

# LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Growth Public Schools

CDS Code: 34674390135343

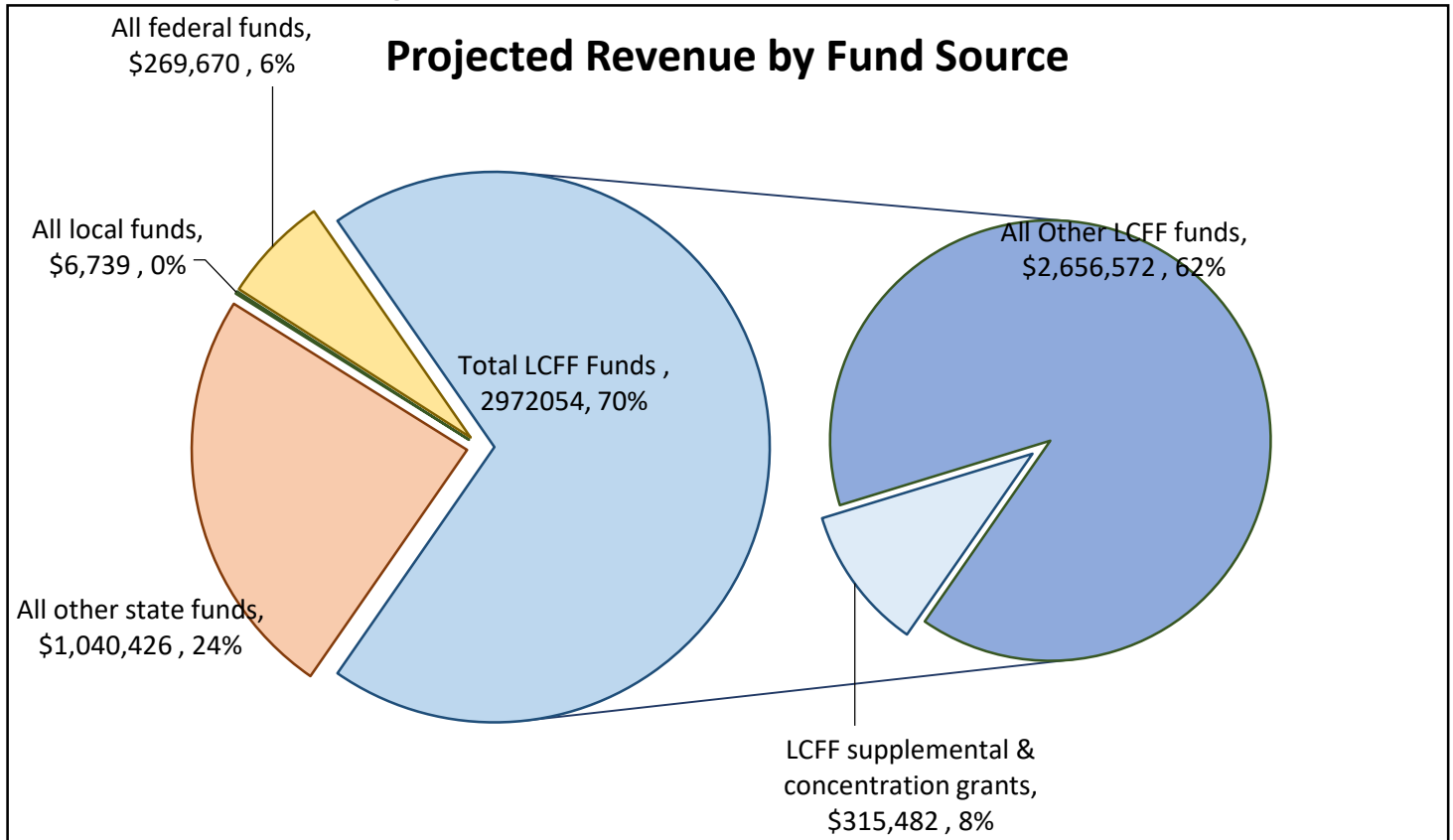
School Year: 2022 – 23

LEA contact information: Audria Johnson, Executive Director, [ajohnson@growthps.org](mailto:ajohnson@growthps.org), 916-394-5007

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

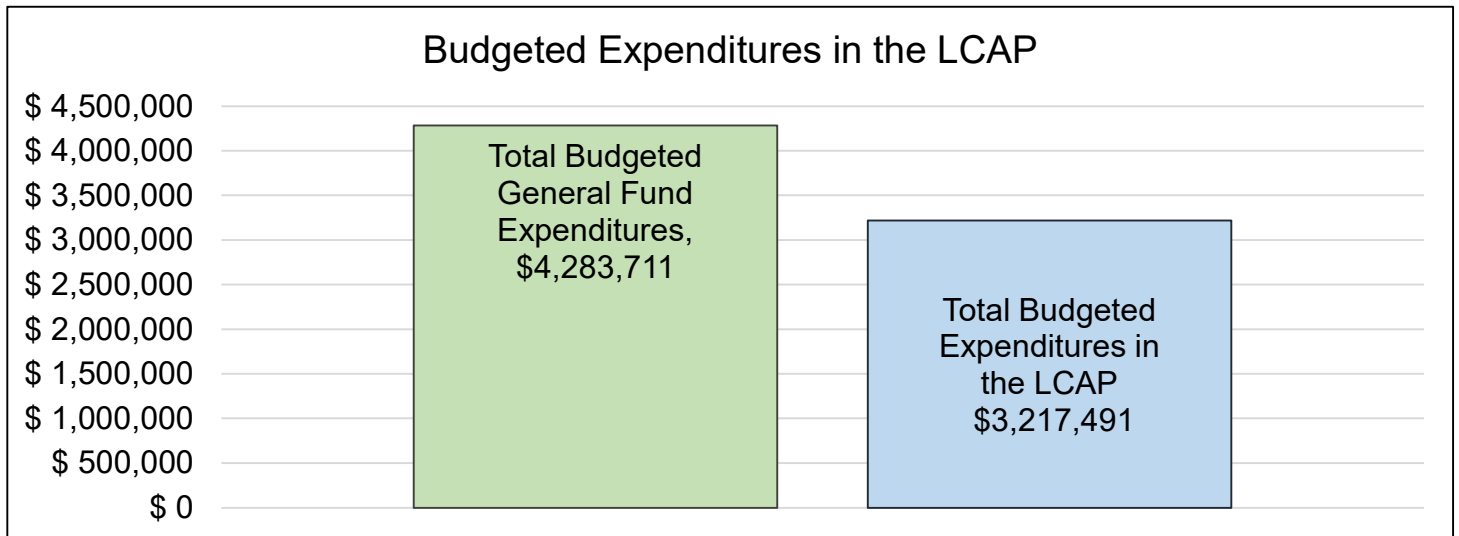


This chart shows the total general purpose revenue Growth Public Schools expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Growth Public Schools is \$4,288,889.45, of which \$2,972,054.00 is Local Control Funding Formula (LCFF), \$1,040,426.45 is other state funds, \$6,739.00 is local funds, and \$269,670.00 is federal funds. Of the \$2,972,054.00 in LCFF Funds, \$315,482.00 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

# LCFF Budget Overview for Parents

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



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

The text description of the above chart is as follows: Growth Public Schools plans to spend \$4,283,711.37 for the 2022 – 23 school year. Of that amount, \$3,217,491.00 is tied to actions/services in the LCAP and \$1,066,220.37 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

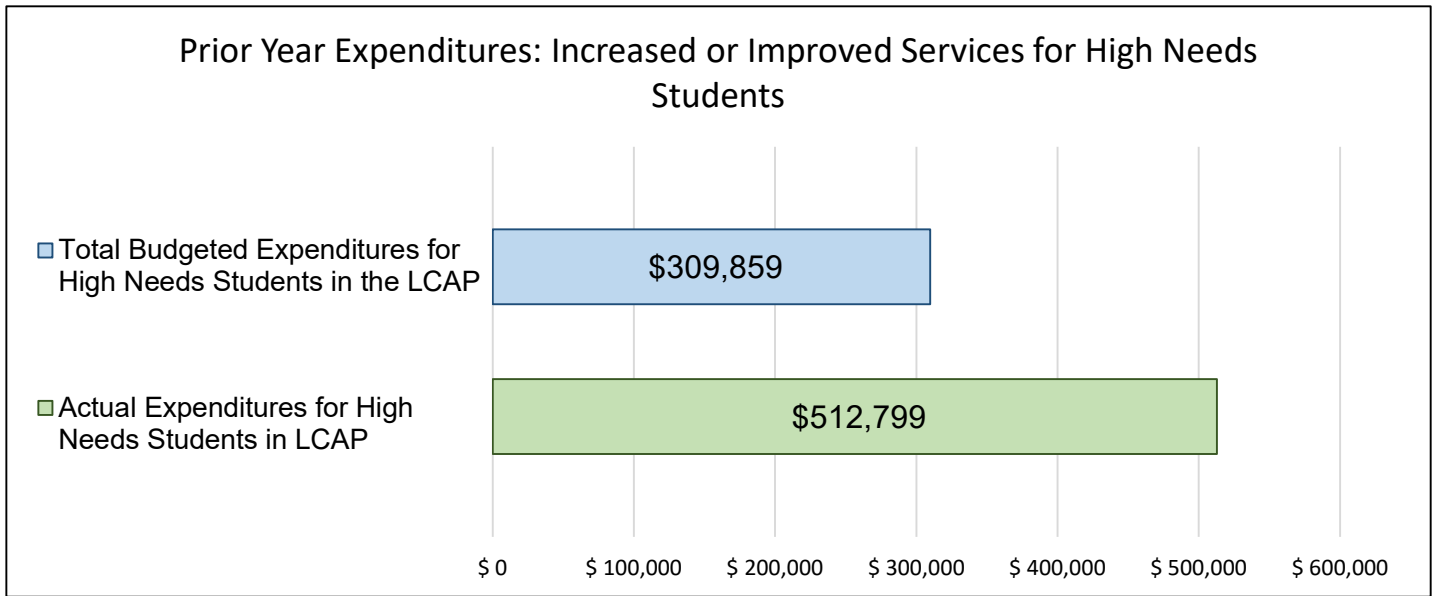
Food services, insurance, equipment leases, business services, oversight fees, legal fees, marketing, recruiting.

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

In 2022 – 23, Growth Public Schools is projecting it will receive \$315,482.00 based on the enrollment of foster youth, English learner, and low-income students. Growth Public Schools must describe how it intends to increase or improve services for high needs students in the LCAP. Growth Public Schools plans to spend \$486,747.00 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



This chart compares what Growth Public Schools budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what Growth Public Schools 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, Growth Public Schools's LCAP budgeted \$309,859.00 for planned actions to increase or improve services for high needs students. Growth Public Schools actually spent \$512,799.00 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
Growth Public Schools	Audria Johnson, Executive Director	<a href="mailto:ajohnson@growthps.org">ajohnson@growthps.org</a> 916-394-5007

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).

Growth Public Schools engaged its educational partners on the use of funds for this year throughout 2020-21 through a variety of formal and informal measures. Formal measures for family and community included Board of Directors meetings, Parent Advisory Council meetings, educational partner surveys and town hall style meetings. School faculty and staff were given opportunities to provide input at faculty meetings as well as through a survey. Growth Public Schools seeks to be a true partner to the community so there were additional informal chances to discuss these funding opportunities such as coffee with the principal, a leadership booth at the fall festival, summer trainings and school newsletters. Our educational partners communicated that additional support for struggling students, particularly English Learners; continuing to build a strong school culture; more opportunities for student play and enrichment; safety during the COVID 19 pandemic; more support for teachers and deeper community engagement are priority areas for this school year.

The school also engaged with our educational partners on the use of the additional funds provided through the Budget Act of 2021 that were not included in the 2021-22 LCAP during our September 28, 2021 board meeting and the parent advisory committee meeting.

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.

Growth Public Schools is using the additional concentration grant add-on funding it received to increase the number of staff who provide direct services to students by hiring additional instructional staff to provide additional support for EL students in integrated ELD instruction lowering the student to staff ratio. Additionally, students will have increased opportunity for supplemental instruction in coordination with the outlined intervention actions from LCAP Goal 2, Action 6 - Interventions.

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.

Educational partners were engaged through multiple measures in the use of one-time funds. These include an educational partner survey, parent information meetings, back to school night (August) . There were also opportunities for staff to give feedback at summer training, through regular PD sessions. All educational partners were also welcome and encouraged to provide informal feedback through regularly available conversations with school leadership. The ESSER III plan was approved by the board of directors at the September 28, 2021 BOD meeting at which there was also an opportunity for feedback.

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.

Growth Public Schools is successfully implementing 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 with increased use of PPE, regular cleaning and disinfecting, and increased janitorial services for deep cleaning to prevent the spread of COVID-19. All students and staff must wear masks while on campus and participate in a daily health screening. Students and staff who have symptoms of COVID-19 are referred for testing at community sites. If a student or staff member tests positive, the school follows the health protocols provided by the county for contact tracing and isolation/quarantine guidance. Up to Winter Break in 2021, the school has not had to close any classrooms due to COVID-19 transmission.

Growth Public Schools did receive funds from the Elementary and Secondary School Emergency Relief (ESSER III), but does not plan to spend the funds until the 2022-23 school year, and as such does not have any expenditure plan or implementation progress to report.

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.

Growth Public Schools is using the fiscal resources received for the 2021-22 school year with a specific focus on ensuring the academic and social emotional recovery of our students after spending a year or more in a distance learning format. The LCAP prioritizes providing high-quality, standards-aligned instruction with specific supports for our highest need students. Based on our annual update reflections, the plan addresses learning loss through implementation of assessments and a multi-tiered system of academic supports (LCAP actions Goal 2, Actions 4 - ELD and 6 - Interventions). The plan also provides additional teacher coaching

to support recovery from pandemic-related learning loss (LCAP Goal 2, Action 2 - Professional Development and Instructional Coaching).

Ensuring our students return to in-person instruction in the safest manner possible, while addressing their social emotional needs is also prioritized in the LCAP this year (LCAP Campus Health and Safety action Goal 1, Action 4 - safety, security and facilities). The LCAP (Goal 1, Action 4 - safety, security and facilities and Goal 2, Action 1 - standards aligned instruction) allows students to have robust access to the school curriculum, even if they are quarantined or would need to participate in independent study.

# 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](mailto: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
Growth Public	Audria Johnson, Principal and Executive Director	(916)394-5007 ajohnson@growthps.org

## Plan Summary 2022-23

### General Information

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

Growth Public Schools (GPS) is in the La Riviera community of Sacramento. GPS opened its doors in the fall of 2017 with 65 kindergarteners and 47 1st graders and now serves 243 Tk-4th grade students. GPS will reach its full enrollment in eight years, 2024-25, serving approximately 610 students in grades TK through 8th.

**Mission:** To be a diverse, connected community of curious problem solvers, caring innovators and creative change makers that challenges students to take ownership of their learning and find their calling.

#### Vision

GPS will prepare students to thrive in high school and for the changing, dynamic world of today and tomorrow. Graduates will:

- Model successful habits for life.
- Excel at critical thinking and collaboration.
- Constantly strive for excellence.
- Be the builders, makers, entrepreneurs, and artists who create communities that change the world.

GPS seeks to enroll a student population that mirrors the demographics of the City of Sacramento and will make particular efforts to recruit lower income children to build an intentionally diverse school community.

In 2021-22, GPS served 243 students with diverse needs and backgrounds: approximately 120 (49%) are Socioeconomically Disadvantaged; 42 (17.3%) students are English Learners; and 3 (1.2%) students are Re-designated Fluent English Proficient. In addition, about 20 (8.2%) students qualify for special education services. The LCFF Unduplicated percentage is approximately 56%. Approximately 30% of GPS's students identify as being Hispanic or Latino, 19% as white, and 9% as African American.

The purpose of this Local Control Accountability Plan (LCAP) is to address the School Plan for Student Achievement (SPSA) for Growth Public Schools which is the Schoolwide Program; herein referred to as the LCAP. The Charter School's plan is to effectively meet the ESSA Requirements in alignment with the LCAP and other federal, state and local programs. The plans included in the LCAP address these requirements compliant to include focusing on three goals: GPS students and team members thrive in a commitment-based community, grounded in authentic connections with one another, focused on diversity, equity, and inclusion, and being open, curious, and committed to learning and excellence; Rigorous Learning Environment: GPS learners are engaged in a rigorous, heart-centered learning program, that supports the mastery of foundational skills, and fosters curiosity, creativity, innovation, critical thinking, and social-emotional development; A diverse representation of GPS families are fully engaged and participate in their student(s) learning experience. The Charter School completed a comprehensive needs assessment of the entire school which included an analysis of verifiable state data and local performance data used to measure student outcomes as evidenced in the annual update portion of the LCAP. The needs assessment process included meeting parents, classified staff, teachers and administrators to identify areas of opportunity for the students and groups of students who are not achieving standard mastery and to identify strategies which will be implemented in the LCAP to address those areas of opportunity.

The identification of the process for evaluating and monitoring the implementation of the LCAP and the progress toward accomplishing the established goals will include discussing the actions and services with the use of supplemental funds at the school level through the Parent Advisory Council which will include parents of English Learners. The Parent Advisory Council will meet four times per year to inform the process. Parents, classified staff, certificated staff and an administrator will make up the council. The number of parents will exceed or be equal to the number of total staff members. The council will discuss academic performance, supplemental services and areas to make improvements with Title funds as part of the School Plan included in the LCAP conversations at the meeting in the fall and at the meeting in the spring. The teachers, staff, students and parents also participate in an annual survey which provides feedback on the goals and services. The teachers, staff and administrators actively participate in the decision making process throughout the year and during LCAP workshops. The decisions will take into account the needs of Growth Public Schools based on student achievement data to include SBAC, ELPAC, and interim assessment data such as NWEA MAP, cumulative assessments, and attendance and student demographic data to include the significant subgroups of Latino, Black or African American, White, socioeconomically disadvantaged, students with disabilities, and English Learners. This student achievement data and student demographic data will be used as a basis for making decisions about the use of supplemental federal funds and the development of policies on basic core services.

Each goal includes actions and services that address the needs of all students and significant subgroups which include evidence-based strategies that provide opportunities for all children, methods and instructional strategies, and particular focus on students at risk of not meeting the State academic standards.

## Reflections: Successes

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

This plan was developed during the COVID-19 pandemic which caused school closures and disrupted state testing and local assessment activities. We therefore have less data available to measure and celebrate progress by. We achieved improved attendance and engagement in 20-21, and this allowed us to keep our students on track academically as evidenced by nearly half of the student population meeting grade level mastery on the end of the year reading and math assessments.

We maintained low suspensions. We are immensely proud of our staff, students, and families, who all worked together to respond and adapt to the circumstances of the pandemic in order to continue to fully implement our program, remotely when necessary, and to meet the increased needs of our students. We are proud of the consistent stakeholder engagement and close collaboration achieved by our parents and staff in providing critical feedback and contributing to the ongoing planning required throughout the past year and prior year. We are proud of how we were able to translate our model when needed for remote learning, and we will be able to bring forward the confidence that we can do so when needed and also continue to utilize digital tools, programmatic components, and student supports inspired by necessity that may continue to be beneficial for our community.

In the last year of available dashboard data (2019), Growth Public Schools received an overall green ranking for math (20.2 points below standard, increased 5.1 points) and a yellow for english language arts (28.6 points below standard, increased 5.5 points) and chronically absenteeism (19.8% chronically absent, decreased 10.9%). We plan to build on the successes in low suspension rate by continuing to implement Restorative Practices (Goal 2, Action 1) and SEL (Goal 2, Action 2). Chronic Absenteeism, ELA, and Math, have all been impacted by the pandemic and are identified needs.

## 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.

The 2020 CA Dashboard was not produced due to lack of data in the midst of the pandemic, and therefore we are unable to identify needs related to those state indicators. Based on local data with Chronic Absenteeism in 19-20 as of 2/28/20 at 20.4%, we have identified this as a need. We have also identified needs in ELA and Math achievement based on students not meeting our growth targets for NWEA MAP in reading and math for 19-20. Additionally, in March of 2020, only 49% of our students were reading at or near grade level as assessed by the Fountas and Pinnell reading benchmark assessment. We will continue to implement standards-based instruction in ELA and Math and utilize assessments to monitor progress and differentiate instruction and intervention (Goal 1, Action 1 Standards Aligned Instruction and Goal 1, Action 3 Data Driven Instruction).

The last available year of the CA Dashboard (2019), the following indicators were areas of need:

Suspensions (Overall: “orange”, 3% suspended, increased 3%; Hispanic, “orange”, 1.5% suspended, 1.5% increase; Socioeconomically disadvantaged, “orange”, 4.3% suspended, increased 4.3%; White, “orange”, 3.2% suspended, 3.2% increase. Suspension rate has dropped since then and is identified as a success.

Chronic Absenteeism (Hispanic, “orange”, 22.4% chronically absent, declined 19.7%; Socioeconomically disadvantaged, “orange”, 25.4% chronically absent, declined 4%).

To assist with improvement in these areas, we have hired an assistant principal to help provide additional focus and case management for students with behavioral and attendance issues. (Goal 2, Action 3 Attendance Monitoring and Supports). We believe that our LCAP efforts will lead to continued growth in these areas.

## LCAP Highlights

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

The 2021-24 LCAP provides our three-year plan for continued improvement and development. In 2022-23 we will continue the specific actions undertaken to address the varied academic and social-emotional needs of our students.

**GOAL 1: Rigorous Learning Environment:** GPS learners are engaged in a rigorous, heart-centered learning program, that supports the mastery of foundational skills, and fosters curiosity, creativity, innovation, critical thinking, and social-emotional development. In terms of student achievement (Goal 1), we will continue providing a comprehensive standards-aligned instructional program in conjunction with a comprehensive assessment system. We will use the results of assessments to differentiate instruction within classrooms and to inform our system of intervention. We will provide systemic English Language Development for our English learners in all classes and a comprehensive SPED program for our students with IEPs. Teachers will be supported through professional development and instructional coaching to implement our curriculum and instructional model, including specific support for ELD instruction and data analysis to establish learning goals, plan interventions, and monitor progress.

**GOAL 2:** GPS students and team members thrive in a commitment-based community, grounded in authentic connections with one another, focused on diversity, equity, and inclusion, and being open, curious, and committed to learning and excellence. In terms of our work to maintain a positive culture and climate (Goal 2), students are supported in Social Emotional Learning as well as supportive practices in behavior and attendance. We provide a clean and safe environment and implement Restorative Practices using a graduated discipline program schoolwide. We provide enrichment opportunities for our students in the form of Explorations, Music, Art, clubs, talent shows, and our afterschool program.

**GOAL 3:** A diverse representation of GPS families are fully engaged and participate in their student(s) learning experience. Families will be supported to participate actively in the life of the school and their child’s education through frequent communication about their child’s academic and social emotional progress. These opportunities include workshops, Parent classes, Author visits, and Coffee with the Principal. We will use multiple methods of communication to keep parents informed, including Remind and School Messenger.

## 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.

Growth Public Schools is a single school LEA that is not eligible for comprehensive support and improvement.

***Support for Identified Schools***

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

Growth Public Schools is a single school LEA that is not eligible for comprehensive support and improvement.

***Monitoring and Evaluating Effectiveness***

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

Growth Public Schools is a single school LEA that is not eligible for comprehensive support and improvement.

# Engaging Educational Partners

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

- Our board meets quarterly as a public hearing with the opportunity for public comment. We promoted parent participation in public meetings and public hearings through emails, phone calls, website and agenda posting. Virtual meetings conducted via video conference had telephone call-in access. We provided translation as needed. Dates of meetings: August 20, 2021; September 28, 2021; November 4, 2021; December 14, 2021; January 25, 2022; March 15, 2022.
- Teachers provided feedback during regular staff meetings and an annual survey. Dates of staff meetings: December 2, 2021; March 10, 2022.
- Principals, administrators, other school personnel provided feedback during regular leadership team meetings and an annual survey. Dates of meetings: August 11, 2020; September 8, 2020; September 22, 2020; November 3, 2020; November 30, 2020; January 5, 2021; along with one-on-one meetings with each individual leader throughout the remainder of the year.
- Students provided feedback via April's end of year feedback survey and through informal conversations with teachers and staff. Teachers shared student feedback from these discussions with school leadership to inform plans.
- Special Education / SELPA - we engaged with our SELPA about our schoolwide goals on March 16th, 2022, we also have participated in all required SELPA meetings and requirements.
- Tribes / Unions / Advocacy Organizations: Growth Public Schools evaluated its stakeholder engagement opportunities and determined tribes, civil rights organizations, foster youth, and children who are incarcerated are neither present nor served by Growth Public Schools. Likewise, Growth Public Schools teachers and personnel are not represented by a local bargaining unit.

A summary of the feedback provided by specific educational partners.

Parents- Parents and families shared that overall strengths of the program include: focus on diversity; community atmosphere and environment; family & community involvement and participation; communication; social-emotional learning; commitment to learning for all students; individualized support provided to students; and high quality teachers and staff. Some areas of opportunity include: more mental health support from professionals; more opportunities for outside activities and play, and play structures; PE class; increased engagement with families of English language learners; more community events and forms of communication (social media, text messages, flyers)

Teachers/School Staff/Administrators- Program strengths shared: focus on diversity; community-like feel and environment; strong team culture and collaboration; focus on social-emotional learning for students and staff. Some areas of opportunity shared include: Minimal curriculum/ clearly defined instructional resources and materials; more support for new teachers and staff; play area for students



Students- Students note the following strengths of the program: they feel safe at school, both physically and emotionally; their teachers care about them and have high expectations for them; they have friends and enjoy coming to school. Some areas of opportunity include more play time/ recess and additional play areas, including grass and play structures.

Mixed Groupings- Program strengths: strong social-emotional learning and project-based learning model and student outcomes; diversity by design; shared values and commitment to diversity, equity and inclusion; strong staff culture; security and use of facilities. Opportunities: undefined academic thresholds/ expectations; ambiguous growth plan; facilities and playground; outlets for receiving and responding to family feedback; identifying and meeting the needs of all families; more community engagement

Special Education - our programs are growing as our school population goals. Based on feedback from stakeholders in Special Education, we are aiming to increase our staff and have a team member dedicated to supporting special education.

Tribes / Unions / Advocacy Organizations: Growth Public Schools evaluated its stakeholder engagement opportunities and determined tribes, civil rights organizations, foster youth, and children who are incarcerated are neither present nor served by Growth Public Schools. Likewise, Growth Public Schools teachers and personnel are not represented by a local bargaining unit.

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

Based on the input received from all of the different stakeholder groups, we have identified three main goals for 2021-24- rigorous learning environment, strong school culture, and deeper family engagement. These three goals have been our internal priorities for the past several years, and so it was important that our LCAP goals are aligned with the internal priorities and focus areas of the school.

To address parent feedback about more support for English Language Learners, we will be adding an Intervention and English Language Development teacher who will be providing designated and integrated support for our EL students. We are also adding an Assistant Principal, who will be leading parent engagement groups, including for families of EL students. Additionally, the assistant principal will be focused on strengthening community engagement with more community events and communication methods between home and school. To address teacher and staff feedback around more support for new teachers and staff, we will be adding an instructional coach who will be working closely with teachers, observing and providing consistent feedback and support for all teachers, and especially new teachers. The instructional coach will also be working to strengthen and streamline our curriculum and instructional materials so that there is consistency and alignment throughout all classrooms. To address student feedback, we will consider expanding the play areas to include a grassy area, along with ensuring that there is enough structured and unstructured play time for students throughout the school day.



# Goals and Actions

## Goal 1

Goal #	Description
1	Rigorous Learning Environment: GPS learners are engaged in a rigorous, heart-centered learning program, that supports the mastery of foundational skills, and fosters curiosity, creativity, innovation, critical thinking, and social-emotional development.

An explanation of why the LEA has developed this goal.

In order to achieve our mission, students must have a strong foundation in academic skills and engage in heart-centered thematic project based learning to become problem solvers, caring innovators, and creative change makers.

State Priorities met by this goal: Priority 1 Basic (appropriately credentialed teachers, access to standards aligned materials); Priority 2 State Standards (implementation of all standards, use of assessment, ELPAC / CAASPP results); Priority 4 Pupil Achievement (ELPI, Reclassification rate); Priority 7 Course Access (Broad Course of Study).

## Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
CAASPP ELA Distance from Standard (DFS) for all students and all significant subgroups	<p>Growth students have not taken the SBAC yet</p> <p>Data Year: 2019-20</p> <p>Data Source: CAASPP</p>	Students not CAASPP tested in 2021			Growth's ELA DFS result will or match or exceed the state average DFS on CAASPP, both schoolwide and for all significant subgroups.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
CAASPP Math Distance from Standard (DFS) for all students and all significant subgroups	Growth students have not taken the SBAC yet Data Year: 2019-20 Data Source: CAASPP	Students not CAASPP tested in 2021			Growth's Math DFS result will or match or exceed the state average DFS on CAASPP, both schoolwide and for all significant subgroups.
Students making one year of growth in Reading and Math based on GPS' interim assessments	Math: 45% Reading: 45% Data Year: 2020-21 Data Source: NWEA MAP	Math: 59% Reading: 40% Data Year: 2021-22 Data Source: NWEA MAP and Renaissance Star			GPS students, both schoolwide and for all significant subgroups, will average at least one year of growth in Reading and Math Data Year: 2023-24 Data Source: NWEA Map
% of EL students showing progress on the ELPAC	0% Data Year: 2018-19 Data Source: Dashboard ELPI indicator	ELPAC Level 3 or 4: 51.2% Proficient: 4.7%  Data Year: 2020-21 Data Source: DataQuest ELPAC Summative (ELPI not calculated for 2021)			Show progress towards, meet, or exceed the state average each year.  Data Year: 2022-23 Data Source: Dashboard ELPI Indicator

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
EL reclassification rate	10.7% Data Year: 2019-20 Source: DataQuest	0% Data Year: 2020-21 Data Source: DataQuest			12% Data Year: 2022-23 Data Source: DataQuest
% of total and EL teachers properly credentialed & appropriately assigned	100% Data Year: 2019-20 Data Source: Local Indicators	100% Data Year: 2020-21 Data Source: Local Indicators			100% Data Year: 2022-23 Data Source: Local Indicators
% of students without access to their own copies of standards-aligned instructional materials for use at school and at home	0% Data Year: 2019-20 Data Source: Local Indicators	0% Data Year: 2020-21 Data Source: Local Indicators			0% Data Year: 2022-23 Data Source: Local Indicators
% of teachers implementing academic content standards and performance standards for all adopted standards	100% Data Year: 2019-20 Data Source: Local Indicators	100% Data Year: 2020-21 Data Source: Local Indicators			100% Data Year: 2022-23 Data Source: Local Indicators
% of students with access to, and enrolled in, a broad course of study that includes VAPA, PE, Health, in addition to core content areas.	100% Data Year: 2019-20 Data Source: Local Indicators	100% Data Year: 2020-21 Data Source: Local Indicators			100% Data Year: 2022-23 Data Source: Local Indicators

## Actions

Action #	Title	Description	Total Funds	Contributing
1	Standards-aligned instruction	<p>The GPS assistant principal ensures that all students are provided Instruction using project-based, standards-aligned thematic units</p> <ul style="list-style-type: none"> <li>Core curriculum – research, pilot and implement high quality, standards-based curriculum adopted with critical teacher input</li> <li>Supplemental online instructional resources—such as Freckle, Extra Math, EPIC</li> </ul>	\$ 918,356	N
2	Professional Development and Instructional Coaching	<p>We will provide Professional Development and Instructional Coaching for all of our teachers.</p> <ul style="list-style-type: none"> <li>PD Sessions in: <ul style="list-style-type: none"> <li>i. Leadership development on establishing systems to make real-time, data-informed decisions for individual students; staff training on data-driven instruction</li> <li>ii. ELD supports <ul style="list-style-type: none"> <li>1) ELD Framework and Standards</li> <li>2) ELD Curriculum and Resources</li> <li>3) Integrated ELD</li> <li>4) Designated ELD</li> <li>5) SDAIE</li> <li>6) Intervention</li> </ul> </li> <li>iii. Special Education <ul style="list-style-type: none"> <li>1) Best Practices for Co-teaching and collaboration in specialized academic instruction</li> <li>2) Verbal de-escalation strategies for all teachers and staff</li> </ul> </li> <li>iv. SEL <ul style="list-style-type: none"> <li>1) Compass and Circles Practices</li> <li>2) Restorative Practices in classroom</li> </ul> </li> <li>v. Culturally competent teaching/Diversity, Equity and Inclusion (DEI)</li> </ul> </li> </ul>	\$ 231,497	Y

Action #	Title	Description	Total Funds	Contributing
		<ul style="list-style-type: none"> <li>vi. Technology—SIS, Gradebook, assessments, and curriculum tools</li> <li>vii. Pedagogy - best practices               <ul style="list-style-type: none"> <li>1) student work analysis and planning</li> <li>2) instructional strategies</li> </ul> </li> <li>• Teacher coaching: Implement a consistent teacher coaching and development system that includes both formal and informal observation and feedback for every classroom teacher, and regular review of student data.               <ul style="list-style-type: none"> <li>1) scope and sequence/long term plan and lesson plan review</li> <li>2) class observations and feedback</li> <li>3) student work analysis</li> <li>4) Reviewing assessment data</li> </ul> </li> </ul>		
3	Data Driven Instruction	<p>Teachers will use the results of assessments to create leveled reading and math groups. Groups are flexible and adjusted after assessments and as needed throughout the year. This structure allows teachers to provide small group instruction that accelerates learning for all students.</p> <ul style="list-style-type: none"> <li>• NWEA MAP, Freckle, Renaissance STAR, and common internal assessments</li> <li>• Fountas and Pinnell to plan for students in need of reading intervention</li> </ul>	\$ 96,323	N
4	English Language Development	<p>ELD Instruction/Curriculum/Monitoring with EL designated support lead *</p> <p>ELD strategies:</p> <ul style="list-style-type: none"> <li>- Sheltered instruction</li> <li>- Pre-teaching vocabulary</li> <li>- Specifically teaching Academic English</li> <li>- Reading support groups</li> <li>- Increasing production</li> <li>- Small group support</li> </ul>	\$ 88,962	Y

Action #	Title	Description	Total Funds	Contributing
		Designated ELD teacher to provide instruction at each level		
5	Special Education	<p>Specialized academic instruction with a variety of options on the continuum of services including:</p> <ul style="list-style-type: none"> <li>• General Education class without Resource support</li> <li>• General Education Class with Pull-out Resource</li> <li>• General Education class with Push-in/consult support</li> </ul> <p>Additional services include:</p> <ul style="list-style-type: none"> <li>• Speech and Language</li> <li>• Occupational Therapy</li> <li>• Physical Therapy</li> <li>• Behavior Support</li> <li>• Counseling</li> </ul>	\$ 386,296	N
6	Interventions	<p>Interventions for struggling students</p> <ul style="list-style-type: none"> <li>• Response to Intervention Program <ul style="list-style-type: none"> <li>○ Tier 1: all students are assigned to leveled reading and math groups based on assessment data. Groups are flexible and adjusted after assessments and as needed throughout the year. This structure allows teachers to provide small group instruction that accelerates learning for all students.</li> <li>○ Tier 2: students identified for additional intervention are assigned to small-group and one-on-one lessons with associate teachers in frequency according to their needs.</li> <li>○ Tier 3: SST process to develop a personalized plan of support that may include Reading Intervention support through the Orton-Gillingham approach to literacy instruction. The Orton-Gillingham intervention program provides a 6-week cycle of literacy intervention with a pre-and post-assessment.</li> </ul> </li> <li>• Before- and after-school program</li> <li>• Personalized learning plans for each student for daily independent work</li> </ul>	\$ 143,345	N

## Goal Analysis for 2021-22

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.

Overall the actions designed to support achievement of the goal were implemented as planned, except for additional requirements from our local public health department that impacted instruction - such as social distancing requirements and cohorting of students.

Successes with the action implementation process include professional development and instructional vision - our approach to instruction continues to Grow and solidify.

Some challenges with implementation this year occurred due to staffing shortages and the impact of COVID-19 on attendance impacted instructional progress.

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 are no material differences between Budgeted Expenditures and Estimated Actual Expenditures for the actions in this goal.

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

The Standards Aligned Instruction action has been successful as evidenced by Standards Implemented (100%) and Broad Course of Study indicators (100%). The Professional Development action has been successful as evidenced by our percentage of appropriately credentialed and assigned teachers (100%). The ELD, SPED and Data Driven instruction actions have somewhat been successful as evidenced by our number of students meeting growth goals outcomes (Math: 59%; Reading:40%).

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.

We changed the numbering of Goals 1 and 2 so that Goal 1 would become the primary academic goal, and Goal 2 would become the primary climate and culture goal. We combined three local assessment metrics into one (Students making one year of growth in Reading and Math based on GPS' interim assessments) that encompasses the grade span of the three previous in order to have a clearer indicator of overall progress. We added "Data Year" and "Data Source" throughout the outcomes table to provide more information.

**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 2

Goal #	Description
2	GPS students and team members thrive in a commitment-based community, grounded in authentic connections with one another, focused on diversity, equity, and inclusion, and being open, curious, and committed to learning and excellence.

An explanation of why the LEA has developed this goal.

Students must have a physically and emotionally safe space to learn. We engage all of our students in learner and heart centered education to dismantle the systemic inequities in education and ensure all students have access to an exceptional education.

State Priorities met by this goal: Priority 1 Basic Conditions of Learning (safe facilities); Priority 5: Pupil Engagement (attendance, chronic absenteeism rates, dropout rates); Priority 6: School Climate (suspension, expulsion).

## Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Student survey: % of students who respond with agree or strongly agree to the prompt, "I feel safe and invested in GPS"	90% Data Year: 2020-21 Data Source: Local Data	91% Data Year: 2021-22 Data Source: Local Data			90% or higher Data Year: 2023-24 Data Source: Local Data
Teacher Survey: % of staff who respond with agree or strongly agree to the prompt, "GPS is a safe place for students and staff"	94% Data Year: 2020-21 Data Source: Local Data	79% Data Year: 2021-22 Data Source: Local Data			90% or higher Data Year: 2023-24 Data Source: Local Data



Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Teacher Survey: % of staff who respond with agree or strongly agree to the prompt, "I feel connected to GPS."	94% Data Year: 2020-21 Data Source: Local Data	93% Data Year: 2021-22 Data Source: Local Data			90% or higher Data Year: 2023-24 Data Source: Local Data
Average Daily Attendance	93% Data Year: 2020-21 Data Source: P-2 Report	91.2% Data Year: 2021-22 Data Source: P-2 Report			95% or higher Data Year: 2023-24 Data Source: P-2 Report
Chronic Absence Rate for all students and all significant subgroups	All Students: 19.8% English Learners: 27.6% SED: 25.4% SWD: 23.8% African American: 19.2% Asian: 23.5% Hispanic/Latino: 22.4% White: 16.4% Two or More Races: 16.7% Data Year: 2019-20 Data Source: DataQuest Chronic Absenteeism Rate	All Students: 26% EL: 36% SED: 39% SWD: 48% African American: 29% Asian: 33% Hispanic/Latinx: 30% White: 15% Two or More Races: 33% Data Year: 2020-21 (distance learning) Data Source: DataQuest Chronic Absenteeism Rate			Every year, schoolwide and for each subgroup, GPS will receive a green rating on the dashboard, or have an annual decrease in rate. Data Year: 2022-23 Data Source: DataQuest Chronic Absenteeism Rate

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Suspension rate for all students and all significant subgroups	All students: 1.4% English Learners: 0% SED: 1.6% Hispanic/Latino: 1.2% Two or More Races: 5.3% White: 1.5% Data Year: 2019-20 Data Source: DataQuest Suspension Rate	0% for all students and all student groups Data Year: 2020-21 (distance learning) Data Source: DataQuest Suspension Rate			Every year, schoolwide and for each subgroup, GPS will receive a green rating on the dashboard or have an annual decrease in the rate. Data Year: 2022-23 Data Source: DataQuest Suspension Rate
Expulsion Rate	0% Data Year: 2019-20 Data Source: DataQuest Expulsion Rate	0% Data Year: 2020-21 Data Source: DataQuest Expulsion Rate			< 1% Data Year: 2022-23 Data Source: DataQuest Expulsion Rate
Facilities in “good repair”	Met Data Year: 2020-21 Data Source: Local Indicators	Met Data Year: 2021-22 Data Source: Local Indicators			Met Data Year: 2023-24 Data Source: Local Indicators

## Actions

Action #	Title	Description	Total Funds	Contributing
1	Restorative Practices: Graduated Discipline Program	<ul style="list-style-type: none"> <li>• Heroic : Earn a card if they get “Caught” displaying one of those values</li> <li>• Newsletter: Spotlight on community commitments</li> <li>• Badgework : 5 disciplines with two habits completed independently</li> </ul>	\$ 47,833	N
2	SEL	<ul style="list-style-type: none"> <li>• Compass Curriculum</li> <li>• Growth Compass and Circle</li> <li>• DEI</li> <li>• Townhall Meetings : Community Building</li> </ul>	\$45,000	N
3	Attendance Monitoring and Supports	<ul style="list-style-type: none"> <li>• Attendance Monitoring and Supports               <ol style="list-style-type: none"> <li>i. Data Tracking and Analysis</li> <li>ii. Teacher training on attendance system</li> <li>iii. Tiered Re-Engagement Steps:                   <ol style="list-style-type: none"> <li>1) Tier 1a- Universal Prevention: Automated phone call on the day that the student is absent.</li> <li>2) Tier 1b- Personalized Outreach: Classroom teacher makes contact with the student’s family to discuss the absence and what support is needed.</li> <li>3) Tier 2- Early Intervention: 3 absences-Teachers work with our Family and Community Engagement Manager determine what help the student’s family needs and to collaborate on strategies for re-engaging the student</li> <li>4) Tier 3- Intensive Intervention: 6 absences: Teacher and administrative team schedule a home visit and/or SST meeting in which a plan of support for the student is created and monitored on an ongoing basis.</li> </ol> </li> </ol> </li> </ul>	\$ 35,222	N

Action #	Title	Description	Total Funds	Contributing
4	Safety, Security, Facilities	<p>GPS will maintain a safe, secure, and clean facility to create an optimal learning environment for students.</p> <ul style="list-style-type: none"> <li>• Annual update of safety plan: Emergency protocols (evacuations, fire drills, lockdowns, communication plan, etc.)</li> <li>• Staff training in first aid</li> <li>• Daily cleaning; deep cleaning during school breaks</li> <li>• Supplies to prevent the spread of COVID-19 as per public health guidelines</li> <li>• School Support Manager</li> </ul>	\$ 764,035	N
5	Enrichment	<ul style="list-style-type: none"> <li>• Explorations: Field trips that come to school</li> <li>• Music</li> <li>• Art</li> <li>• Tech Club</li> <li>• Talent Shows</li> <li>• After School Program</li> </ul>	\$ 203,978	Y
6	DEI Workshops	<ul style="list-style-type: none"> <li>• Staff professional development sessions during summer and throughout the school year</li> <li>• Topics include: <ul style="list-style-type: none"> <li>○ GPS in the Context of a Racist Society</li> <li>○ Roots of Systemic Racism</li> <li>○ Privilege</li> <li>○ White Dominant Culture</li> </ul> </li> <li>• Professional networks of support: Promise 54, Diverse Charter Schools Coalition, Black Principals Network</li> </ul>	Represented in Goal 2, Action 2	N

## Goal Analysis for 2021-22

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.

Overall the actions designed to support achievement of the goal were implemented as planned.

Successes with the action implementation process include limited impact of COVID-19, Growth Public Schools was not required to shut down due to COVID exposures.

Some challenges with implementation this year occurred due to COVID-19 quarantining protocols and social distancing requirements. These requirements limited the success of our initiatives with ADA and chronic absenteeism.

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.

In Action 2.4, Safety, Security and Facilities, we spent less than budgeted because our rent expense amount decreased based on an audit recommendation. In Action 2.5, Enrichment, we spent more than budgeted because our Art and Music staff worked more hours than initially budgeted for.

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

The Restorative practices and SEL actions have been successful as evidenced by suspension and expulsion data (0% for 2020-21). Safety, Security and Facilities action has been successful overall as evidenced by our FIT report (“met”), Parent Survey: safety (87%) and Teacher Survey: safety (79%). Attendance Monitoring has been somewhat successful, despite covid-related challenges, as evidenced by ADA (91%) and Chronic Absenteeism (26%). Enrichment and DEI workshops have been successful as evidenced by Student Survey (safe and connected): 91%, and Teacher Survey (connectedness): 93%.

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

The school will be eliminating the School Support Manager role in the 22-23 school year and those responsibilities will be divided amongst other team members. We changed the numbering of Goals 1 and 2 so that Goal 1 would become the primary academic goal, and Goal 2 would become the primary climate and culture goal. We added “Data Year” and “Data Source” throughout the outcomes table to provide more information.

**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 3

Goal #	Description
3	A diverse representation of GPS families are fully engaged and participate in their student(s) learning experience.

An explanation of why the LEA has developed this goal.

In order to achieve our academic growth and achievement goals, we know that our diverse families are critical partners in the endeavor, and we must ensure all of our families, especially our families of color are encouraged to participate in school events and provide input.

State Priorities met by this goal: Priority 3 Parent Engagement (parent survey / decision making).

## Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
% of parents completing parent survey	26% Data Year: 2020-21 Data Source: Climate Survey	33% Data Year: 2021-22 Data Source: Climate Survey			90% or higher Data Year: 2023-24 Data Source: Climate Survey
Parent Survey: % of families respond positively to “I feel my child is physically safe at school” on annual survey	90% Data Year: 2020-21 Data Source: Local Data	87% Data Year: 2021-22 Data Source: Local Data			90% or higher Data Year: 2023-24 Data Source: Local Data

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Parent Survey: % of families who respond with agree or strongly agree to the following prompts: "Overall I am satisfied with GPS" and "I would recommend that other like-minded families enroll their child at GPS"	Overall satisfaction: 92% Recommend GPS: 90% Data Year: 2020-21 Data Source: Climate Survey	Overall satisfaction: 95% Recommend GPS: 88% Data Year: 2021-22 Data Source: Climate Survey			90% or higher for both indicators Data Year: 2023-24 Data Source: Climate Survey

## Actions

Action #	Title	Description	Total Funds	Contributing
1	Family Communication	Regular family communication on student academic and social-emotional progress <ul style="list-style-type: none"> <li>PLP meetings 3x/year to discuss student progress and encourage teacher relationship-building</li> <li>Requirement that parents walk students in and out of school each day to facilitate daily teacher/parent interactions.</li> </ul>	\$ 122,501	N
2	Community Engagement	<ul style="list-style-type: none"> <li>Growth Invaluable Family Teams (GIFT) – parent-led community-building events and fundraising opportunities for the GPS community</li> <li>Volunteer opportunities to encourage ownership of school: fundraising events, front desk reception, classroom tasks and light building maintenance</li> <li>Monthly “Chats with GPS Leadership” for families to provide feedback or ask questions of the leadership Team</li> <li>Community Events: Summer BBQ, Orientation, Back to School night, Holiday performance, Spring Festival, Fun Run</li> </ul>	\$ 134,143	N

Action #	Title	Description	Total Funds	Contributing
		<ul style="list-style-type: none"> <li>Family Workshops provide opportunities for families to learn how to best support their child's academic progress and social emotional well-being.</li> </ul>		

## Goal Analysis for 2021-22

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.

Overall the actions designed to support achievement of the goal were implemented as planned.

Successes with the action implementation process include a return to in person events and high satisfaction amongst families about how we have re-opened during COVID-19 challenges.

Some challenges with implementation this year occurred due to limitations on event and crowd sizes based upon local social distancing requirements.

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

In Action 3.1, Family Communication, we spent more than budgeted because we hired more office staff than budgeted. In 3.2, Community Engagement, we spent more than budgeted because the Community Engagement Manager salary was higher than initially budgeted.

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

The Family Communication and Community Engagement Action actions have been somewhat successful as evidenced by the percentage of families satisfied with our school (100%) and number of families completing the survey outcome (33%).

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

The school eliminated an outcome for % of parents participating in events as we feel that it is a duplication of efforts of the other two outcomes for this goal. We added "Data Year" and "Data Source" throughout the outcomes table to provide more information. We moved the metric, "Parent Survey: % of families respond positively to "I feel my child is physically safe at school" on the annual survey" from Goal 1 to Goal 3 in order to place it with the other parent measures.



**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 2022-23

Projected LCFF Supplemental and/or Concentration Grants	Projected Additional LCFF Concentration Grant (15 percent)
\$315,482	\$4,104

## 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
11.88%	0.00%	\$0.00	11.88%

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.

### A- Academic Growth and Achievement

#### Needs, Conditions, Circumstances

We do not have achievement data for our students on the CA dashboard since we are a new school. We had low performance in 2019 on the English Learner Progress Indicator, with 0% of students making progress towards English language proficiency. In 2019-20, our EL Reclassification rate was 10.7% It was 0% in 2020-21.

#### Actions

Based on a review of data, we have designed the 21-24 LCAP to implement strategies that effectively address learning gaps where needed while promoting rigorous grade level instruction. We have added an instructional coach to support our teachers through observations, planning, and professional development, a leadership coach to support administrators, as well as external p.d. aligned to meeting the needs

of our low income students, English learners, and foster youth. We have designed a comprehensive program of English Language Development to ensure that our English Learners become proficient and are able to reclassify at high rates.

## 1.2 Professional Development and Instructional Coaching

## 1.4 English Language Development

### Expected Outcomes

By implementing the identified actions, we will ensure steady growth in our academic outcomes, such as SBAC ELA and Math, English Learner Progress, Reclassification rates. Current targets aim for at least approximately 20 points growth within the next three years for both ELA and Math (see expected outcomes in Goal 1), and 22 points' growth in the English Learner Progress Indicator and maintenance of our high English Learner Reclassification rate. We plan to use NWEA MAP data to gauge progress throughout the year.

### B- Climate and Culture

### Needs, Conditions, Circumstances

In 2019, our Socioeconomically disadvantaged students had a suspension rate in the Orange level, at 3%. In 2019-20, suspensions decreased to 1.4%, with 0% for English learners and 1.6% for our Socioeconomically disadvantaged students. In 2019, our Socioeconomically disadvantaged students had a Chronic Absence rate in the Orange level, at 25.4%. Suspension rate was 0% in 20-21. Chronic Absence rate was 26% in 20-21, with 36% for English learners and 39% for Socioeconomically disadvantaged students. In 21-22, 91% of our students feel safe and connected to the school.

### Actions

## 2.6 Enrichment

Based on the data, we have designed the 2021-24 LCAP to implement strategies that effectively improve school culture and support the whole child. A key component of this is Enrichment, which consists of arts and music instruction as well as field trips. This action ensures that our low income students, English learners, and foster youth have the opportunity to engage in the arts and to engage in field trips that enrich their learning.

### Expected Outcomes

By implementing strategic actions in support of culture and climate, we hope to achieve our goals in academic growth and achievement, described above, and to maintain positive indicators that students feel safe and connected to the Growth Public School community. We will also measure progress toward high attendance, low chronic absenteeism and decreased suspensions (see above).

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

In professional development and instructional coaching, we have added an instructional coach to our program to support our teachers in planning and implementing instruction and a leadership coach to support our administration in meeting the needs of our low income students, English learners, and foster youth. In English Language Development, we have added an ELD lead to coordinate the Integrated and Designated ELD and to monitor the progress of our English learners. In Enrichment, we have added arts and music instruction as well as field trip opportunities.

Enrichment, with an expenditure of \$203,978, represents a 7.68% increase in services. PD & Coaching, with an expenditure of \$198,807, represents a 7.48% increase in services. ELD with an expenditure of \$83,962 represents a 3.16% increase in services. By implementing these actions, Growth is increasing services for foster youth, English learners, and low income students by at least 11.88%.

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.

Growth Public Schools is a single school LEA with a greater than 55% unduplicated pupil population that will use the additional concentration grant add-on funding to increase the number of staff providing direct services to students by hiring additional arts teachers to provide Enrichment– LCAP Goal 2, Action 5 -Enrichment.

<b>Staff-to-student ratios by type of school and concentration of unduplicated students</b>	<b>Schools with a student concentration of 55 percent or less</b>	<b>Schools with a student concentration of greater than 55 percent</b>
Staff-to-student ratio of classified staff providing direct services to students	N/A	Growth Public Schools 1:35
Staff-to-student ratio of certificated staff providing direct services to students	N/A	Growth Public Schools 1:25

# 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](mailto: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]).

- o Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (*EC* sections 52064[b][1] and [2]).
- o 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 <b>2021–22</b> .	Enter information in this box when completing the LCAP for <b>2021–22</b> .	Enter information in this box when completing the LCAP for <b>2022–23</b> . Leave blank until then.	Enter information in this box when completing the LCAP for <b>2023–24</b> . Leave blank until then.	Enter information in this box when completing the LCAP for <b>2024–25</b> . Leave blank until then.	Enter information in this box when completing the LCAP for <b>2021–22</b> or when adding a new metric.

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

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

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

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

## Goal Analysis:

Enter the LCAP Year.

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

- Describe the overall implementation of the actions to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process. This must include any instance where the LEA did not implement a planned action or implemented a planned action in a manner that differs substantively from how it was described in the adopted LCAP.
- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures and between the Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services, as applicable. Minor variances in expenditures or percentages do not need to be addressed, and a dollar-for-dollar accounting is not required.
- Describe the effectiveness of the specific actions to achieve the articulated goal as measured by the LEA. In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal. When responding to this prompt, LEAs

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

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

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

### Purpose

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

### Requirements and Instructions

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

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

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

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



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

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

**Required Descriptions:**

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

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

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

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

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

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

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

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

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

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

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

### **For School Districts Only:**

#### **Actions Provided on an LEA-Wide Basis:**

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

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

#### **Actions Provided on a Schoolwide Basis:**

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

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

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

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

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

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

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

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

Provide the following descriptions, as applicable to the LEA:

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

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

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

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

Complete the table as follows:

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

## Action Tables

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

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

- Table 1: Total Planned Expenditures Table (for the coming LCAP Year)
- Table 2: Contributing Actions Table (for the coming LCAP Year)
- Table 3: Annual Update Table (for the current LCAP Year)
- Table 4: Contributing Actions Annual Update Table (for the current LCAP Year)
- Table 5: LCFF Carryover Table (for the current LCAP Year)

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

## Data Entry Table

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

- **LCAP Year:** Identify the applicable LCAP Year.
- **1. Projected LCFF Base Grant:** Provide the total amount of LCFF funding the LEA estimates it will receive for the coming school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Grant Program and the Home to School Transportation Program, pursuant to 5 CCR Section 15496(a)(8).  
  
See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF apportionment calculations.
- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants the LEA estimates it will receive on the basis of the number and concentration of unduplicated students for the coming school year.
- **3. Projected Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected LCFF Base Grant and the Projected LCFF Supplemental and/or Concentration Grants, pursuant to 5 CCR Section 15496(a)(8). This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the coming LCAP year.
- **LCFF Carryover — Percentage:** Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table from the prior LCAP year. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).

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

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

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

# Contributing Actions Table

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

## Annual Update Table

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

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

## Contributing Actions Annual Update Table

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

- **6. Estimated Actual LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on of the number and concentration of unduplicated students in the current school year.
- **Estimated Actual Expenditures for Contributing Actions:** Enter the total estimated actual expenditure of LCFF funds used to implement this action, if any.
- **Estimated Actual Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis only to unduplicated students, and that does not have funding associated with the action, enter the total estimated actual quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%).
  - 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)
  - This amount is the total of the Planned Expenditures for Contributing Actions (LCFF Funds) column
- 5. Total Planned Percentage of Improved Services
  - This percentage is the total of the Planned Percentage of Improved Services column
- Planned Percentage to Increase or Improve Services for the coming school year (4 divided by 1, plus 5)
  - This percentage is calculated by dividing the Total Planned Contributing Expenditures (4) by the Projected LCFF Base Grant (1), converting the quotient to a percentage, and adding it to the Total Planned Percentage of Improved Services (5).

### ***Contributing Actions Annual Update Table***

Pursuant to EC Section 42238.07(c)(2), if the Total Planned Contributing Expenditures (4) is less than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the LEA is required to calculate the difference between the Total Planned Percentage of Improved Services (5) and the Total Estimated Actual Percentage of Improved Services (7). If the Total Planned Contributing Expenditures (4) is equal to or greater

than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the Difference Between Planned and Estimated Actual Percentage of Improved Services will display “Not Required.”

- 6. Estimated Actual LCFF Supplemental and Concentration Grants
  - This is the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on of the number and concentration of unduplicated students in the current school year.
- 4. Total Planned Contributing Expenditures (LCFF Funds)
  - This amount is the total of the Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)
- 7. Total Estimated Actual Expenditures for Contributing Actions
  - This amount is the total of the Estimated Actual Expenditures for Contributing Actions (LCFF Funds)
- Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)
  - This amount is the Total Estimated Actual Expenditures for Contributing Actions (7) subtracted from the Total Planned Contributing Expenditures (4)
- 5. Total Planned Percentage of Improved Services (%)
  - This amount is the total of the Planned Percentage of Improved Services column
- 8. Total Estimated Actual Percentage of Improved Services (%)
  - This amount is the total of the Estimated Actual Percentage of Improved Services column
- Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)
  - This amount is the Total Planned Percentage of Improved Services (5) subtracted from the Total Estimated Actual Percentage of Improved Services (8)

### ***LCFF Carryover Table***

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

- 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).

California Department of Education  
January 2022

## 2021–22 Annual Update Table

Totals:	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Actual Expenditures (Total Funds)
<b>Totals:</b>	\$ 2,758,872.00	\$ 2,858,073.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1	Restorative Practices	No	\$ 45,000	\$ 45,000
1	2	Social Emotional Learning	No	\$ 45,000	\$ 45,000
1	3	Attendance Monitoring and Supports	No	\$ 51,000	\$ 50,770
1	4	Safety, Security and Facilities	No	\$ 817,926	\$ 722,853
1	5	Enrichment	Yes	\$ 81,040	\$ 118,757
1	6	DEI Workshops	No	\$ -	
2	1	Standards Aligned Instruction	No	\$ 710,718	\$ 775,822
2	2	PD and Coaching	Yes	\$ 209,000	\$ 237,906
2	3	Data Driven Instruction	No	\$ 87,300	\$ 81,384
2	4	English Language Development	Yes	\$ 59,900	\$ 68,215
2	5	Special Education	No	\$ 320,179	\$ 322,674
2	6	Interventions for Struggling Students	Yes	\$ 109,909	\$ 125,827
3	1	Family Communication	No	\$ 114,140	\$ 131,000
3	2	Community Engagement	No	\$ 107,760	\$ 132,865
					\$ -

## 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)	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)
\$ 232,778	\$ 309,859	\$ 512,799	\$ (202,940)	0.00%	0.00%	0.00% - No Difference

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1	Restorative Practices	No	\$ -	\$ -	0.00%	0.00%
1	2	Social Emotional Learning	No	\$ -	\$ -	0.00%	0.00%
1	3	Attendance Monitoring and Supports	No	\$ -	\$ -	0.00%	0.00%
1	4	Safety, Security and Facilities	No	\$ -	\$ -	0.00%	0.00%
1	5	Enrichment	Yes	\$ 80,000	\$ 118,757	0.00%	0.00%
1	6	DEI Workshops	No	\$ -	\$ -	0.00%	0.00%
2	1	Standards Aligned Instruction	No	\$ -	\$ -	0.00%	0.00%
2	2	PD and Coaching	Yes	\$ 90,000	\$ 205,000	0.00%	0.00%
2	3	Data Driven Instruction	No	\$ -	\$ -	0.00%	0.00%
2	4	English Language Development	Yes	\$ 29,950	\$ 63,215	0.00%	0.00%
2	5	Special Education	No	\$ -	\$ -	0.00%	0.00%
2	6	Interventions for Struggling Students	Yes	\$ 109,909	\$ 125,827	0.00%	0.00%
3	1	Family Communication	No	\$ -	\$ -	0.00%	0.00%
3	2	Community Engagement	No	\$ -	\$ -	0.00%	0.00%
				\$ -	\$ -		0.00%

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)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
\$ 1,879,437	\$ 232,778	0.00%	12.39%	\$ 512,799	0.00%	27.28%	\$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	Total Personnel	Total Non-personnel
Totals	\$ 2,652,685	\$ 497,572	\$ -	\$ 67,234	3,217,491	\$ 2,101,709	\$ 1,118,615

Goal #	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1	Standards Aligned Instruction	All	\$ 908,356			\$ 10,000	\$ 918,356
1	2	PD and Coaching	All	\$ 198,807	\$ 25,581	\$ -	\$ 7,109	\$ 231,497
1	3	Data Driven Instruction	All	\$ 96,323	\$ -	\$ -	\$ -	\$ 96,323
1	4	English Language Development	English Learners	\$ 83,962	\$ -	\$ -	\$ 5,000	\$ 88,962
1	5	Special Education	Special Education	\$ 128,014	\$ 228,157		\$ 30,125	\$ 386,296
1	6	Interventions for Struggling Students	All	\$ 143,345	\$ -	\$ -	\$ -	\$ 143,345
2	1	Restorative Practices	All	\$ 47,833		\$ -	\$ -	\$ 47,833
2	2	Social Emotional Learning	All	\$ 30,000	\$ -	\$ -	\$ 15,000	\$ 45,000
2	3	Attendance Monitoring and Supports	All	\$ 35,222	\$ -	\$ -	\$ -	\$ 35,222
2	4	Safety, Security and Facilities	All	\$ 520,201	\$ 243,834	\$ -		\$ 764,035
2	5	Enrichment	All	\$ 203,978	\$ -	\$ -	\$ -	\$ 203,978
2	6	DEI Workshops	All	\$ -	\$ -	\$ -	\$ -	\$ -
3	1	Family Communication	All	\$ 122,501	\$ -	\$ -	\$ -	\$ 122,501
3	2	Community Engagement	All	\$ 134,143	\$ -	\$ -		\$ 134,143

