LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: 5059097
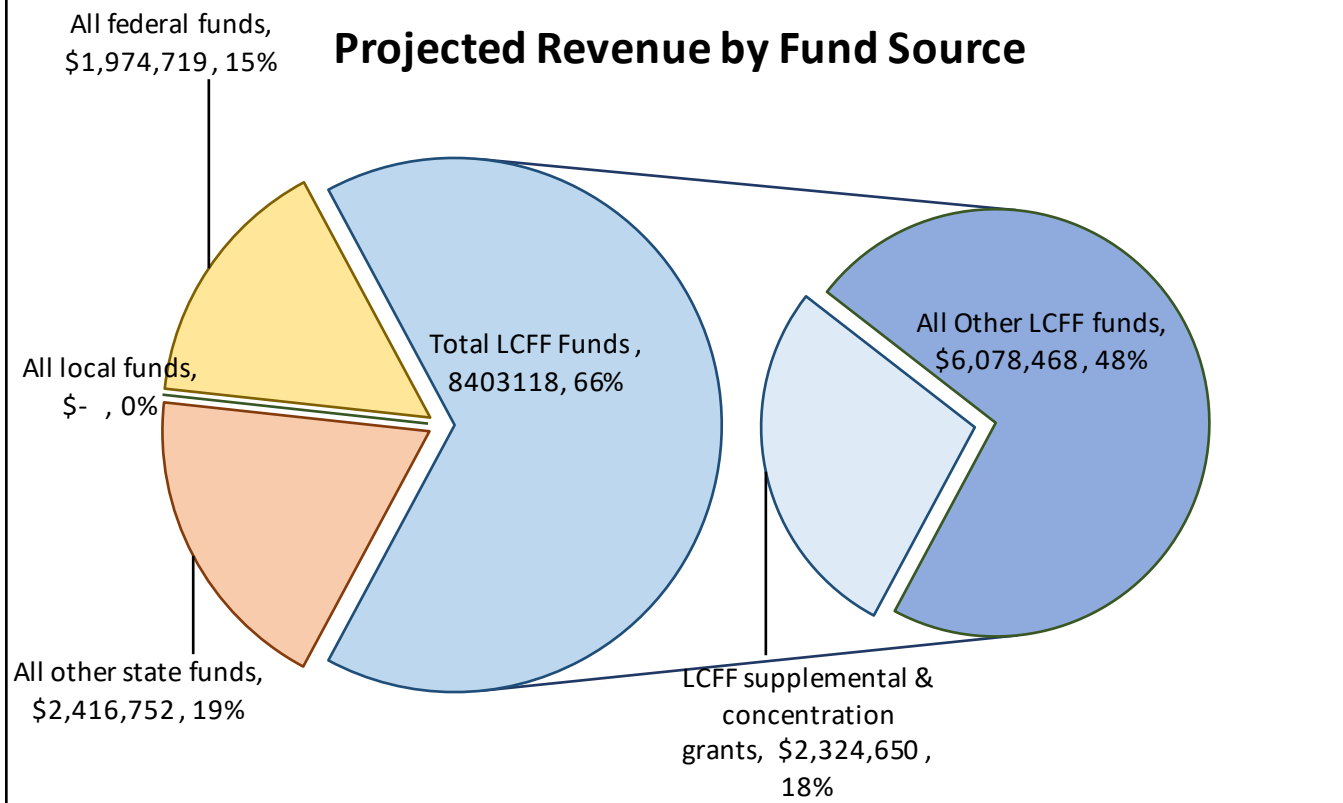
CDS Code: 30 10306 0134288

School Year: 2022 – 23

LEA contact information: Andrew Crowe, 714-795-2195, acrowe@scholarshipschools.org

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

Budget Overview for the 2022 – 23 School Year

Projected Revenue by Fund Source
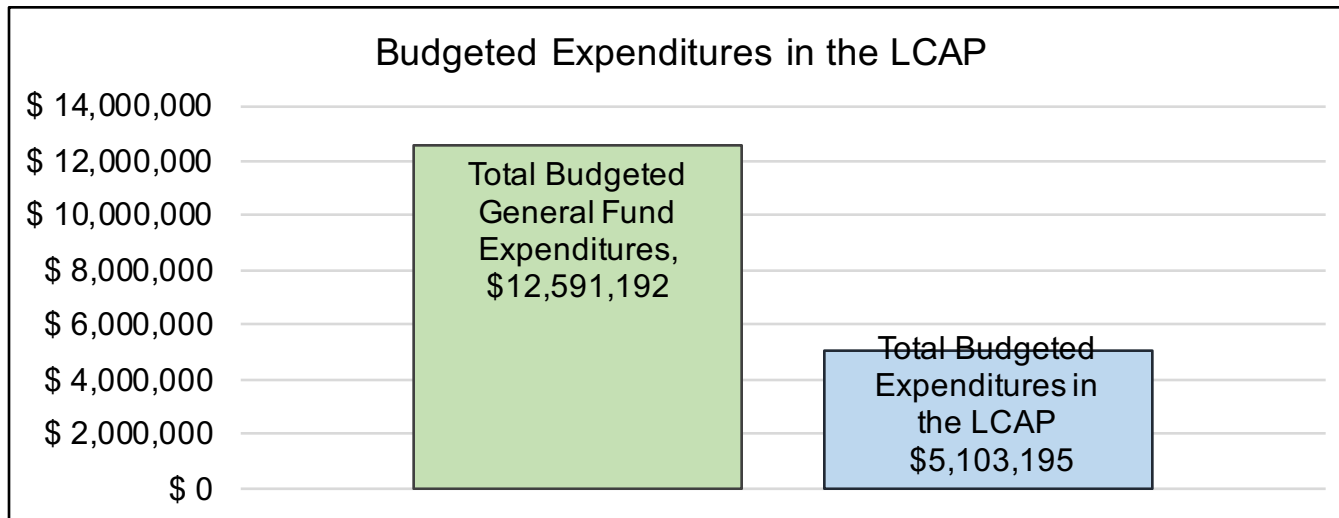
All federal funds, $1,974,719, 15%

All local funds, $- , 0%

All other state funds, $2,416,752, 19%

Total LCFF Funds, 8403118, 66%

All Other LCFF funds, $6,078,468, 48%

LCFF supplemental & concentration grants, $2,324,650, 18%

LCFF Budget Overview for Parents

The text description for the above chart is as follows: The total revenue projected for 5,059,097 is $12,794,589.00, of which $8,403,118.00 is Local Control Funding Formula (LCFF), $2,416,752.00 is other state funds, $0.00 is local funds, and $1,974,719.00 is federal funds. Of the $8,403,118.00 in LCFF Funds, $2,324,650.00 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

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

Budgeted Expenditures in the LCAP

$ 14,000,000	
$ 12,000,000	Total Budgeted General Fund Expenditures, $12,591,192
$ 10,000,000	
$ 8,000,000	
$ 6,000,000	Total Budgeted Expenditures in the LCAP $5,103,195
$ 4,000,000	
$ 2,000,000	
$ 0	

This chart provides a quick summary of how much 5,059,097 plans to spend for 2022 – 23. It shows how much of the total is tied to planned actions and services in the LCAP.

LCFF Budget Overview for Parents

The text description of the above chart is as follows: 5,059,097 plans to spend $12,591,192.00 for the 2022 – 23 school year. Of that amount, $5,103,195.00 is tied to actions/services in the LCAP and $7,487,997.00 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

Major General Fund Budget Expenditures not included in the LCAP are rent, office expenses, insurance, utilities, janitorial services, and equipment leasing.

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

In 2022 – 23, 5,059,097 is projecting it will receive $2,324,650.00 based on the enrollment of foster youth, English learner, and low-income students. 5,059,097 must describe how it intends to increase or improve services for high needs students in the LCAP. 5,059,097 plans to spend $5,103,195.00 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

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

Prior Year Expenditures: Increased or Improved Services for High Needs Students

☐ Total Budgeted Expenditures for High Needs Students in the LCAP	$4,135,163
☐ Actual Expenditures for High Needs Students in LCAP	$5,028,429

$ 0 $ 1,000,000 $ 2,000,000 $ 3,000,000 $ 4,000,000 $ 5,000,000 $ 6,000,000
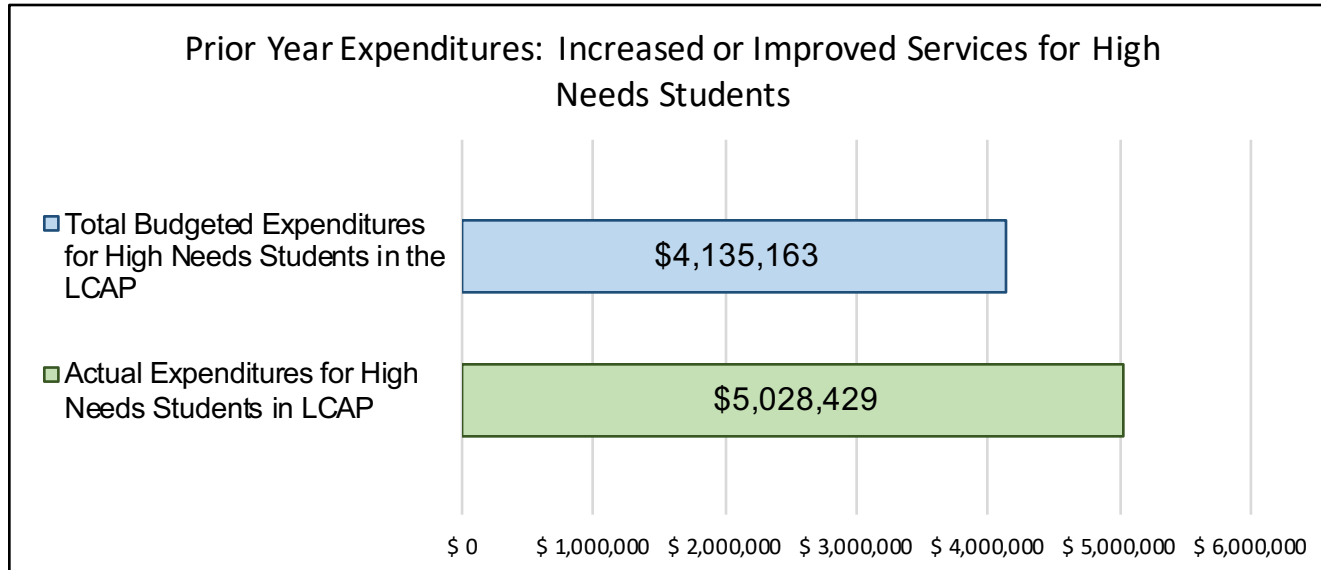
This chart compares what 5,059,097 budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what 5,059,097 estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

The text description of the above chart is as follows: In 2021 – 22, 5059097's LCAP budgeted $4,135,163.00 for planned actions to increase or improve services for high needs students. 5059097 actually spent $5,028,429.00 for actions to increase or improve services for high needs students in 2021 – 22.

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Scholarship Prep Orange County	Andrew Crowe, Deputy Director	acrowe@scholarshipschools.org 714-795-3495

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

A description of how and when the LEA engaged, or plans to engage, its educational partners on the use of funds provided through the Budget Act of 2021 that were not included in the 2021–22 Local Control and Accountability Plan (LCAP).

Scholarship Prep receives input on a variety of programs and services provided to students, families, and staff. These efforts are conducted primarily in the winter and spring as part of the LCAP development process. Due to limited LCFF resources, not all of these expressed needs can be addressed in the LCAP. Therefore, Scholarship Prep used previous educational partner input when planning for the use of the additional funds awarded after LCAP approval. These additional funds provided in the Budget Act of 2021 that were not included in the LCAP are the Educator Effectiveness Block Grant and Extended Learning Opportunities Program. In addition to LCAP input, Scholarship Prep engaged our educational partners on use of these additional funds through public hearings, staff meetings, and family focus groups.

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

Scholarship Prep will use the additional concentration add-on funds to increase the number of instructional aides and teachers who will provide direct intervention, teaching, behavioral, and social-emotional support to students.

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

Scholarship Prep receives input on a variety of programs and services provided to students, families, and staff. These efforts are conducted primarily in the winter and spring as part of the LCAP development process. Due to limited LCFF resources, not all of these expressed needs can be addressed in the LCAP. Therefore, Scholarship Prep used previous educational partner input when planning for the use of the additional funds awarded after LCAP approval. These one-time federal funds not included in the LCAP are ESSER I, ESSER II, ESSER III, and In-Person Instruction (IPI). In addition to LCAP input, Scholarship Prep engaged our educational partners on use of these additional funds through public hearings, staff meetings, and family focus groups.

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

Scholarship Prep takes every precaution to ensure the health and safety of students, educators, and other staff as well as to ensure continuity of services, as required by the American Rescue Plan (ARP) Action of 2021. To this end, Scholarship Prep has identified a robust set of action in our Elementary and Secondary School Emergency Relief (ESSER) III Expenditure Plan. Due to the timing of funding, we plan to implement these actions in the 2022-23 school year. Major components of the plan include:

-A Student Services Coordinator to support families with dress code compliant clothing, food pantry items, transportation needs, and medical and dental assistance.

-A Dean to oversee the implementation of social emotional learning, positive behavior intervention systems, and Restorative Practices.

-Instructional Aides to support the direct implementation of support services to students during the school day and after school as needed.

- A School Psychologist to provide direct support to students and families through observations, behavior plans, and emergency triage.

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

Scholarship Prep considers the LCAP to be the comprehensive planning document that captures the priorities, goals, and actions to improve school outcomes. As such, all additional funds received are viewed through the lens of the LCAP to determine where student, staff, and family needs exist and what services are needed to address those needs. Additional funds are used to hire, train, and support staff to achieve our goals of **Access For All, Success For All, and Belonging For All.**

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

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

Introduction

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

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

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

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

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

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

Instructions

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

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

Prompt 1: "*A description of how and when the LEA engaged, or plans to engage, its* educational partners *on the use of funds provided through the Budget Act of 2021 that were not included in the 2021–22 Local Control and Accountability Plan (LCAP).*"

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

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

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

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

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

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

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

Describe how and when the LEA engaged its educational partners on the use of one-time federal funds it received that are intended to support recovery from the COVID-19 pandemic and the impacts of distance learning on students. See the COVID-19 Relief Funding Summary Sheet web page (https://www.cde.ca.gov/fg/cr/relieffunds.asp)for a listing of COVID-19 relief funding and the Federal Stimulus Funding web page (https://www.cde.ca.gov/fg/cr/) for additional information on these funds. The LEA is not required to describe engagement that has taken place related to state funds.

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

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

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

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

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

California Department of Education
November 2021

Local Control 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
Scholarship Prep - Orange County	Andrew Crowe Deputy Director	acrowe@scholarshipschools.org 715-795-3195

Plan Summary 2022

General Information

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

Scholarship Prep - Orange County is a direct-funded independent charter school, established in 2015 in Santa Ana, the county seat of Orange County. The Orange County Board of Education approved the school's charter petition in January 2016, and Grades TK through 8 began in the fall of 2016. The school received a seven year renewal in December 2020.

The name of the school refers to providing scholarship pathways for students through rigorous academics and intensive athletics and arts.

Scholarship Prep is committed to creating community change by operating university-inspired, trauma-informed public schools for all students, especially those experiencing homelessness or those in the foster care system. Scholarship Prep seeks to create school communities where scholarship is standard, equity is essential, and partnerships are power.

Scholarship Prep has grown since its opening, now serving approximately 519 Scholars in grades TK-8.
The current enrollment is broken down below:

TK/K: 75
First Grade: 51
Second Grade: 63
Third Grade: 66
Fourth Grade: 60
Fifth Grade: 57

Sixth Grade: 58
Seventh Grade: 41
Eighth Grade: 48

Scholarship Prep's significant student subgroups consist of 88% Socioeconomically Disadvantaged, 40% English Learners, 12% Special Education, and 21% Homeless Youth. The predominant student race/ethnicity subgroup at Scholarship Prep is Hispanic (97%). Consistently all students, including specific subgroups, are the target of Scholarship Preps' school-wide learning goals for the Local Control Accountability Plan.

Reflections: Successes

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

Based on a review of performance on the state indicators and local performance indicators included in the California Dashboard, progress toward LCAP goals, local self assessment tools, and stakeholder impact, we have identified several successes which we have bucketed into the LCAP focus areas of conditions for learning, student achievement, and school climate and engagement.

Conditions for Learning
Successes in the area of conditions for learning include having a fully credentialed teaching staff, standards based instructional materials for all students, and providing students with access to technology.

Fully credentialed teaching staff
All grade level teachers at Scholarship Prep are fully credentialed and have the correct authorization to teach English Learners. All special education and counseling staff members are fully and correctly credentialed in their areas of focus (ie: education specialists/RSP teachers, speech and language pathologists, school counselors, etc.).

Standards based instructional materials
All students have access to rigorous, standards-based instructional materials for all core content, as well as supplemental resources for all subject areas. Scholarship Prep increased the amount of supplemental materials available to students via online resources.

Student Achievement
Successes in the area of student achievement include student subgroup performance on the iReady Diagnostic assessment in both reading and math.

CAASPP
The last set of CAASPP scores available for Scholarship Prep are from the 18-19 school year. We are administering the CAASPP this year and will have updated results for the 2023 LCAP.

iReady
In addition to CAASPP, Scholarship Prep also utilizes iReady Diagnostic Assessments in both reading and math. In the 2021-2022 school year, 59% of students met their growth goals in Reading and 61% met their growth goals in Math.

School Climate and Engagement
Successes in the area of school climate and engagement include low suspension rates, high attendance rates, high family participation rates, and high scores on school climate indicators on stakeholder surveys.

Suspension and Attendance
Scholarship Prep maintained its low suspension rate (0.39%). This low number is attributable to professional development, increased staffing, and providing additional resources to students.
In addition to low suspension rates, Scholarship Prep maintained high attendance and engagement rates. The 2021-2022 average attendance rate remained above 96% - a phenomenal feat given the challenges associated with a return to in-person learning.

Family Participation and Survey Feedback
In the 2021-2022 school year we had high family participation on the LCAP survey and in event attendance. 93% of families completed the LCAP survey to give feedback, and 98% of families participated in at least one event (IEPs, Parent Conferences, Virtual Open House, Coffee with the Principal, etc.).

The LCAP survey gave us valuable feedback on stakeholder perceptions, and highlighted several strengths around positive school climate. 95% of parents feel that "I feel welcomed at Scholarship Prep", and feel the school is safe, clean, and comfortable for students, that teachers care about their students and have high behavior standards, and that students feel safe. They also feel that their students can achieve at our school, and they feel welcomed and are comfortable communicating with the school.

94% of students feel that "My teachers are proud when I do well", and shared that they agree that teachers make learning fun, help when they need it, and support students in class. They also agree that teachers are proud of their students and praise their success to others, that teachers care about how students feel, and treat students with respect and are fair to all students.

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 a review of performance on the state indicators and local performance indicators included in the California Dashboard, progress toward LCAP goals, local self assessment tools, and stakeholder impact, we have identified some areas of growth which we have bucketed into the LCAP focus areas of conditions for learning, student achievement, and school climate and engagement.

Conditions for Learning
While we had many successes in the area of conditions for learning, Scholarship Prep wants to work to ensure the continued success in this area. Furthermore, Scholarship Prep aims to continue to serve as many students as possible. We are finalizing construction on a new building in Santa Ana to allow us to serve more students and families.

Student Achievement
Areas of focus in student achievement include performance on CAASPP in ELA and the performance of our English Learners, as well as literacy achievement for lower elementary students.

CAASPP
The last set of CAASPP scores available for Scholarship Prep are from the 18-19 school year. Due to the COVID-19 pandemic and subsequent school closures in March of 2020, CAASPP was suspended for the 19-20 school year. While we do not have updated scores, CAASPP 18-19 scores in ELA resulted in a yellow on the CAASPP ELA indicator on the California Dashboard. While students still scored 2 points above standard, we will continue to push students to increase their growth significantly year to year, and to increase their distance from standard.

Early Literacy

Ensuring all students are leaving 2nd grade meeting literacy benchmarks is key in students being able to effectively make the jump from learning to read to reading to learn. Scholarship Prep aims to increase the percentage of students meeting literacy benchmarks by the end of 2nd grade in order to put them on the path to success. In 2021-2022, Scholarship Prep increased the percent of 2nd grade students on or above Grade Level from 44% to 65%, however, 35% still left below benchmark. While we are proud of the growth of our students this year, we want to continue to push to increase the percentage of students meeting benchmarks by the end of 2nd grade.

English Learners
The most recent California Dashboard data shows that Scholarship Prep EL students have maintained performance levels. We want to push our EL students to improve their performance on the CAASPP in both math and ELA, as well as pushing them to make adequate progress toward English proficiency on the ELPAC.

Additionally, for the 2020-2021 year, reclassification rates were lower than expected due to COVID-19 school closures, and the impact of school closures on state testing, including ELPAC. Scholarship Prep aims to increase the reclassification of EL students.

School Climate and Engagement
While Scholarship Prep has a high attendance rate, we find that chronic absenteeism remains an area of focus. Our internal data shows that our chronic absenteeism is currently around 7%. This remains an important area of focus for the school.

LCAP Highlights

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

Scholarship Prep recognizes that staff development directly affects the success of all students, and the school is committed to increasing the practice of teachers and leaders in supporting all students through instruction and assessment, social emotional learning, behavioral support, trauma informed practices, and culturally responsive education. Professional Development is continuously provided to all staff throughout the year.

Scholarship Prep also recognizes the importance of home-school connection and deeply values family engagement and involvement. As such, Scholarship Prep provides numerous opportunities for family involvement, and will continue to include parents, guardians, and caregivers in the English Language Advisory Committee, School Site Council and PEP Squad (parent organization).

Working closely with school stakeholders, three goals have been identified for focus within this three year window:

Goal 1- Access For All: Scholarship Prep teachers are appropriately assigned and fully credentialed. Every pupil at Scholarship Prep has sufficient access to standards-aligned instructional materials. Scholarship Prep facilities are maintained in good repair.

Goal 2- Success For All: Scholarship Prep students, including all significant subgroups, shall achieve at least equal to the academic performance of the comparison public schools as measured by progress on CAASPP, ELPAC, and other state mandated assessments.

Goal 3- Belonging For All: Scholarship Prep will increase parental involvement, including efforts to seek parent input for making decisions for the school, and how the school will promote parent participation. Scholarship Prep will maintain a positive, safe school climate to ensure high levels of student engagement.

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.

[Identify the eligible schools here]

Support for Identified Schools

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

[Describe support for schools here]

Monitoring and Evaluating Effectiveness

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

[Describe monitoring and evaluation here]

Engaging Educational Partners

Scholarship Prep consulted with all significant stakeholder groups during the LCAP planning process. We made sure to meet with representatives of the targeted student populations served through the LCAP, including the students themselves.

The Scholarship Prep process included presenting an overview of the current funding model (LCFF), a review of previous year's efforts, and the goals, metrics, and actions. The information was presented through multiple avenues including Board Meetings, Coffee with the Principals, Pep Squad meetings with parents, ELAC meetings, SSC meetings, student assemblies, ASB meetings, and staff meetings.

In the Spring of 2022, the LCAP annual survey was provided to all stakeholders to complete. A majority of the questions in the survey are directly aligned to the 8 Basic State Priorities that are asked to be addressed in the LCAP. Stakeholders were also asked to select the top 2 state priorities on which we should spend funds to address. Multiple methods were used to facilitate family completion of the survey, including providing a link on our website and sending home paper versions. Data from the survey and stakeholders' meetings was reviewed, shared with stakeholders, and discussed as a site administrative team. High priority status pertaining to student achievement, student engagement, and school climate was based upon the survey results. This information was compiled and the Annual LCAP Update was adjusted based on these identified needs. The Scholarship Prep Board of Directors reviewed the LCAP for final approval during an open Board Meeting on June 14, 2022.

Many families and other stakeholders who participated represented the diversity of the school including all significant subgroups. These participants also had a diverse array of experiences and opinions about the school. Parents and other stakeholders were also asked to share their thoughts on the school's successes and challenges, especially focusing on what they considered important to the academic achievement of their students.

A summary of the feedback provided by specific educational partners.

Students and Families
The feedback from families mainly fell into three two categories - safety, family engagement, and student satisfaction. Families appreciated the way in which Scholarship Prep responded to COVID. They overwhelmingly felt confident in our safety measures, our communication, and our responses to COVID changes. Families were pleased by and impressed with the efforts Scholarship Prep made to engage them during COVID. They appreciated virtual meeting opportunities, virtual IEPs, and the increased use of technology to communicate. Families also

expressed the desire to see in-person events resume while continuing to leverage technology to increase participation and allow for flexibility in scheduling.

Student feedback mainly fell into two categories - support and activities. Students were aware of and thankful for the additional support Scholarship Prep provided. Support included classroom resource centers, more instructional aides, and more supplemental curricular resources. Students also expressed interest in seeing activities like field trips, athletic competitions, and art events return.

Families were also asked to select the top 2 state priorities on which we should spend funds to address: Student Achievement and Student Engagement. Families and students expressed positive feelings in areas of academic program, positive school culture, and effective leadership.

Teachers and Other School Personnel
Teachers and school personnel feedback falls in line with family input on the top 2 state priorities of Student Achievement and Student Engagement. This group was pleased with the increase in social emotional and mental health support for students, particularly Foster and Homeless youth. They would like to see these initiatives continued. They would also like to see more choice in professional development opportunities as well as additional opportunities for leadership development.

Principals and Administrators
The feedback of Principals and administrators mirrors that of teachers and staff. They would like to continue to prioritize student achievement and social emotional and mental health needs of students. Principals and administrators would also like to continue to provide outreach and support to families in need, and work to provide meaningful ways to engage families in the school community.

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

Goal 1- Access for All: *Scholarship Prep teachers are appropriately assigned and fully credentialed. Every pupil at Scholarship Prep has sufficient access to standards-aligned instructional materials. Scholarship Prep facilities are maintained in good repair.*
Stakeholder feedback shows a faith in our staff to make curricular and instructional choices. This feedback bolsters our efforts in providing staff voice and choice in professional development and resource selection. Teacher voice, along with student data, will continue to be driving factors in providing both core and supplemental materials that allow for rigorous, standards-aligned teaching and learning, as well as individualized learning for all students. As a result, we invested in supplemental curricular resources that provide individualized, adaptive learning opportunities for all students.

All stakeholder groups expressed a desire to see additional improvements to the facilities in terms of play space and equipment. We will continue our efforts in renovating space and purchasing equipment.

Students and families love our teachers, and good teachers are a necessary component to ensure student achievement. We are continuing to establish and refine our leadership tracks, voice and choice in PD, and voice and choice in school programs in order to keep our amazing staff.

Goal 2- Success for All: *Scholarship Prep students, including all significant subgroups, shall achieve at least equal to the academic performance of the comparison public schools as measured by progress on CAASPP, ELPAC, and other state mandated assessments.*
Feedback from all stakeholders indicated an increased recognition of the importance of social emotional learning (SEL). As a result, Scholarship Prep has built SEL into the school day and purchased an SEL curriculum to support teachers in implementing the program. Additionally, counselors, Deans, and Home Office staff have supported the implementation and data collection around SEL.

Similarly, all stakeholders provided input around an increased need for intervention and support for all students. Scholarship Prep has built regular intervention into the school day to support all students in areas of identified need. Additional curriculum and support staff was provided to support intervention. Electives have always been an area that all stakeholders support. We will continue to provide electives programming for all students.

Goal 3- Belonging for All: *Scholarship Prep will increase parental involvement, including efforts to seek parent input for making decisions for the school, and how the school will promote parent participation. Scholarship Prep will maintain a positive, safe school climate to ensure high levels of student engagement.*
Stakeholder feedback from teachers and administrators indicate that teachers appreciated having voice and choice in their professional development (PD). Scholarship Prep will continue to offer teacher choice PD aligned to school-wide goals and initiatives, for teachers to select from throughout the year. Additionally, teachers and administrators indicated that they would like more PD opportunities on trauma informed practices and equity and inclusion, which we have made our focus for PD to support safe and inclusive learning environments for all students.

Stakeholders expressed an appreciation for the ease of use of a common communication platform so that they could easily stay in touch and up to date with the school and their teachers. Scholarship Prep will continue to utilize common communication platforms in alignment with this feedback.

Finally, our families and students appreciated the increased support provided to meet basic needs and services. Scholarship Prep will continue to strengthen ourFoster/Homeless Youth supports, and systems/protocols for effectively identifying and responding to student/family needs.

Goals and Actions

Goal

Goal #	Description
1	**Access for All: Credentials, Materials, and Facilities** Scholarship Prep teachers are appropriately assigned and fully credentialed. Every pupil at Scholarship Prep has sufficient access to standards-aligned instructional materials. Scholarship Prep facilities are maintained in good repair. **Priority Areas:** 1. Basic Services 2. CCSS Implementation 7. Course Access

An explanation of why the LEA has developed this goal.

Purpose
To ensure that all students are successful academically, and close the opportunity gap, they must have teachers who are appropriately assigned and fully credentialed, sufficient access to standards-aligned instructional materials, and facilities are safe, maintained, and in good repair.

Related Metrics and Expected Outcomes
To monitor progress and evaluate success in this goal, we aim to:
-Maintain the percentage of teachers fully credentialed (currently 100%)
-Maintain the percentage of students with access to curricular resources (currently 100%)
-Maintain the percentage of students with access to technology devices (currently 100%)
-Maintain or upgrade the school facilities rating on FIT tool (currently GOOD)

-Increase the percentage of Designated ELD walkthroughs with evidence of implementation of ELD standards and ELD curriculum (baseline TBD in August 2021)

Actions and Expenditures
To ensure equitable access for all students, Scholarship Prep will:
-Hire and retain highly qualified staff
-Provide standards-aligned core instructional materials to all students
-Maintain and upgrade facilities to support the school's educational philosophy and provide equal access for all students
-Provide personnel to provide tech support the implementation of the academic program
-Provide Chromebooks to all students

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Percentage of teachers fully credentialed	100%	100%	[Insert outcome here]	[Insert outcome here]	100%
Percentage of students with access to curricular resources	100%	100%	[Insert outcome here]	[Insert outcome here]	100%
Percentage of students with access to technology devices	100%	100%	[Insert outcome here]	[Insert outcome here]	100%
School facilities maintained and upgraded (rating on FIT tool)	GOOD	GOOD	[Insert outcome here]	[Insert outcome here]	GOOD
Percentage of Designated ELD	No Baseline- TBD in August 2021	90%	[Insert outcome here]	[Insert outcome here]	100%

walkthroughs with evidence of implementation of ELD standards and ELD curriculum				

Actions

Action #	Title	Description	Total Funds	Contributing
Tier 1		**Base Program Actions**		
1	Hiring Credentialed Staff	Hire highly qualified staff. Develop systems and procedures to ensure that all teachers are appropriately assigned and fully credentialed, ensuring targeted pupils including students in special education, students learning English, and students in the foster care system are fully served by highly qualified teachers.	$1,978,271	Yes
2	Aligned Core Curriculum	Provide standards-aligned core instructional materials to all students including targeted pupils such as students in special education, students learning English, and students in the foster care system.	$70,000	Yes
3	Facilities	Maintain and upgrade facilities to support the school's educational philosophy and provide equal access for all unduplicated pupils.	$198,090	Yes
4	IT Support	Hire and train personnel to provide tech support for the implementation of the academic program for all teachers and students.	$43,338	Yes
5	Chromebooks	Purchase and distribute Chromebooks and internet access to all students including targeted pupils such as students in special education, students learning English, and students in the foster care system.	$140,000	Yes
Tier 2/3		**Supplemental Service Actions**		
6	Aligned Supplemental Curriculum	Provide standards-aligned supplemental instructional materials to all students including targeted pupils such as students in special education and students in the foster care system. Provide core and supplemental materials for integrated and designated ELD for all EL students.	$80,000	Yes

7	Special Education Added Support	Hire and train personnel to ensure all students with IEPs are provided with services and supports outlined in their IEPs, maintain current and correct student records, and support other Ed Specialists in both services and compliance.	$481,571		Yes

Goal Analysis for 2022

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.

There was no substantive difference between planned actions and actual implementation.

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.

There were no material differences between the 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 actions included in the LCAP were effective at making progress toward the goal of Access for All. We met all of our metrics due to our effective implementation of the five Tier 1 actions and two Tier 2/3 actions.

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 will be no changes to the goal, desired outcomes, or actions for the coming year.

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

Goal

Goal #	Description
2	**Success for All: Achieve at Least Equal to Comparison Schools on State Assessments** Scholarship Prep students, including all significant subgroups, shall achieve at least equal to the academic performance of the comparison public schools as measured by progress on CAASPP, ELPAC, and other state mandated assessments. **Priority Areas:** 4. Student Achievement 8. Other Outcomes

An explanation of why the LEA has developed this goal.

Purpose
To ensure that all students are successful and close the opportunity gap, they must achieve at high levels and outperform comparison schools on state assessments.

Related Metrics and Expected Outcomes
To monitor progress and evaluate success in this goal, we aim to:
-Increase CAASPP ELA distance from 3 (2 pts above standard)
-Increase CAASPP math distance from 3 (4.3 pts above)
-Increase CASTpercent of students suggesting considerable understanding (no current baseline, CAST to be given 21-22 for baseline)
-Increase percent of K-2 students meeting or exceeding their growth goals in iReady reading (currently 35%)
-Increase percent of K-2 students meeting or exceeding their growth goals in iReady math (currently 35%)
-Increase percent of EL students making at least one step of progress toward EL proficiency on ELPAC (currently 49.5%)
-Increase percent of EL students who reclassify
-Increase percent of teachers scoring 3.0 of higher on evaluation rubric

Actions and Expenditures
To ensure success for all students, Scholarship Prep will:

-Provide individualized coaching to all teachers
-Provide electives instructors to provide arts and athletics instruction for all students
-Utilize effective data tools and protocols to support teachers in analyzing student data
-Provide instructional aides to support with intervention and additional after school tutoring
-Develop and implement Extended School Year (ESY) and Summer Bridge opportunities for students

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
CAASPP ELA Distance from 3 (3rd-8th) A. All B. FRL C. EL D. RFEP E. SpEd F. MV G. Hisp	CAASPP 18-19: All- 2 pts above FRL- 0.1 pts above EL- 12.3 pts below RFEP- 28.0 pts above SpEd- 43.6 pts below MV- Not a significant subgroup in 18-19 Hisp- 1.1 pts above	iReady 2022: All- 43.7% met FRL- 43.4% met EL- 29.3% met RFEP- 51.6% met SpEd- 23.0% met MV- 30.9% met Hisp- 43.5% met	[Insert outcome here]	[Insert outcome here]	All- 10.0 pts above FRL- 10.0 pts above EL- 10.0 pts above RFEP- 30.0 pts above SpEd- At standard MV- 10.0 pts above Hisp- 10.0 pts above
CAASPP Math Distance from 3 (3rd-8th) A. All B. FRL C. EL D. RFEP E. SpEd F. MV G. Hisp	CAASPP 18-19: All- 4.3 pts above FRL- 2.5 pts above EL- 9.6 pts below RFEP- 32.2 pts above SpEd- 44.4 pts below MV- Not a significant subgroup in 18-19 Hisp- 2.5 pts above	iReady 2022: All- 41.3% met FRL- 41.0% met EL- 25.6% met RFEP- 53.6% met SpEd- 23.0% met MV- 29.5% met Hisp- 41.1% met	[Insert outcome here]	[Insert outcome here]	All- 15.0 pts above FRL- 15.0 pts above EL- 15.0 pts above RFEP- 40.0 pts above SpEd- At standard MV- 15.0 pts above Hisp- 15.0 pts above

CAST % suggesting considerable understanding
  A. All
  B. FRL
  C. EL
  D. RFEP
  E. SpEd
  F. MV
  G. Hisp
	No Baseline	Data Not Yet Available	[Insert outcome here]	[Insert outcome here]	All- 50%
					FRL- 50%
					EL- 50%
					RFEP- 50%
					SpEd- 50%
					MV- 50%
					Hisp- 50%

Percentage of K-2 students meeting or exceeding their growth goals in iReady reading	ELA- 35% K- 23% 1- 34% 2- 44%	ELA- 59% K- 43% 1- 40% 2- 65%	[Insert outcome here]	[Insert outcome here]	ELA- 60% K- 60% 1- 60% 2- 60%
Percentage of K-2 students meeting or exceeding their growth goals in iReady math	Math- 35% K- 26% 1- 36% 2- 42%	Math- 61% K- 64% 1- 54% 2- 55%	[Insert outcome here]	[Insert outcome here]	Math- 60% K- 60% 1- 60% 2- 60%
Percentage of EL students showing proficiency on the Summative ELPAC	18.52%	50.8%	[Insert outcome here]	[Insert outcome here]	35%
Percentage of EL students who reclassify	18.52%	10.7%	[Insert outcome here]	[Insert outcome here]	35%
Percentage of teachers scoring 3.0 of higher on evaluation rubric	83%	88%	[Insert outcome here]	[Insert outcome here]	90%

Actions

Action #	Title	Description	Total Funds	Contributing
Tier 1		**Base Program Actions**		
1	Teacher Coaching	Provide individualized coaching to all teachers to support in meeting the needs of all students including targeted pupils such as students in special education, students learning English, and students in the foster care system.	$3,000	Yes
2	Electives	Hire and train electives instructors to provide arts and athletics instruction for all students including targeted pupils such as students in special education, students learning English, and students in the foster care system.	$252,000	Yes
Tier 2/3		**Supplemental Service Actions**		
3	Data Analysis Tools and Protocols	Develop and utilize effective data tools and protocols to support teachers in analyzing student data to push student achievement for all students including targeted pupils such as students in special education, students learning English, and students in the foster care system.	$5,000	Yes
4	Intervention and Tutoring	Provide instructional aides to support with intervention and additional after school tutoring for students who exhibit additional need for support, including, but not limited to foster and homeless youth and EL students.	$133,000	Yes
5	Extended Learning: ESY, Summer Bridge, after school	Develop and implement Extended School Year (ESY) and Summer Bridge Opportunities for students to extend their learning beyond the regularly scheduled school year.	$614,000	Yes

Goal Analysis for 2022

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.

There was no substantive difference between planned actions and actual implementation.

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.

There were no material differences between the 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 actions included in the LCAP were effective at making progress toward the goal of Success for All. We made significant progress toward our desired outcomes due to our effective implementation of the two Tier 1 actions and three Tier 2/3 actions.

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 will be no changes to the goal, desired outcomes, or actions for the coming year.

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

Goal

Goal #	Description
3	**Belonging for All: Stakeholder Input on Decisions, Parent Involvement, and Safe School Environments** Scholarship Prep will increase parental involvement, including efforts to seek parent input for making decisions for the school, and how the school will promote parent participation. Scholarship Prep will maintain a positive, safe school climate to ensure high levels of student engagement.

	Priority Areas: 3. Parent Involvement 5. Student Engagement 6. School Climate

An explanation of why the LEA has developed this goal.

Purpose
To ensure that all students are successful and close the opportunity gap, Scholarship Prep will increase parental involvement, and maintain a positive, safe school climate to ensure high levels of student engagement.

Related Metrics and Expected Outcomes
To monitor progress and evaluate success in this goal, we aim to:
-Maintain or increase participation rate on LCAP survey
-Maintain or increase the average rating on belonging questions on the LCAP survey
-Increase participation rate in informational meetings
-Maintain or decrease the percentage of students with office referrals
-Maintain the suspension rate (.8% in 19-20, currently 0%)
-Maintain the expulsion rate (0% in 19-20, currently 0%)
-Maintain or increase the attendance rate (currently 97.2%)
-Decrease the chronic absenteeism rate (currently 8.6%)

Actions and Expenditures
To ensure success for all students, Scholarship Prep will:
-Schedule family meetings regularly throughout the school year
-Continue to conduct an annual LCAP survey
-Establish common communication platforms for families
-Provide professional development to teachers and staff to support in meeting the needs of all students
-Hire and train administrative support members
-Implement procedures for regular attendance tracking and reporting to ensure early identification of barriers
-Hire and train social emotional support staff
-Provide transportation for foster/homeless youth

-Provide resources for homeless youth and families

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Participation rate on LCAP survey A. Families B. Students (3rd - 8th) C. Staff	Families - 88% Students - 96% Staff - 95%	Families - 93% Students - 98% Staff - 97%	[Insert outcome here]	[Insert outcome here]	Families - 95% Students - 100% Staff - 100%
Average rating (agreement) on belonging questions on the LCAP survey A. Families B. Students (3rd - 8th) C. Staff	Families - 97% Students - 96% Staff - 97%	Families - 96% Students - 94% Staff - N/A	[Insert outcome here]	[Insert outcome here]	Families - 99% Students - 99% Staff - 99%
Participation rate in informational meetings A. All B. FRL C. EL D. RFEP E. SpEd F. MV G. Hisp	No Current Baseline	All- 84% FRL- 82% EL- 78% RFEP- 72% SpEd- 98% MV- 89% Hisp- 84%	[Insert outcome here]	[Insert outcome here]	All- 95% FRL- 95% EL- 95% RFEP- 95% SpEd- 95% MV- 95% Hisp- 95%

Percentage of students with office referrals A. All B. FRL C. EL D. RFEP E. SpEd F. MV G. Hisp	No Current Baseline	All- 0.4% FRL- 0.4% EL- 0.45% RFEP- 0% SpEd- 0% MV- 1.8% Hisp- 0.4%	[Insert outcome here]	[Insert outcome here]	All- < 2% FRL- < 2% EL- < 2% RFEP- < 2% SpEd- < 2% MV- < 2% Hisp- < 2%
Suspension rate A. All B. FRL C. EL D. RFEP E. SpEd F. MV G. Hisp	Current (during distance learning): 0% 19-20: All- 1.7% FRL- 1.9% EL- 1.1% RFEP- No Baseline SpEd- 0% MV- Not a significant subgroup in 18-19 Hisp- 1.8%	All- 0.4% FRL- 0.4% EL-0.45% RFEP- 0% SpEd- 0% MV- 1.8% Hisp- 0.4%	[Insert outcome here]	[Insert outcome here]	All- < 1% FRL- < 1% EL- < 1% RFEP- < 1% SpEd- < 1% MV- < 1% Hisp- < 1%
Expulsion rate A. All B. FRL C. EL D. RFEP E. SpEd F. MV G. Hisp	Current (during distance learning): 0% 19-20:	All- 0% FRL- 0% EL- 0% RFEP- 0% SpEd- 0% MV- 0% Hisp- 0%	[Insert outcome here]	[Insert outcome here]	All- 0% FRL- 0% EL- 0% RFEP- 0% SpEd- 0% MV- 0% Hisp- 0%

Attendance rate	All- 97%	All- 96.7%	[Insert outcome here]	[Insert outcome here]	
A. All	FRL-	FRL- 96.7%			All- 98%
B. FRL	EL- 96.2%	EL- 96.7%			FRL- 98%
C. EL	RFEP- 98.5%	RFEP- 96.7%			EL- 98%
D. RFEP	SpEd- 97.4%	SpEd- 96.1%			RFEP- 98%
E. SpEd	MV-	MV- 96.4%			SpEd- 98%
F. MV	Hisp- 97.2%	Hisp- 96.8%			MV- 98%
G. Hisp					Hisp- 98%
Chronic Absentee rate	Chronic Absentee rate	All- 6.9%	[Insert outcome here]	[Insert outcome here]	
A. All	All- 8.6%	FRL- 6.1%			All- $\leq$ 4%
B. FRL	FRL-	EL- 5.0%			FRL- $\leq$ 4%
C. EL	EL- 12.2%	RFEP- 2.0%			EL- $\leq$ 4%
D. RFEP	RFEP- 3.8%	SpEd- 6.7%			RFEP- $\leq$ 4%
E. SpEd	SpEd- 8.2%	MV- 8.0%			SpEd- $\leq$ 4%
F. MV	MV-	Hisp- 6.7%			MV- $\leq$ 4%
G. Hisp	Hisp- 8.6%				Hisp- $\leq$ 4%

Actions

Action #	Title	Description	Total Funds	Contributing
Tier 1	**Base Program Actions**			
1	Parent Meetings	Schedule family meetings regularly throughout the school year to give all parents, including families students in special education, students learning English, and students in the foster care system an opportunity to stay informed, give input, and get involved.	$0	No
2	LCAP Survey	Conduct an annual LCAP survey and provide outreach to target subgroups to encourage participation.	$0	No

3	Communication	Establish common communication platforms that provide opportunities for regular communication in multiple languages for families.	$60,000	Yes
4	Professional Development	Provide professional development to teachers and staff to support in meeting the needs of all students including targeted pupils such as students in special education, students learning English, and students in the foster care system. Provide training and professional development to teachers and staff regarding needs of students, including culturally diverse students and students who have experienced trauma.	$48,700	Yes
Tier 2/3	**Supplemental Service Actions**			
5	Assistant Principal and Dean	Hire and train administrative support members (assistant principal, dean) to support school culture, including but not limited to implementation of SEL, PBIS, and Restorative Practices.	$187,565	Yes
6	Attendance and Engagement Support	Implement procedures for regular attendance tracking and reporting to ensure early identification of barriers and decrease chronic absenteeism.	$384,455	Yes
7	Social Emotional Support	Hire and train social emotional support staff (counselor, school psychologist) to support with the social-emotional and mental health of students, including students in special education, students learning English, and students in the foster care system.	$216,136	Yes
8	Foster/Homeless Support Staff	Hire and train foster/homeless youth support staff to support with the identification and support of foster/homeless students and families.	$79,171	Yes
9	Transportation for Foster/Homeless	Provide transportation for foster/homeless youth for to and from school and school functions.	$24,800	Yes
10	Resources for Foster/Homeless	Provide resources for homeless youth and families, including but not limited to school supplies, clothing, and pantry items.	$60,000	Yes

Goal Analysis for 2022

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.

There was no substantive difference between planned actions and actual implementation.

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.

There were no material differences between the 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 actions included in the LCAP were effective at making progress toward the goal of Success for All. We made significant progress toward our desired outcomes due to our effective implementation of the four Tier 1 actions and five Tier 2/3 actions.

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 will be no changes to the goal, desired outcomes, or actions for the coming year.

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

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

Projected LCFF Supplemental and/or Concentration Grants	Projected Additional LCFF Concentration Grant (15 percent)
$2,324,650	$283,013.48

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
38.24%	0%	$0	38.24%

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

Required Descriptions

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

Goal 1- Access for All: *Scholarship Prep teachers are appropriately assigned and fully credentialed. Every pupil at Scholarship Prep has sufficient access to standards-aligned instructional materials. Scholarship Prep facilities are maintained in good repair.*

Highly Effective Staff and Aligned Curriculum
Students from underserved communities, particularly foster youth, English learners, and low-income students often experience learning and opportunity gaps compared to their more affluent peers. Prioritizing highly effective staff, and high quality, rigorous, and standards aligned curriculum, we are able to provide the highest quality differentiated instruction that benefits all students, and focuses particularly on students most in need of effective teaching and learning.

Access to Technology and Tech Support
Many of our students from underserved populations have less access to devices to access education tools. Unduplicated pupils face this barrier more severely than their peers do. Even if students have Chromebooks or other devices, their internet connectivity may be unreliable and prevent them from getting the most out of distance learning or otherwise completing their work outside the classroom. Many

supplemental educational resources are also digital, requiring tools such as hotspots and headsets to take advantage of interactive features that provide immediate feedback to struggling learners. Scholarship Prep distributes Chromebooks to all students and has distributed hotspots and other materials to families, with an emphasis on providing the technology to unduplicated pupils and other high-need students. Scholarship Preps distribution approach is principally directed to unduplicated pupils by identifying families in need.

Goal 2- Success for All: *Scholarship Prep students, including all significant subgroups, shall achieve at least equal to the academic performance of the comparison public schools as measured by progress on CAASPP, ELPAC, and other state mandated assessments.*

Data Tools and Protocols and Teacher Coaching
Students from underserved communities, particularly homeless and foster youth, English learners, and low-income students have experience learning and opportunity gaps compared to their more affluent peers. Scholarship Prep works to ensure student progress is closely monitored so that teachers and staff can provide inventions, resources, and supports aligned to student need- academically, behaviorally, and socially-emotionally. Scholarship Prep also works to ensure that teachers are coached to ensure they are effectively progress monitor, reflect on student data, and implement effective teaching strategies to meet the needs of underserved students.

Electives
Unduplicated pupils have historically seen lower rates of engagement and fewer opportunities to participate in enrichment activities that ultimately lead to improved academic performance. These challenges are linked to social-emotional learning, since music, art, athletics and other such endeavors can enhance the well-being of low-income students, English Learners, and foster youth. Stakeholder recommendations have highlighted these non-academic educational experiences as a way to address chronic absenteeism and disengagement. Scholarship Prep offers arts and athletics options for students built into the regular school day. Students have the opportunity to participate in basketball, soccer, dance, and studio art. These non-academic programs promotes the healthy growth and development of children through study and practice of new skills, and fosters development of motor skills, brain functions, study habits, self-esteem, and teamwork – all at a time when they are enduring trauma at higher rates than their peers.

Intervention and Tutoring
In general, the achievement gap has negatively impacted low-income students, English Learners, and foster youth, and is something that has been exacerbated by the pandemic. While Scholarship Prep provides high quality teachers and curriculum to support effective first teaching, for some students extended, targeted supports are necessary.

Scholarship Prep has been strategic in building intervention into the daily schedule to ensure the most high needs students are receiving additional support. The placement of Instructional Aides and other instruction-related staff members in classrooms with substantial academic needs and high concentrations of unduplicated pupils ensures that the supports are individualized and targeted. The enhanced instruction that their contributions unlock helps accelerate learning for low-income students, English Learners, foster youth, and others who are struggling.

In addition to intervention during the school day, some students may need extended learning opportunities beyond the school day to accelerate academic progress, especially after the challenges of the pandemic. To do this, Scholarship Prep will provide support to students in after school tutoring. This support addresses the needs of unduplicated pupils in several ways. First, highly trained teachers who are skilled in research-based instructional practices and programs can help reteach ELA and math content in different ways, accounting for the experiences of low-income students, English Learners, and foster youth. They also often utilize materials that are particularly effective in engaging and supporting unduplicated pupils.

Extended Learning
Historically, an achievement gap has existed between unduplicated pupils and their peers, and school closures have placed low-income students, English Learners, and foster youth at greater risk of learning loss. For example, EL students may have had fewer opportunities to practice communication skills in an academic setting, which can lead them to fall further behind. Similar challenges exist for other high-need students. The summer program is specifically designed for at-promise students and English learners, engaging students through standards-based math and literature utilizing adaptive software to meet the needs of students at their current levels and push them academically. Additionally, students in the summer program will engage in social-emotional learning, enrichment activities, as well as elective programming.

Goal 3- Belonging for All: *Scholarship Prep will increase parental involvement, including efforts to seek parent input for making decisions for the school, and how the school will promote parent participation. Scholarship Prep will maintain a positive, safe school climate to ensure high levels of student engagement.*

Attendance and Engagement Support
Low-income students, English Learners, and foster youth have historically experienced significant trauma and had limited access to social, emotional, and behavioral health-related services in their communities. Their families have also had the greatest needs in terms of engagement, particularly when it comes to language access. To best meet the needs of these students, Scholarship Prep makes sure to provide additional and targeted outreach to families to encourage attendance and participation in stakeholder meetings and surveys.

Additionally, Scholarship Prep has adopted school-wide common communication platforms with translation capabilities to better communicate with and meet the needs of high need students and families.

Professional Development
At Scholarship Prep, a sense of belonging and school connectedness is of utmost importance. Unfortunately, often the sense of connectedness for unduplicated pupils is lower than those of their peers, and often stems from their learning opportunities being disconnected from their lived experiences. Low-income students, English Learners, and foster youth also encounter approaches that view diversity as a deficit rather than an asset, which hinders academic achievement, student agency, and advancement. To ensure that we are able to create positive and inclusive environments, Scholarship Prep provides professional development specifically in the areas of diversity and inclusion, trauma informed practices, and effective restorative classroom practices to ensure that all students have access to emotionally safe learning environments, and positive relationships to caring adults and peers.

Social Emotional Support and Additional Administrative Staff
Additional adult-to-student connections are critical for unduplicated pupils. Proactive measures are crucial to engage low-income students, English Learners, and foster youth, whose sense of belonging in school has historically been lower than their peers and affected their academic performance. Lead teachers and the Dean of Culture help train staff in building strong relationships with students and creating classroom communities that are welcoming and encouraging. Lead teachers and the Dean of Culture also provide direct support in providing mentorship and serving as an outlet for students, principally unduplicated pupils, to discuss personal circumstances, provide supports and resources, and make referrals to additional community partners, as necessary. The emphasis on increasing adult-to-student connections principally benefits unduplicated pupils, who are experiencing a sense of belonging at lower rates than their peers.

Due to their limited access to social-emotional and mental health services, low-income students, English Learners, and foster youth are at greater risk of trauma, especially during and after the pandemic. Counseling services are part of Scholarship Prep's holistic approach to wellness, and their work has a specific emphasis on connecting with families who are experiencing trauma. This process includes not just reaching out to unduplicated pupils (particularly those who have been disengaged), but also identifying the social-emotional resources that they and their parents need. The emphasis on reaching students and parents who have struggled to remain engaged principally benefits unduplicated pupils, who are experiencing higher rates of chronic absenteeism, trauma exposure, and other challenges beyond academics.

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

Goal 1- Access for All

Technology

Scholarship Prep distributes Chromebooks to all students and has distributed hotspots and other materials to families in need, with an emphasis on providing the technology to unduplicated pupils and other high-need students. Scholarship Preps distribution approach is principally directed to unduplicated pupils by identifying families in need. Since low-income students, English Learners, and foster youth tend to be among the hardest to reach, additional outreach helps ensure that they can benefit from more reliable internet. Costs for this include Chromebooks, Hotspots/paid internet service, and staffing for additional family outreach.

Supplemental Curriculum

Students from underserved communities, particularly foster youth, English learners, and low-income students often experience learning and opportunity gaps compared to their more affluent peers. To address the needs of students, Scholarship Prep ensures that teachers and students have access to adaptive curriculum and individualized learning resources to ensure their academic needs are met, helping them to close the opportunity gap. Costs associated with this include supplemental curriculum and technology costs (since much of the adaptive and supplemental resources are online).

Additional Special Education Support Staff

In general, the achievement gap has negatively impacted low-income students, English Learners, and foster youth, many of whom are also students with IEPs. Providing additional Special Education and support staff to focus primarily on serving underserved students, Scholarship Prep is able to best meet the needs of all students by both providing direct support as well as supporting general education teachers in effectively implementing accommodations and supports. Costs associated with this include Special Education personnel, as well as training for staff.

Goal 2- Success for All

Intervention and Tutoring

The placement of Instructional Aides and other instruction-related staff members in high-need classrooms increases the opportunities for unduplicated pupils to receive academic interventions, particularly in English Language Arts and Mathematics. The quality of educational services for low-income students, English Learners, and foster youth improves, as well. With support staff providing assistance, teachers have the ability to assess the needs of struggling students with greater precision, so instruction can be differentiated and interventions can be targeted. Social-emotional learning can also be tailored to those who require additional attention. Costs associated with this include Instructional Aides, as well as training for staff.

Electives Program
The electives program increases opportunities for unduplicated pupils to participate in enrichment activities that ultimately lead to improved academic performance and overall well-being. According to stakeholder feedback, low-income students, English Learners, and foster youth benefit from non-academic ways to engage in school. Electives instruction fosters increased engagement and the program aligns with social-emotional learning and character development that enhances overall student well-being. Costs associated with this include electives personnel, professional development, and materials.

Extended Learning Opportunities
Summer programs principally benefit unduplicated pupils, whose learning loss has been disproportionately impacted by the pandemic and distance learning. As a result, Low-income students, English Learners, foster youth, and other high-need students will benefit from more time in structured educational environments where their specific skill gaps can be addressed. Moreover, the summer season is when achievement gaps between unduplicated pupils and their peers tend to widen, so their participation in interventions and enrichment programs is more critical than ever. Costs associated with this include Summer Bridge and ESY staffing, materials, and meal programs.

Goal 3- Belonging for All
Professional Development
Meaningful adult-to-student connections are critical for unduplicated pupils. Proactive measures are crucial to engage low-income students, English Learners, and foster youth, whose sense of belonging in school has historically been lower than their peers and affected their academic performance. To support teachers in building these connections and developing learning communities that foster student success, professional development is provided in the areas of diversity and inclusion, trauma informed practices, and strategies that specifically support and engage low-income students, English Learners, and foster youth. Costs associated with this include outside and in house professional development opportunities and materials.

Administrative Support
Assistant Principals and Deans help offer additional support for students through their work in supporting teachers in implementing effective instruction (trauma informed and culturally relevant practices), as well as implementing schoolwide systems for positive school culture and Restorative Practices. Often, the limited sense of belonging and school connectedness that unduplicated pupils experience stems at least partly from the dissonance between their learning opportunities and their lived experiences. Trauma-informed and culturally relevant practices allow students to more effectively bridge the gap between their experiences in and out of school, see themselves in the curriculum, and feel valued in the classroom, fostering both an increased sense of belonging and achievement. Restorative justice practices encourage conflict resolution, cultural awareness, positive behavior supports, and other approaches that are rooted in student voices. They view

diversity as an asset, embrace the community as true partners in education, and have a distinct emphasis on social-emotional learning, which principally benefits low-income students, English Learners, and foster youth, who experience trauma and related challenges at higher rates than their peers. Costs associated with this include personnel (AP and Deans) and professional development.

Attendance and Engagement
School staff outreach and the coordination of community resources help form a supportive approach that principally benefits low-income students, English Learners, and foster youth, whose struggles can often lead to disengagement and a limited sense of belonging in school. Personal calls and/or home visits help forge a connection with unduplicated pupils and their families. In particular, home visits deepen empathy for the lived experiences of those who are in greatest need, which ultimately improves re-engagement efforts. Costs associated with this primarily include personnel costs (attendance clerk) who support with early identification and outreach for families.

Social Emotional Support
Due to their limited access to social-emotional and mental health services, low-income students, English Learners, and foster youth are at greater risk of trauma, especially during and after the pandemic. Counseling services are part of Scholarship Prep's holistic approach to wellness, and their work has a specific emphasis on connecting with families who are experiencing trauma. Additional counseling services help form a supportive approach that principally benefits low-income students, English learners, and foster youth, who are experiencing higher rates of chronic absenteeism, trauma exposure, and other challenges beyond academics. Personal calls and/or home visits from school staff help forge a connection with unduplicated pupils and their families. Additionally, the delivery of targeted social-emotional and mental health support helps to address the challenges of unduplicated pupils, whose access to such resources is generally limited.

Foster/Homeless Support
In addition to the supports listed above, Scholarship Prep provides specific, targeted supports for foster and homeless students and their families. These supports include personnel and protocols for identifying students and families experiencing homelessness, and providing direct support and resources, including, but not limited to mental health, transportation, and a resource center. The resource center has items for families that cover basic needs and essentials such as food, hygiene products, clothing, and school supplies. Costs associated with this include personnel, transportation, and materials/resources for the resource center.

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.

Scholarship Prep utilizes the additional concentration grant add-on funding to increase and retain staff to support students. We target both certificated and classified staff with these additional funds. We identify, hire, and train additional staff to support students with disabilities as well as the current staff who support them (Goal 1, Action 7). We provide individualized coaching to our teachers, thereby increasing their effectiveness as well as retention rates as they are satisfied with their professional development (Goal 2, Action 1). We identify, hire, and train classified staff to serve as electives instructors (Goal 2, Action 2) and provide extended learning opportunities for students after school and during the summer (Goal 2, Action 5). We also hire additional administrators and office personnel to provide direct support to students (Goal 3, Actions 5-8).

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	1:17.9
Staff-to-student ratio of certificated staff providing direct services to students	N/A	1:16.7

2021-22 Total Planned Expenditures Table

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
Totals	$ 4,135,163	$ -	$ -	$ -	4,135,163

Goal #	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds
1	1	Hiring Credentialed Staff		$ 1,378,176	$ -
1	2	Aligned Core Curriculum		$ 39,448	$ -
1	3	Facilities		$ 651,925	$ -
1	4	IT Support		$ 52,777	$ -
1	5	Chromebooks		$ 120,000	$ -
1	6	Aligned Supplemental Curriculum		$ 47,685	$ -
1	7	Special Education Added Support		$ 460,439	$ -
2	1	Teacher Coaching		$ 3,560	$ -
2	2	Electives		$ 189,885	$ -
2	3	Data Analysis Tools and Protocols		$ 15,850	$ -
2	4	Intervention and Tutoring		$ 141,349	$ -
2	5	Extended Learning: ESY, Summer Bridge, after school		$ 213,836	$ -
3	1	Parent Meetings		$ -	$ -
3	2	LCAP Survey		$ -	$ -
3	3	Communication		$ 61,200	$ -
3	4	Professional Development		$ 26,000	$ -

3	5	Assistant Pricipal and Dean		$ 247,600	$ -
3	6	Attendance and Engagement Support		$ 180,097	$ -
3	7	Social Emotional Support		$ 137,460	$ -
3	8	Foster/Homeless Support Staff	Homeless	$ 64,876	$ -
3	9	Transportation for Foster/Homeless	Homeless	$ 40,000	$ -
3	10	Resources for Foster/Homeless	Homeless	$ 63,000	$ -
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Total Personnel	Total Non-personnel
$ 3,116,495	$ 1,018,668

Local Funds	Federal Funds	Total Funds
$ -	$ -	$ 1,378,176
$ -	$ -	$ 39,448
$ -	$ -	$ 651,925
$ -	$ -	$ 52,777
$ -	$ -	$ 120,000
$ -	$ -	$ 47,685
$ -	$ -	$ 460,439
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2021-22 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)
$ 4,181,062	$ 1,605,194	38.39%

Goal #	Action #	Action Title
1	1	Hiring Credentialed Staff
1	2	Aligned Core Curriculum
1	3	Facilities
1	4	IT Support
1	5	Chromebooks
1	6	Aligned Supplemental Curriculum
1	7	Special Education Added Support
2	1	Teacher Coaching
2	2	Electives
2	3	Data Analysis Tools and Protocols

2	4	Intervention and Tutoring
2	5	Extended Learning: ESY, Summer Bridge,
3	3	Communication
3	4	Professional Development
3	5	Assistant Pricipal and Dean
3	6	Attendance and Engagement Support
3	7	Social Emotional Support
3	8	Foster/Homeless Support Staff
3	9	Transportation for Foster/Homeless
3	10	Resources for Foster/Homeless

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)
0.00%	38.39%	$ 4,135,163	0.00%	98.90%

Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)
Yes	Schoolwide	All	All	$ 1,378,176
Yes	Schoolwide	All	All	$ 39,448
Yes	Schoolwide	All	All	$ 651,925
Yes	Schoolwide	All	All	$ 52,777
Yes	Schoolwide	All	All	$ 120,000
Yes	Schoolwide	All	All	$ 47,685
Yes	Schoolwide	All	All	$ 460,439
Yes	Schoolwide	All	All	$ 3,560
Yes	Schoolwide	All	All	$ 189,885
Yes	Schoolwide	All	All	$ 15,850

Yes	Schoolwide	All	All	$	141,349
Yes	Schoolwide	All	All	$	213,836
Yes	Schoolwide	All	All	$	61,200
Yes	Schoolwide	All	All	$	26,000
Yes	Schoolwide	All	All	$	247,600
Yes	Schoolwide	All	All	$	180,097
Yes	Schoolwide	All	All	$	137,460
Yes	Limited	Foster Youth	All	$	64,876
Yes	Limited	Foster Youth	All	$	40,000
Yes	Limited	Foster Youth	All	$	63,000
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Totals by Type	Total LCFF Funds
Total:	$ 4,135,163
LEA-wide Total:	$ -
Limited Total:	$ 167,876
Schoolwide Total:	$ 3,967,287

Planned Percentage of Improved Services (%)
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2021-22 Annual Update Table

Totals:	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Actual Expenditures (Total Funds)
Totals:	$ 4,135,163.00	$ 5,028,429.35

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)
1	1	Hiring Credentialed Staff	Yes	$ 1,378,176
1	2	Aligned Core Curriculum	Yes	$ 39,448
1	3	Facilities	Yes	$ 651,925
1	4	IT Support	Yes	$ 52,777
1	5	Chromebooks	Yes	$ 120,000
1	6	Aligned Supplemental Curriculum	Yes	$ 47,685
1	7	Special Education Added Support	Yes	$ 460,439
2	1	Teacher Coaching	Yes	$ 3,560
2	2	Electives	Yes	$ 189,885
2	3	Data Analysis Tools and Protocols	Yes	$ 15,850
2	4	Intervention and Tutoring	Yes	$ 141,349
2	5	Extended Learning: ESY, Summer Bridge, after school	Yes	$ 213,836
3	1	Parent Meetings	No	$ -
3	2	LCAP Survey	No	$ -

3	3	Communication	Yes	$	61,200
3	4	Professional Development	Yes	$	26,000
3	5	Assistant Pricipal and Dean	Yes	$	247,600
3	6	Attendance and Engagement Support	Yes	$	180,097
3	7	Social Emotional Support	Yes	$	137,460
3	8	Foster/Homeless Support Staff	Yes	$	64,876
3	9	Transportation for Foster/Homeless	Yes	$	40,000
3	10	Resources for Foster/Homeless	Yes	$	63,000
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Estimated Actual Expenditures (Input Total Funds)
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$ 50,000.00
$ 831,922.00
$ 55,297.00
$ 153,151.00
$ 54,000.00
$ 528,770
$ 4,000
$ 197,398
$ -
$ 156,406
$ 345,117
$ -
$ -

$	74,555
$	43,311
$	226,229
$	340,676
$	94,837
$	133,989
$	14,689
$	65,000
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2021-22 Contributing Actions Annual Update Table

6. Estimated Actual LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)
$ 1,605,194	$ 4,135,163	$ 5,028,429	$ (893,266)

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?
1	1	Hiring Credentialed Staff	Yes
1	2	Aligned Core Curriculum	Yes
1	3	Facilities	Yes
1	4	IT Support	Yes
1	5	Chromebooks	Yes
1	6	Aligned Supplemental Curriculum	Yes
1	7	Special Education Added Support	Yes
2	1	Teacher Coaching	Yes
2	2	Electives	Yes
2	3	Data Analysis Tools and Protocols	Yes
2	4	Intervention and Tutoring	Yes

2	5	Extended Learning: ESY, Summer Bridge, after school	Yes
3	3	Communication	Yes
3	4	Professional Development	Yes
3	5	Assistant Pricipal and Dean	Yes
3	6	Attendance and Engagement Support	Yes
3	7	Social Emotional Support	Yes
3	8	Foster/Homeless Support Staff	Yes
3	9	Transportation for Foster/Homeless	Yes
3	10	Resources for Foster/Homeless	Yes

5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Actual Percentage of Improved Services (%)	Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)
0.00%	0.00%	0.00% - No Difference

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)
$ 1,378,176	$ 1,659,082.00	0.00%	0.00%
$ 39,448	$ 50,000.00	0.00%	0.00%
$ 651,925	$ 831,922.00	0.00%	0.00%
$ 52,777	$ 55,297.00	0.00%	0.00%
$ 120,000	$ 153,151.00	0.00%	0.00%
$ 47,685	$ 54,000.00	0.00%	0.00%
$ 460,439	$ 528,770	0.00%	0.00%
$ 3,560	$ 4,000	0.00%	0.00%
$ 189,885	$ 197,398	0.00%	0.00%
$ 15,850	$ -	0.00%	
$ 141,349	$ 156,406	0.00%	0.00%

$ 213,836	$ 345,117	0.00%	0.00%
$ 61,200	$ 74,555	0.00%	0.00%
$ 26,000	$ 43,311	0.00%	0.00%
$ 247,600	$ 226,229	0.00%	0.00%
$ 180,097	$ 340,676	0.00%	0.00%
$ 137,460	$ 94,837	0.00%	0.00%
$ 64,876	$ 133,989	0.00%	0.00%
$ 40,000	$ 14,689	0.00%	0.00%
$ 63,000	$ 65,000	0.00%	0.00%
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2021-22 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)
$ 4,181,062	$ 1,605,194	0.00%	38.39%	$ 5,028,429

8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
0.00%	120.27%	$0.00 - No Carryover	0.00% - No Carryover

2022-23 Total Planned Expenditures Table

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
Totals	$ 5,103,195	$ -	$ -	$ -	5,103,195

Goal #	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds
1	1	Hiring Credentialed Staff		$ 1,978,271	$ -
1	2	Aligned Core Curriculum		$ 70,000	$ -
1	3	Facilities		$ 242,188	$ -
1	4	IT Support		$ 43,338	$ -
1	5	Chromebooks		$ 140,000	$ -
1	6	Aligned Supplemental Curriculum		$ 80,000	$ -
1	7	Special Education Added Support		$ 481,571	$ -
2	1	Teacher Coaching		$ 3,000	$ -
2	2	Electives		$ 252,000	$ -
2	3	Data Analysis Tools and Protocols		$ 5,000	$ -
2	4	Intervention and Tutoring		$ 133,000	$ -
2	5	Extended Learning: ESY, Summer Bridge, after school		$ 614,000	$ -
3	1	Parent Meetings		$ -	$ -
3	2	LCAP Survey		$ -	$ -
3	3	Communication		$ 60,000	$ -
3	4	Professional Development		$ 48,700	$ -

3	5	Assistant Pricipal and Dean		$	187,565	$ -
3	6	Attendance and Engagement Support		$	384,455	$ -
3	7	Social Emotional Support		$	216,136	$ -
3	8	Foster/Homeless Support Staff	Homeless	$	79,171	$ -
3	9	Transportation for Foster/Homeless	Homeless	$	24,800	$ -
3	10	Resources for Foster/Homeless	Homeless	$	60,000	$ -
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Total Personnel	Total Non-personnel
$ 4,455,605	$ 647,590

Local Funds	Federal Funds	Total Funds
$ -	$ -	$ 1,978,271
$ -	$ -	$ 70,000
$ -	$ -	$ 242,188
$ -	$ -	$ 43,338
$ -	$ -	$ 140,000
$ -	$ -	$ 80,000
$ -	$ -	$ 481,571
$ -	$ -	$ 3,000
$ -	$ -	$ 252,000
$ -	$ -	$ 5,000
$ -	$ -	$ 133,000
$ -	$ -	$ 614,000
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$ -	$ -	$ 60,000
$ -	$ -	$ 48,700

$ -	$ -	$ 187,565
$ -	$ -	$ 384,455
$ -	$ -	$ 216,136
$ -	$ -	$ 79,171
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2022-23 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)
$ 6,078,468	$ 2,324,650	38.24%

Goal #	Action #	Action Title
1	1	Hiring Credentialed Staff
1	2	Aligned Core Curriculum
1	3	Facilities
1	4	IT Support
1	5	Chromebooks
1	6	Aligned Supplemental Curriculum
1	7	Special Education Added Support
2	1	Teacher Coaching
2	2	Electives
2	3	Data Analysis Tools and Protocols

2	4	Intervention and Tutoring
2	5	Extended Learning: ESY, Summer Bridge,
3	3	Communication
3	4	Professional Development
3	5	Assistant Pricipal and Dean
3	6	Attendance and Engagement Support
3	7	Social Emotional Support
3	8	Foster/Homeless Support Staff
3	9	Transportation for Foster/Homeless
3	10	Resources for Foster/Homeless

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)
0.00%	38.24%	$ 5,103,195	0.00%	83.96%

Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)
Yes	Schoolwide	All	All	$ 1,978,271
Yes	Schoolwide	All	All	$ 70,000
Yes	Schoolwide	All	All	$ 242,188
Yes	Schoolwide	All	All	$ 43,338
Yes	Schoolwide	All	All	$ 140,000
Yes	Schoolwide	All	All	$ 80,000
Yes	Schoolwide	All	All	$ 481,571
Yes	Schoolwide	All	All	$ 3,000
Yes	Schoolwide	All	All	$ 252,000
Yes	Schoolwide	All	All	$ 5,000

Yes	Schoolwide	All	All	$	133,000
Yes	Schoolwide	All	All	$	614,000
Yes	Schoolwide	All	All	$	60,000
Yes	Schoolwide	All	All	$	48,700
Yes	Schoolwide	All	All	$	187,565
Yes	Schoolwide	All	All	$	384,455
Yes	Schoolwide	All	All	$	216,136
Yes	Limited	Foster Youth	All	$	79,171
Yes	Limited	Foster Youth	All	$	24,800
Yes	Limited	Foster Youth	All	$	60,000
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Totals by Type	Total LCFF Funds
Total:	$ 5,103,195
LEA-wide Total:	$ -
Limited Total:	$ 163,971
Schoolwide Total:	$ 4,939,224

Planned Percentage of Improved Services (%)
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2022-23 Annual Update Table

Totals:	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Actual Expenditures (Total Funds)
Totals:	$ 5,103,195.00	$ -

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)
1	1	Hiring Credentialed Staff	Yes	$ 1,978,271
1	2	Aligned Core Curriculum	Yes	$ 70,000
1	3	Facilities	Yes	$ 242,188
1	4	IT Support	Yes	$ 43,338
1	5	Chromebooks	Yes	$ 140,000
1	6	Aligned Supplemental Curriculum	Yes	$ 80,000
1	7	Special Education Added Support	Yes	$ 481,571
2	1	Teacher Coaching	Yes	$ 3,000
2	2	Electives	Yes	$ 252,000
2	3	Data Analysis Tools and Protocols	Yes	$ 5,000
2	4	Intervention and Tutoring	Yes	$ 133,000
2	5	Extended Learning: ESY, Summer Bridge, after school	Yes	$ 614,000
3	1	Parent Meetings	No	$ -
3	2	LCAP Survey	No	$ -

3	3	Communication	Yes	$	60,000
3	4	Professional Development	Yes	$	48,700
3	5	Assistant Pricipal and Dean	Yes	$	187,565
3	6	Attendance and Engagement Support	Yes	$	384,455
3	7	Social Emotional Support	Yes	$	216,136
3	8	Foster/Homeless Support Staff	Yes	$	79,171
3	9	Transportation for Foster/Homeless	Yes	$	24,800
3	10	Resources for Foster/Homeless	Yes	$	60,000
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2022-23 Contributing Actions Annual Update Table

6. Estimated Actual LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)
	$ 5,103,195	$ -	$ 5,103,195

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?
1	1	Hiring Credentialed Staff	Yes
1	2	Aligned Core Curriculum	Yes
1	3	Facilities	Yes
1	4	IT Support	Yes
1	5	Chromebooks	Yes
1	6	Aligned Supplemental Curriculum	Yes
1	7	Special Education Added Support	Yes
2	1	Teacher Coaching	Yes
2	2	Electives	Yes
2	3	Data Analysis Tools and Protocols	Yes
2	4	Intervention and Tutoring	Yes

2	5	Extended Learning: ESY, Summer Bridge, after school	Yes
3	3	Communication	Yes
3	4	Professional Development	Yes
3	5	Assistant Pricipal and Dean	Yes
3	6	Attendance and Engagement Support	Yes
3	7	Social Emotional Support	Yes
3	8	Foster/Homeless Support Staff	Yes
3	9	Transportation for Foster/Homeless	Yes
3	10	Resources for Foster/Homeless	Yes

5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Actual Percentage of Improved Services (%)	Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)
0.00%	0.00%	0.00% - No Difference

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)
$ 1,978,271		0.00%	
$ 70,000		0.00%	
$ 242,188		0.00%	
$ 43,338		0.00%	
$ 140,000		0.00%	
$ 80,000		0.00%	
$ 481,571		0.00%	
$ 3,000		0.00%	
$ 252,000		0.00%	
$ 5,000		0.00%	
$ 133,000		0.00%	

$	614,000		0.00%	
$	60,000		0.00%	
$	48,700		0.00%	
$	187,565		0.00%	
$	384,455		0.00%	
$	216,136		0.00%	
$	79,171		0.00%	
$	24,800		0.00%	
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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)
	$ -	0.00%	0.00%	$ -

8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
0.00%	0.00%	$ -	0.00%

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 students
- Determination of effectiveness of the specific actions to achieve the goal
- Determination of material differences in expenditures
- Determination of changes made to a goal for the ensuing LCAP year based on the annual update process
- Determination of challenges or successes in the implementation of actions

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

- Focus Goal: A Focus Goal is relatively more concentrated in scope and may focus on a fewer number of metrics to measure improvement. A Focus Goal statement will be time bound and make clear how the goal is to be measured.

- Broad Goal: A Broad Goal is relatively less concentrated in its scope and may focus on improving performance across a wide range of metrics.

- Maintenance of Progress Goal: A Maintenance of Progress Goal includes actions that may be ongoing without significant changes and allows an LEA to track performance on any metrics not addressed in the other goals of the LCAP.

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

Focus Goal(s)

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

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

Broad Goal

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

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

Maintenance of Progress Goal

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

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

Required Goals

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

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

- **Consistently low-performing student group(s) goal requirement:** An LEA meeting the consistently low-performing student group(s) criteria must include a goal in its LCAP focused on improving the performance of the student group or groups that led to the LEA's eligibility for Differentiated Assistance. This goal must include metrics, outcomes, actions, and expenditures specific to addressing the needs of, and improving outcomes for, this student group or groups. An LEA required to address multiple student groups is not required to have a goal to address each student group; however, each student group must be specifically addressed in the goal. This requirement may not be met by combining this required goal with another goal.

- **Goal Description:** Describe the outcomes the LEA plans to achieve to address the needs of, and improve outcomes for, the student group or groups that led to the LEA's eligibility for Differentiated Assistance.

- **Explanation of why the LEA has developed this goal**: Explain why the LEA is required to develop this goal, including identifying the student group(s) that lead to the LEA being required to develop this goal, how the actions and associated metrics included in this goal differ from previous efforts to improve outcomes for the student group(s), and why the LEA believes the actions, metrics, and expenditures included in this goal will help achieve the outcomes identified in the goal description.

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

- **Low-performing school(s) goal requirement:** A school district or COE meeting the low-performing school(s) criteria must include a goal in its LCAP focusing on addressing the disparities in performance between the school(s) and the LEA as a whole. This goal must include metrics, outcomes, actions, and expenditures specific to addressing the needs of, and improving outcomes for, the students enrolled at the low-performing school or schools. An LEA required to address multiple schools is not required to have a goal to address each school; however, each school must be specifically addressed in the goal. This requirement may not be met by combining this goal with another goal.

- **Goal Description:** Describe what outcomes the LEA plans to achieve to address the disparities in performance between the students enrolled at the low-performing school(s) and the students enrolled at the LEA as a whole.

- **Explanation of why the LEA has developed this goal**: Explain why the LEA is required to develop this goal, including identifying the schools(s) that lead to the LEA being required to develop this goal; how the actions and associated metrics included in this goal differ from previous efforts to improve outcomes for the school(s); and why the LEA believes the actions, metrics, and expenditures included in this goal will help achieve the outcomes for students enrolled at the low-performing school or schools identified in the goal description.

Measuring and Reporting Results:

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

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

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

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

Complete the table as follows:

- **Metric**: Indicate how progress is being measured using a metric.

- **Baseline**: Enter the baseline when completing the LCAP for 2021–22. As described above, the baseline is the most recent data associated with a metric. Indicate the school year to which the data applies, consistent with the instructions above.

- **Year 1 Outcome**: When completing the LCAP for 2022–23, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.

- **Year 2 Outcome**: When completing the LCAP for 2023–24, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.

- **Year 3 Outcome**: When completing the LCAP for 2024–25, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above. The 2024–25 LCAP will be the first year in the next three-year cycle. Completing this column will be part of the Annual Update for that year.

- **Desired Outcome for 2023**–**24**: When completing the first year of the LCAP, enter the desired outcome for the relevant metric the LEA expects to achieve by the end of the 2023–24 LCAP year.

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

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

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

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

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

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

Goal Analysis:

Enter the LCAP Year.

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

- Describe the overall implementation of the actions to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process. This must include any instance where the LEA did not implement a planned action or implemented a planned action in a manner that differs substantively from how it was described in the adopted LCAP.

- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures and between the Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services, as applicable. Minor variances in expenditures or percentages do not need to be addressed, and a dollar-for-dollar accounting is not required.

- Describe the effectiveness of the specific actions to achieve the articulated goal as measured by the LEA. In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal. When responding to this prompt, LEAs

may assess the effectiveness of a single action or group of actions within the goal in the context of performance on a single metric or group of specific metrics within the goal that are applicable to the action(s). Grouping actions with metrics will allow for more robust analysis of whether the strategy the LEA is using to impact a specified set of metrics is working and increase transparency for educational partners. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.

- Describe any changes made to this goal, expected outcomes, metrics, or actions to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard or other local data, as applicable.

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

Purpose

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

Requirements and Instructions

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

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

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

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

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

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

Required Descriptions:

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

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

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

- It considers the needs, conditions, or circumstances of its unduplicated pupils;

- The action, or aspect(s) of the action (including, for example, its design, content, methods, or location), is based on these considerations; and

- The action is intended to help achieve an expected measurable outcome of the associated goal.

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

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

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

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

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

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

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

For School Districts Only:

Actions Provided on an LEA-Wide Basis:

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

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

Actions Provided on a Schoolwide Basis:

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

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

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

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

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

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

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

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

Provide the following descriptions, as applicable to the LEA:

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

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

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

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

Complete the table as follows:

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

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

Action Tables

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

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

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

- Table 2: Contributing Actions Table (for the coming LCAP Year)

- Table 3: Annual Update Table (for the current LCAP Year)

- Table 4: Contributing Actions Annual Update Table (for the current LCAP Year)

- Table 5: LCFF Carryover Table (for the current LCAP Year)

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

Data Entry Table

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

- **LCAP Year**: Identify the applicable LCAP Year.

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

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

- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants the LEA estimates it will receive on the basis of the number and concentration of unduplicated students for the coming school year.

- **3. Projected Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected LCFF Base Grant and the Projected LCFF Supplemental and/or Concentration Grants, pursuant to 5 *CCR* Section 15496(a)(8). This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the coming LCAP year.

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

- **Total Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected Percentage to Increase or Improve Services for the Coming School Year and the LCFF Carryover — Percentage. This is the percentage by which the LEA must increase or improve services for unduplicated pupils as compared to the services provided to all students in the coming LCAP year.

- **Goal #**: Enter the LCAP Goal number for the action.

- **Action #**: Enter the action's number as indicated in the LCAP Goal.

- **Action Title**: Provide a title of the action.

- **Student Group(s)**: Indicate the student group or groups who will be the primary beneficiary of the action by entering "All," or by entering a specific student group or groups.

- **Contributing to Increased or Improved Services?:** Type "Yes" if the action **is** included as contributing to meeting the increased or improved services; OR, type "No" if the action is **not** included as contributing to meeting the increased or improved services.

- If "Yes" is entered into the Contributing column, then complete the following columns:

    - **Scope**: The scope of an action may be LEA-wide (i.e., districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.

    - **Unduplicated Student Group(s)**: Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.

    - **Location**: Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate "All Schools." If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter "Specific Schools" or "Specific Grade Spans." Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades transitional kindergarten through grade five), as appropriate.

- **Time Span**: Enter "ongoing" if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter "1 Year," or "2 Years," or "6 Months."

- **Total Personnel**: Enter the total amount of personnel expenditures utilized to implement this action.

- **Total Non-Personnel**: This amount will be automatically calculated based on information provided in the Total Personnel column and the Total Funds column.

- **LCFF Funds**: Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA's total LCFF target (i.e., base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).

    o **Note:** For an action to contribute towards meeting the increased or improved services requirement it must include some measure of LCFF funding. The action may also include funding from other sources, however the extent to which an action contributes to meeting the increased or improved services requirement is based on the LCFF funding being used to implement the action.

- **Other State Funds**: Enter the total amount of Other State Funds utilized to implement this action, if any.

- **Local Funds**: Enter the total amount of Local Funds utilized to implement this action, if any.

- **Federal Funds**: Enter the total amount of Federal Funds utilized to implement this action, if any.

- **Total Funds**: This amount is automatically calculated based on amounts entered in the previous four columns.

- **Planned Percentage of Improved Services**: For any action identified as contributing, being provided on a Limited basis to unduplicated students, and that does not have funding associated with the action, enter the planned quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%). A limited action is an action that only serves foster youth, English learners, and/or low-income students.

    o As noted in the instructions for the Increased or Improved Services section, when identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

    For example, an LEA determines that there is a need to analyze data to ensure that instructional aides and expanded learning providers know what targeted supports to provide to students who are foster youth. The LEA could implement this action by hiring additional staff to collect and analyze data and to coordinate supports for students, which the LEA estimates would cost $165,000.

Instead, the LEA chooses to utilize a portion of existing staff time to analyze data relating to students who are foster youth. This analysis will then be shared with site principals who will use the data to coordinate services provided by instructional assistants and expanded learning providers to target support to students. In this example, the LEA would divide the estimated cost of $165,000 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Planned Percentage of Improved Service for the action.

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

- **6. Estimated Actual LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on of the number and concentration of unduplicated students in the current school year.

- **Estimated Actual Expenditures for Contributing Actions**: Enter the total estimated actual expenditure of LCFF funds used to implement this action, if any.

- **Estimated Actual Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis only to unduplicated students, and that does not have funding associated with the action, enter the total estimated actual quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%).

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

LCFF Carryover Table

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

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

Calculations in the Action Tables

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

Contributing Actions Table

- 4. Total Planned Contributing Expenditures (LCFF Funds)

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

- 5. Total Planned Percentage of Improved Services

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

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

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

Contributing Actions Annual Update Table

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

- 6. Estimated Actual LCFF Supplemental and Concentration Grants

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

- 4. Total Planned Contributing Expenditures (LCFF Funds)

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

- 7. Total Estimated Actual Expenditures for Contributing Actions

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

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

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

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

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

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

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

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

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

LCFF Carryover Table

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

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

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

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

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

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

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

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

  - o 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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