconomically Disadvantaged have a high suspension rate of 5.9%.

The school uses its supplemental concentrated funding to ensure we have a safe and positive school environment for children through the following actions:

Goal 3, Action 3 STCS will provide resources to support the social emotional learning and well being of students through staffing and social emotional learning curriculum.

Each of these actions has been shown to reduce the number of suspensions, expulsions, and overall negative behaviors in schools with a large population of socioeconomically disadvantaged students.

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

Sherman Thomas Charter School is increasing services for foster youth, English learners, and low-income students through the following LEA-wide actions:

Goal 1, Action 1: STCS will provide high quality, standards-aligned curriculum and instructional materials, including devices for teachers and students.

\$105,393 = 5.1%

Goal 1, Action 2: STCS will provide an EL academic Coach to mentor and support STCS teachers in implementing ELD strategies during direct instruction. All teachers of English Learners and RFEP will receive ongoing professional development in SDAIE and ELD instructional strategies and ELD instructional strategies aligned to the ELD standards. Teachers will receive professional development on meeting the needs of individual students using personalized learning by analyzing data and using that data to inform instructional decisions, specifically for our highest-need students. -Teachers will have a coach/mentor to help them with their ELD instruction, and the mentor will conduct the initial and summative ELPAC test.

\$65,000 = 3.14%

Goal 1, Action 3: STCS will regularly administer assessments to monitor student progress in Math, Reading Language Usage, and Science so that students can be provided instruction that meets their specific needs based on data.

\$32,500 = 1.57%

Goal 1, Action 4: We will hire half -day paraprofessionals for all classrooms to help support our Social Economic Disadvantaged students. This allows the certificated teacher to provide small group or individual instruction with the students who need the most support while the paraprofessionals support the whole group.

\$36,978 = 1.79%

Goal1, Action 5: Professional Development and coaching to improve our reading comprehension, specifically in our student groups for English Learners and our Socioeconomically Disadvantaged students

\$25,000 = 1.21%

Goal 2, Action 1 Based on the data from our student information system, our Social-economic students have a higher chronic absenteeism rate than all students combined. To keep students in attendance, we will provide an attendance clerk. STCS will utilize a systematic process to proactively prevent absences, monitor student attendance, and provide outreach using our tiered re-engagement system.

\$35,630 = 1.72%

Goal 2, Action 3 Based on data from stakeholder survey results. STCS will provide emergency support to our families in need that includes Socioeconomically Disadvantaged, Homeless, and/or Foster Youth.

- Case Management
- Individualized Supports

\$1,000 = 0.05%

Goal 2, Action 4 STCS will provide and support a robust system of stakeholder communication processes and tools to foster strong relationships between the family and the school. STCS will provide the Bloomz app which will translate messages into their home language automatically which will allow for better communication.

\$15,600 = 0.75%

Goal 2, Action 5 To support improved student outcomes in academic performance and school engagement, and to close gaps on state and local measures, the District will increase student's academic & social-emotional development through increased parental engagement.

\$5,000 = 0.24%

Goal 3, Action 3 STCS will provide resources to support the social emotional learning and well being of students through staffing and social emotional learning curriculum.

\$10,000 = 0.48%

Each of the above actions has been shown to increase attendance and reduce risk-taking behavior in socio-economically disadvantaged school populations.

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.

Sherman Thomas Charter School is a single school LEA with a greater than 55% unduplicated pupil population that will use the additional concentration grant add-on funding to increase the number of classified staff providing direct services to students through the following action(s):

Goal 2, Action 1: We will continue to hire an attendance clerk to track attendance and reach out to families when students are regularly absent. \$35,630

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

2023-24 Total Expenditures Table

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	\$510,792.00	\$559,155.00		\$169,660.00	\$1,239,607.00	\$717,592.00	\$522,015.00

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1.1	Common Core aligned course materials	English Learners Foster Youth Low Income	\$105,393.00	\$45,000.00			\$150,393.00
1	1.2	English Language Development	English Learners	\$65,000.00				\$65,000.00
1	1.3	Progress Monitoring	English Learners Foster Youth Low Income	\$32,500.00				\$32,500.00
1	1.4	Intervention (Title 1 and LCFF S&C)	English Learners Foster Youth Low Income	\$36,978.00	\$217,768.00		\$103,638.00	\$358,384.00
1	1.5	Professional Development and Coaching	English Learners Foster Youth Low Income	\$25,000.00	\$40,000.00		\$7,437.00	\$72,437.00
2	2.1	Attendance Monitoring	Low Income	\$35,630.00				\$35,630.00
2	2.2	Enrichment	English Learners Foster Youth Low Income	\$37,000.00			\$53,000.00	\$90,000.00
2	2.3	Emergency Support	Foster Youth Low Income	\$1,000.00				\$1,000.00
2	2.4	Communication	English Learners Foster Youth Low Income	\$15,600.00				\$15,600.00
2	2.5	Parent Engagement	English Learners Foster Youth Low Income	\$7,000.00				\$7,000.00
3	3.1	Facilities	All	\$139,691.00	\$212,000.00			\$351,691.00

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
3	3.2	School Culture	All		\$5,000.00			\$5,000.00
3	3.3	Social Emotional Learning	English Learners Foster Youth Low Income	\$10,000.00	\$1,000.00		\$5,585.00	\$16,585.00
3	3.4	Mental & Physical Health	All		\$38,387.00			\$38,387.00

2023-24 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
2,068,311	\$306,927	14.84%	3.07%	17.91%	\$371,101.00	0.00%	17.94 %	Total:	\$371,101.00
								LEA-wide Total:	\$371,101.00
								Limited Total:	\$0.00
								Schoolwide Total:	\$0.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1.1	Common Core aligned course materials	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$105,393.00	
1	1.2	English Language Development	Yes	LEA-wide	English Learners	All Schools	\$65,000.00	
1	1.3	Progress Monitoring	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$32,500.00	
1	1.4	Intervention (Title 1 and LCFF S&C)	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$36,978.00	
1	1.5	Professional Development and Coaching	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$25,000.00	
2	2.1	Attendance Monitoring	Yes	LEA-wide	Low Income	All Schools	\$35,630.00	
2	2.2	Enrichment	Yes	LEA-wide	English Learners Foster Youth	All Schools	\$37,000.00	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
					Low Income			
2	2.3	Emergency Support	Yes	LEA-wide	Foster Youth Low Income	All Schools	\$1,000.00	
2	2.4	Communication	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$15,600.00	
2	2.5	Parent Engagement	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$7,000.00	
3	3.3	Social Emotional Learning	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$10,000.00	

2022-23 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	\$836,209.25	\$735,951.09

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	Common Core aligned course materials	No	\$150,939.00	\$47,892
1	1.2	English Language Development	Yes	\$25,912.25	\$15,440
1	1.3	Progress Monitoring	Yes	\$16,322.00	\$22,594.48
1	1.4	Intervention	Yes	\$274,832.00	\$449,714.00
1	1.5	Professional Development and Coaching	Yes	\$62,105.00	\$37,022.00
2	2.1	Attendance Monitoring	Yes	\$38,016.00	\$30,916
2	2.2	Enrichment	No	\$15,000.00	\$45,006.00
2	2.3	Emergency Support	Yes	\$1,000.00	0
2	2.4	Communication	Yes	\$2,820.00	\$3,336
2	2.5	Parent Engagement	Yes	\$2,000.00	0

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	3.1	Facilities	No	\$202,000.00	\$47,786
3	3.2	School Culture	No	\$6,000.00	\$2,500
3	3.3	Social Emotional Learning	No	\$8,000.00	\$4,829.61
3	3.4	Mental & Physical Health	Yes	\$31,263.00	\$28,915.00

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)
\$333,222	\$313,639.25	\$279,099.78	\$34,539.47	0.00%	0.00%	0.00%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.2	English Language Development	Yes	\$25,912.25	\$15,440.38		
1	1.3	Progress Monitoring	Yes	\$16,322.00	\$22,594.48		
1	1.4	Intervention	Yes	\$140,876.00	140,876		
1	1.5	Professional Development and Coaching	Yes	\$55,430.00	\$37,022.00		
2	2.1	Attendance Monitoring	Yes	\$38,016.00	\$30,916.35		
2	2.3	Emergency Support	Yes	\$1,000.00	0		
2	2.4	Communication	Yes	\$2,820.00	\$3,335.57		
2	2.5	Parent Engagement	Yes	\$2,000.00	0		
3	3.4	Mental & Physical Health	Yes	\$31,263.00	\$28,915		

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)
\$1,764,552	\$333,222	0%	18.88%	\$279,099.78	0.00%	15.82%	\$54,122.22	3.07%

Instructions

[Plan Summary](#)

[Engaging Educational Partners](#)

[Goals and Actions](#)

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

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

Introduction and Instructions

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

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

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

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

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

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

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

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

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

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

Engaging Educational Partners

Purpose

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

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

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

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

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

Requirements and Instructions

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

Local Control and Accountability Plan:

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

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

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

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

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

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

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

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

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

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

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

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

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

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

Focus Goal(s)

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

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

Broad Goal

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

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

Maintenance of Progress Goal

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

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

Required Goals

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

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

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

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

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

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

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

Measuring and Reporting Results:

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

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

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

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

Complete the table as follows:

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

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

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

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

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

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

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

Goal Analysis:

Enter the LCAP Year.

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

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

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

Purpose

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

Requirements and Instructions

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

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

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

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

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

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

Required Descriptions:

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

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

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

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

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

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

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

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

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

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

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

For School Districts Only:

Actions Provided on an LEA-Wide Basis:

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

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

Actions Provided on a Schoolwide Basis:

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

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

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

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

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

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

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

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

Provide the following descriptions, as applicable to the LEA:

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

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

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

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

Complete the table as follows:

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

Action Tables

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

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

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

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

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

Data Entry Table

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

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

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

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

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

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

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

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

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

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

LCFF Carryover Table

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

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

Calculations in the Action Tables

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

Contributing Actions Table

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

Contributing Actions Annual Update Table

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

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

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

LCFF Carryover Table

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

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

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

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