

LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Growth Public Schools

CDS Code: 34674390135343

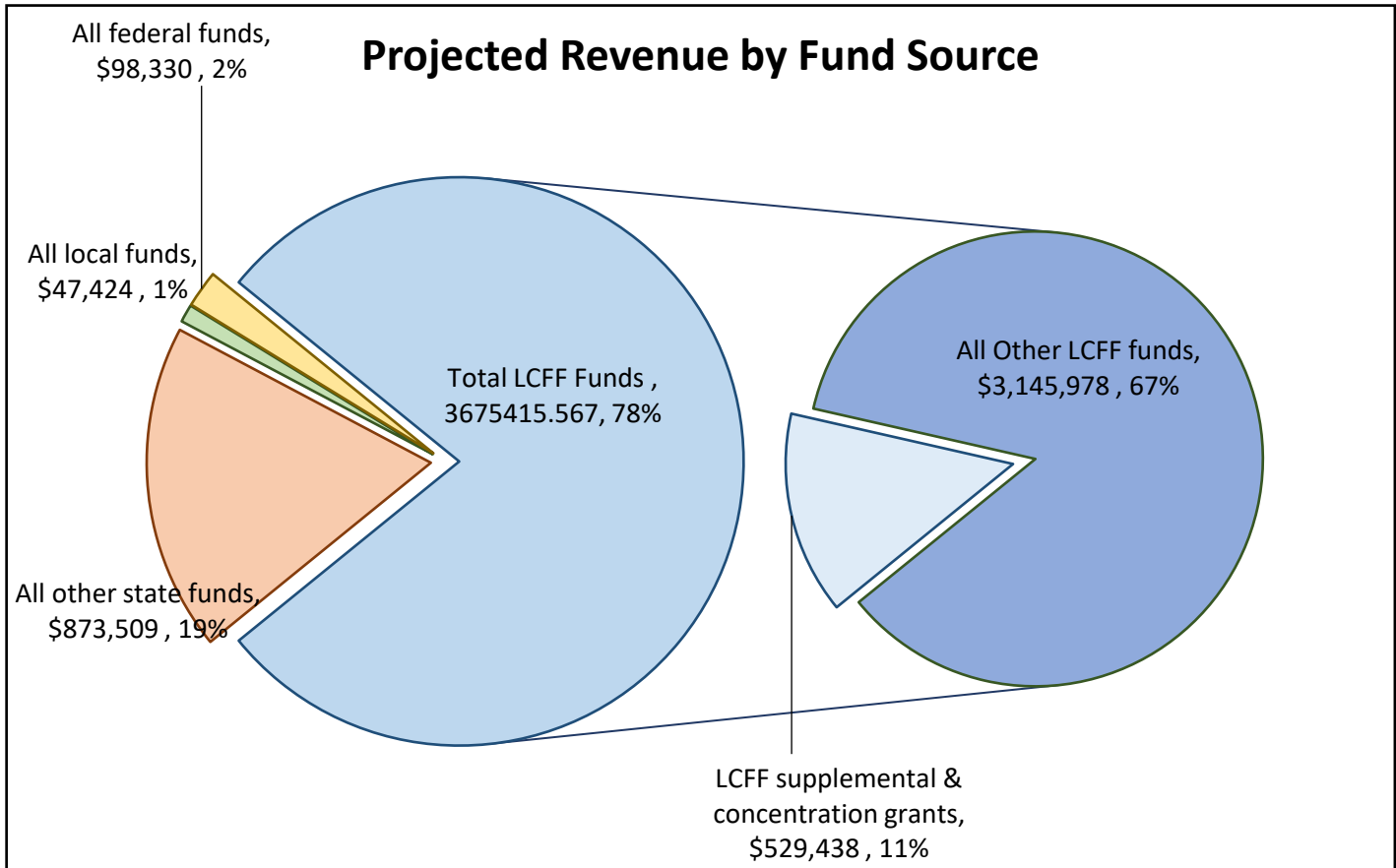
School Year: 2023-24

LEA contact information: Audria Johnson, Executive Director, 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 2023-24 School Year

Projected Revenue by Fund Source

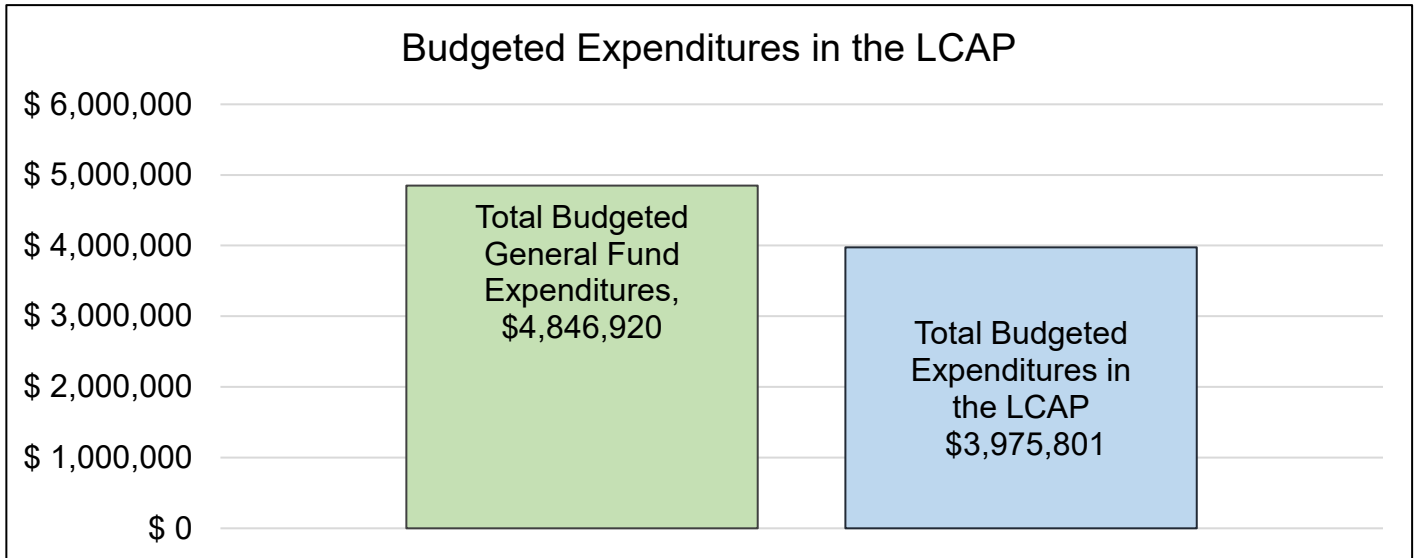


This chart shows the total general purpose revenue Growth Public Schools expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Growth Public Schools is \$4,694,678.57, of which \$3,675,415.57 is Local Control Funding Formula (LCFF), \$873,509.00 is other state funds, \$47,424.00 is local funds, and \$98,330.00 is federal funds. Of the \$3,675,415.57 in LCFF Funds, \$529,438.00 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 2023-24. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Growth Public Schools plans to spend \$4,846,920.00 for the 2023-24 school year. Of that amount, \$3,975,801.00 is tied to actions/services in the LCAP and \$871,119.00 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

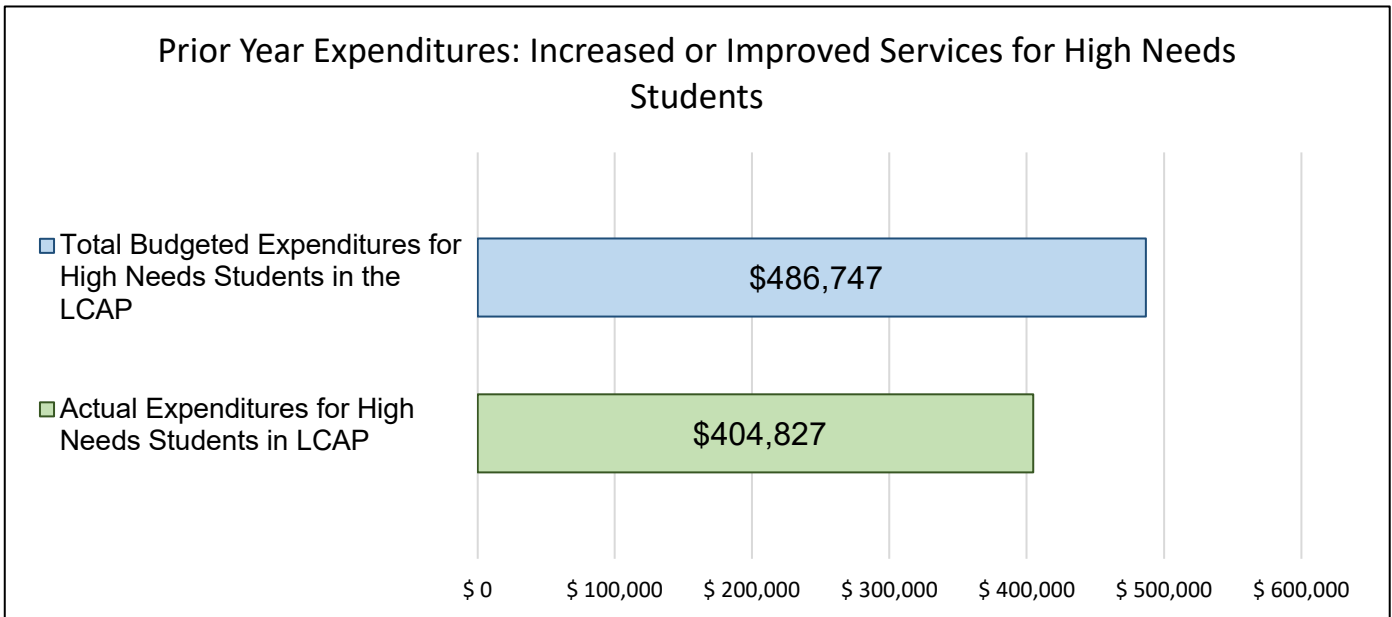
Food services, insurance, equipment leases, business services, oversight fees, legal fees, marketing, recruiting.

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

In 2023-24, Growth Public Schools is projecting it will receive \$529,438.00 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 \$631,351.00 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 2022-23



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 2022-23, Growth Public Schools's LCAP budgeted \$486,747.00 for planned actions to increase or improve services for high needs students. Growth Public Schools actually spent \$404,827.00 for actions to increase or improve services for high needs students in 2022-23. The difference between the budgeted and actual expenditures of \$81,920.00 had the following impact on Growth Public Schools's ability to increase or improve services for high needs students:

Students went on fewer field trips that required expenditures. Funds were shifted to increase teacher and office staff salaries to ensure students received high quality instructional support and families received necessary communication about attendance. GPS increased services for high needs students 16.65% in 2022-23, exceeding the required 15.51%.

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 Schools	Audria Johnson, Executive Director	ajohnson@growthps.org 916-394-5007

Plan Summary 2023-24

General Information

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

Growth Public Schools (GPS) is a CA public school located in the La Riviera community of Sacramento. GPS opened its doors in the fall of 2017 providing on-site instruction for transitional kindergarten through 8th grade students. Today, GPS serves students coming from nearby areas to access the highly engaging, student responsive educational program offered to each and every student.

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.

GPS serves approximately 278 students with diverse needs and backgrounds. Numerically significant student groups include 58% Socioeconomically Disadvantaged; 19% English Learners; 13% students qualify for special education services (22-23 DataQuest). Additionally, 51% of students identify as Hispanic or Latino, 23% White, 9% African American, 8% Two or More Races, and 7% Asian. The LCFF unduplicated percentage is approximately 62% (22-23 CALPADS).

To support attainment of described goals, GPS completes an annual comprehensive needs assessment of the entire school, including - an analysis of verifiable state data and local performance data used to measure student outcomes as evidenced in the annual update portion of the Local Control and Accountability Plan (LCAP).

-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 so they may provide input as to the strategies that will be implemented in the LCAP to address those areas of opportunity;

-a process for evaluating and monitoring the implementation and effectiveness of the LCAP actions and outcomes and the progress toward accomplishing the established goals with a specific focus on actions funded with supplemental funds.

In the 2022-23 school year, our school was identified for Additional Targeted Support and Improvement (ATSI). This means that based on the data from the 2022 California School Dashboard, students with disabilities, African American and White students were in the lowest status level for all but one of the state indicators. This plan will address ways to improve our school and student outcomes for students with disabilities, African American, and White students in particular, based on a needs assessment and identification of resource inequities.

Decisions on expenditures, policy and services take into account the needs of Growth Public Schools based on student achievement data to include SBAC, ELPAC, local/interim assessment data, cumulative assessments, and attendance and student demographic data to include the significant and unduplicated student groups. Each goal includes actions and services that address the needs of all students and significant student groups. Actions are aligned with evidence-based strategies that provide opportunities for all children, methods and instructional strategies with a 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.

IDENTIFIED PROGRESS

State Indicators

GPS made significant progress in addressing the academic needs of English language learners. In 2022, GPS matched the state with 50% of students making progress on the CA Dashboard language proficiency indicator. This progress is a strong indicator of effectiveness of the previous year's actions. Students classified as English language learners were absent from school at a much lower rate (25%) than other student groups and the overall student population.

Local Indicators

All state mandated local indicator requirements were met.

MAINTAINING/BUILDING ON PROGRESS

GPS attributes its success to the strong support program (academic and social-emotional) provided to all students. The school will investigate strategies used to support English learners that may be transferable to other student groups and/or the whole school population.

Reflections: Identified Need

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

IDENTIFIED NEEDS

There are identified needs for English Language Arts and Mathematics achievement. Students averaged 48 points below standard in ELA and 64 points below standard in math. ELA and Mathematics achievement needs are being addressed with a standards-aligned instructional program, supported by a data-based intervention program. Also, the very high Chronic absenteeism rate (38%) and the medium suspension rate (2.7%) needs to be addressed in the coming year. Students identifying as African American (10%) were suspended at a higher rate than the overall population of students. Chronic Absenteeism is being addressed with additional outreach to families about the importance of regular attendance. The school will also invest in better systems for tracking attendance and providing incentives for students with regular attendance. Also, the independent study program needs to be updated to ensure students who cannot be at school can continue learning. Attendance has continued to be an issue this year with high rates of illness persisting in our community. Additionally, the transition to the Summit Learning Platform for 4th grade and above has been difficult for many of our students because it requires students to own their own learning, which they have not been required to do at this level in the past. This change, in addition to growing our 6th grade class, has led to some challenges with school culture that the school has had to work through this year. As new students adapt to GPS culture and all students learn to navigate the new protocols for using the Summit Learning Platform, attendance and behavior issues will improve. The Dean is providing additional support for students with high numbers of behavior referrals to ensure their needs are met.

LCAP Highlights

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

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

N/A

Monitoring and Evaluating Effectiveness

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

N/A

Engaging Educational Partners

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

Board

The board holds monthly open meetings that provide the public the opportunity for comment. Growth Public Schools promotes parent participation in public meetings and at public hearings through website and agenda postings. Translation is provided, as requested. The LCAP public hearing was held and the Board approved the LCAP on 6/27/23.

Advisory Council

The Parent Advisory Council meets monthly to inform the decision-making process. Parents (including parents of English Learners), classified staff, certificated staff and an administrator make up the council. The council discusses academic performance, supplemental services and areas to make improvements with federal funds as part of the School Plan included in the LCAP. 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. 2022-23 meeting dates: 10/6/22, 11/10/22, 12/8/22, 1/21/23, 2/9/23, 3/9/23, 4/13/23, 5/15/23.

Administration

Principals, administrators provided feedback during 1:1 meetings, regular leadership team meetings and through an annual survey.

Teachers and Other School Staff

Teachers provide feedback during regular staff meetings and through an annual survey in May. An LCAP Ed Partner Engagement Session was held 4/10/23.

Parents/Guardians

Parents and guardians are recruited to participate in advisory councils and attend public meetings where public comment can be made. Parents are encouraged to communicate via email, phone call, or in-person meetings with the administration and staff. Parents provide input at parent-teacher conference events, orientations, open house, and Get to Know GPS Events. Parents also complete the annual spring LCAP survey in May/June.

Students

Students provided feedback through a Compass survey in April and an end of the year survey in May, as well as through informal conversations with teachers and staff. Teachers shared student feedback from these discussions with school leadership to inform plans.

SELPA

Special Education staff and the SELPA are consulted about school wide goals each spring. LCAP-specific feedback was requested on May 30 and June 1, 2023. GPS participates in all required SELPA meetings and fulfills all requirements.

A summary of the feedback provided by specific educational partners.

Advisory Council

They appreciate getting back to community events with families to strengthen school culture. They believe the school needs classes for parents, on topics such as literacy for EL parents, parenting and discipline, attendance.

Administration/ Teachers/ Other School Staff

Strengths:

- Staff relationships (96.3% rate team culture as positive on staff survey)
- Staff Culture (100% of staff agree or strongly agree that they enjoy working at GPS on staff survey)
- 100% support SEL program according to staff survey
- K-3 Reading intervention
- Designated ELD instruction
- Integration of academic content with specials

Needs:

- More math supports (i.e. curriculum, intervention, resources)
- More ELD support and resources
- Counseling services
- Better calendaring of school events (i.e. testing, conferences, student showcases, spirit weeks)
- More integration of academic content with specials
- Teacher support with implementation of student IEP and 504 accommodations
- More family participation in attendance efforts/ chronic absenteeism

Parents/Guardians are very satisfied with the school with 93.5% of them rating the school exceptional, excellent, or good on the first semester survey. 96.7% feel the school culture is positive (the other respondents were neutral). All parents are satisfied with opportunities for engagement.

Students enjoyed participating in science experiments and projects this year. They shared they would like more opportunities for lower and upper grade students to connect and build relationships, but they did not like having combination classrooms this year with more than grade level combined with one teacher. They would like more project-based learning, especially in Science. They would also like more space and equipment for recess, more student clubs, and more healthy lunch options.

SELPA

To meet the requirements of EC 52062(a)(5), the SELPA recommends that LEAs include language around participation in SELPA collaboration and learning activities that may include, but are not limited to:

- Participation in the CDE's Special Education Monitoring Processes (including Targeted, Intensive, and Small LEA Cyclical Monitoring)
- Program/Technical support by the Program Specialist and/or other SELPA team members
- Participation in the SELPA's Professional Learning Offerings

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

Due to positive feedback from our educational partners, we are continuing with LCAP implementation as previously planned. We will address the feedback around specific needs through refinement of our current program, but these changes do not require any changes to the LCAP.

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 Data Source: DataQuest CAASPP Summative	Growth students have not taken the SBAC yet Data Year: 2019-20 Data Sour	Students not CAASPP tested in 2021	2021-2022 All Students: -48.3 EL: -97.5 SED: -58.8 SWD: -97.2 African American: -47.8 Hispanic: -67.3 White: -32.9 Data Year: 2021-22 Data Source: Dataquest		Match or exceed the state average DFS, both schoolwide and for all significant subgroups. All Students: -12.2 EL: -61.2 SED: -41.3 SWD: -97.3 African American: -57.7 Hispanic: -38.6 White: 21.9

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 Data Source: DataQuest CAASPP Summative	Growth students have not taken the SBAC yet Data Year: 2018-19 Data Source: CAASPP	Students not CAASPP tested in 2021	All Students: -64.2 EL: -86 SED:-77.6 SWD: -127.8 African American: -88.4 Hispanic: -75.5 White: -34 Data Year: 2021-22 Data Source: Dataquest		Growth's Math DFS result will or match or exceed the state average DFS on CAASPP, both schoolwide and for all significant subgroups. All students: -51.7 EL: -92 SED: -84 SWD: -130.8 African American: -106.9 Hispanic: -83.4 White: -13.4
CA Science Test (CAST) % meeting/exceeding standard	No 5th grade students in 2018-19	Students not CAST tested in 2021	All Students: 13% Data Year: 2021-22 Data Source: Dataquest		20%
% of students meeting NWEA MAP growth targets in Reading and Math	Math: 45% Reading: 45% Data Year: 2020-21 Data Source: NWEA MAP	Math: 37% Reading:29% Data Year: 2021-22 Data Source: NWEA MAP (modified in 2023 to only include MAP data to better compare across years)	Math: 34% Reading:40% Data Year: 2022-23 Data Source: NWEA MAP		GPS students will show an increase in percentage of students who meet their NWEA annual growth target in Reading and Math Data Year: 2023-24 Data Source: NWEA Map

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
% of EL students showing progress on the ELPAC Data Source: CA Dashboard English Learner Progress Indicator	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)	2021-2022 50% students making progress matching the state average Data Year: 2021-22 Data Source: Dashboard ELPI Indicator		Show progress towards, meet, or exceed the state average each year. Data Year: 2022-23 Data Source: Dashboard ELPI Indicator
EL reclassification rate	10.7% Data Year: 2019-20 Source: DataQuest	0% Data Year: 2020-21 Data Source: DataQuest	Data release delayed by the CDE Data Year: 2021-22 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: 2020-21 Data Source: Dataquest		100% Data Year: 2021-22 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 Source: 2021-22 Data Source: Local Indicators		0% Data Year: 2022-23 Data Source: Local Indicators

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
% 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 Source: 2021-22 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 Source: 2021-22 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>GPS ensures that all students are provided Instruction using project-based, standards-aligned thematic units</p> <ul style="list-style-type: none"> • Core curriculum – research, pilot and implement high quality, standards- based curriculum adopted with critical teacher input • Supplemental online instructional resources—such as Freckle, Extra Math, EPIC 	\$1,418,121	N

Action #	Title	Description	Total Funds	Contributing
2	Professional Development and Instructional Coaching	<p>We will provide Professional Development and Instructional Coaching for all of our teachers including:</p> <p>Professional Development</p> <ul style="list-style-type: none"> i. Leadership development on establishing systems to make real-time, data-informed decisions for individual students; staff training on data-driven instruction ii. ELD supports <ul style="list-style-type: none"> 1) ELD Framework and Standards 2) ELD Curriculum and Resources 3) Integrated ELD 4) Designated ELD 5) SDAIE 6) Intervention iii. Special Education <ul style="list-style-type: none"> 1) Best Practices for Co-teaching and collaboration in specialized academic instruction 2) Verbal de-escalation strategies for all teachers and staff iv. SEL <ul style="list-style-type: none"> 1) Compass and Circles Practices 2) Restorative Practices in classroom v. Culturally competent teaching/Diversity, Equity and Inclusion (DEI) vi. Technology—SIS, Gradebook, assessments, and curriculum tools vii. Pedagogy - best practices <ul style="list-style-type: none"> 1) student work analysis and planning 2) instructional strategies <p>Teacher Coaching</p> <p>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.</p> <ul style="list-style-type: none"> 1) scope and sequence/long term plan and lesson plan review 2) class observations and feedback 3) student work analysis 4) Reviewing assessment data 	\$203,044	Y

Action #	Title	Description	Total Funds	Contributing
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"> ● NWEA MAP, Freckle, Renaissance STAR, and common internal assessments ● Fountas and Pinnell to plan for students in need of reading intervention 	\$90,511	N
4	English Language Development	<p>GPS provides a structured English Immersion program for English learners to acquire English using the following supports:</p> <p>ELD Instruction:</p> <ul style="list-style-type: none"> - Sheltered instruction - Pre-teaching vocabulary - Specifically teaching Academic English - Reading support groups - Increasing production - Small group support - Designated ELD teacher to provide instruction at each level <p>ELD Professional Development for teachers and associate teachers on the following topics:</p> <ul style="list-style-type: none"> - ELD Framework and Standards - ELD Curriculum and Resources - Integrated ELD/Designated ELD - SDAIE - Intervention 	\$145,249	Y

Action #	Title	Description	Total Funds	Contributing
5	Special Education	<p>Specialized academic instruction with options on the continuum of services including:</p> <ul style="list-style-type: none"> ● General Education class without Resource support ● General Education Class with Pull-out Resource ● General Education class with Push-in/consult support <p>Additional services include:</p> <ul style="list-style-type: none"> ● Speech and Language ● Occupational Therapy ● Physical Therapy ● Behavior Support ● Counseling 	\$469,984	N
6	Interventions	<p>Interventions for Struggling Students</p> <ul style="list-style-type: none"> ● Response to Intervention Program <ul style="list-style-type: none"> ○ 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. ○ 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. ○ 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. ● Before- and after-school program ● Personalized learning plans for each student for daily independent work 	\$247,524	Y

Goal Analysis for 2022-2023

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 we no longer use the following instructional programs: Leveled Reading, Freckly, Renaissance Star, Fountas and Pinnel, and Orton Gillingham.

Successes with the action implementation process include the addition of two coaches for teachers; it has been very helpful to have additional instructional leadership staff on site. In addition, our intervention program has been running successfully. 93% of students who participated in intervention met their year-long goal of 10% growth. There has been an improvement in English Learner progress, as the ELPI went from 0% in 2020/21 to 50% in 2021/22. Culture building practices are working, and staff agree there is a strong community spirit.

Some challenges with implementation this year involve the introduction of the Summit platform. While it is still being developed and updated, students struggled to get comfortable with the program because it was not very user friendly. It had been a tough transition from on paper learning to an online platform. The new system relies on students advocating for themselves and implementing feedback. It will ultimately be a great tool for students when they acclimate because it encourages continuous improvement until they reach mastery which is an essential life skill.

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.

The estimated actuals for Action 1 Standards Aligned Instruction and Action 6 Interventions for Struggling Students were higher than budgeted due to increased teacher salaries this year.

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

The effectiveness of GPS's actions towards implementing a high-quality instructional program (1.1-1.3) is demonstrated by all students having credentialed teachers, standards-aligned instructional materials for use at school and at home, and enrollment in a broad course of study. Additionally, state-adopted standards are being fully implemented at GPS.

The English Language Development action has demonstrated effectiveness with 50% of English learners making progress or maintaining at the highest level on the ELPAC in 2021-22, matching the overall state average.

The Special Education action has demonstrated partial effectiveness with the average distance from standard on both the ELA and Math CAASPP for students with disabilities matching that of the overall state. Students with Disabilities are performing well below standard and GPS will continue to provide specialized academic supports aligned with students' IEPs to ensure continued progress.

The effectiveness of the overall instructional program, including interventions is difficult to ascertain at this time. This is the first year of CAASPP data for GPS students because the last regular testing year for CAASPP in 2018-19, we did not yet have a third grade class, and students do not begin CAASPP testing until 3rd grade. 2021-22 is truly a baseline year for the school, even more so because it was the first school year with most of our students attending in person since 2019-20 due to the pandemic. The CA Dashboard shows GPS with low status levels for both ELA and Math. We look forward to next year when regular CA Dashboard reporting resumes that will take into account

both our students' achievement AND their growth. In ELA, there is a need to fortify the regular instructional program and the intervention services, as GPS students' average distance from standard on the ELA CAASPP is greater for all students and all subgroups, except the African American student subgroup, than the state average. In Math, the average distance from standard was smaller than that of the state for all GPS numerically significant subgroups, except the white student subgroup. For overall GPS students in Math, the distance from standard was greater than that of the state.

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 metric "Students making one year of growth in Reading and Math based on GPS' interim assessments" has been changed to "% of students meeting NWEA MAP growth targets in Reading and Math" to reflect that GPS is using the MAP assessments primarily to assess student academic growth. The year 1 outcome data was modified to only include the MAP data to better compare the results across the years. The desired outcome was modified to match the language of the modified metric.

There are no changes to the goal, metrics, desired outcomes, or actions for the coming year.

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

Goal 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	75% Data Year: 2022-23 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	84% Data Year: 2022-23 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, "I feel connected to GPS."	94% Data Year: 2020-21 Data Source: Local Data	93% Data Year: 2021-22 Data Source: Local Data	96% Data Year: 2022-23 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	91.5% Data Year: 2022-23 Data Source: P2 Attendance		95% or higher Data Year: 2023-24 Data Source: P-2 Report

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
<p>Chronic Absence Rate for all students and all significant subgroups</p> <p>Data Source: DataQuest Chronic Absenteeism Rate</p>	<p>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: 2018-19 Data Source: DataQuest Chronic Absenteeism Rate</p>	<p>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</p>	<p>2021-2022</p> <p>All Students: 38.2% EL: 24.5% SED: 39.4% SWD: 40% African American: 40% Asian: 15% Hispanic/Latinx: 42.6% White: 40% Two or More Races: 32.1%</p>		<p>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</p>
<p>Suspension rate for all students and all significant subgroups</p> <p>Data Source: DataQuest Suspension Rate</p>	<p>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</p>	<p>0% for all students and all student groups</p> <p>Data Year: 2020-21 (distance learning)</p> <p>Data Source: DataQuest Suspension Rate</p>	<p>2021-2022</p> <p>All Students: 2.7% EL: 0% SED: 4.7% SWD: 2.8% African American: 10% Asian: 0% Hispanic/Latinx: 2.9% White: 1.5% Two or More Races: 0%</p>		<p>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</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Expulsion Rate Data Source: DataQuest Expulsion Rate	0% Data Year: 2019-20 Data Source: DataQuest Expulsion Rate	0% Data Year: 2020-21 Data Source: DataQuest Expulsion Rate	2021-2022 0% for all students and all student subgroups		< 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: 2022-23 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"> ● Heroic : Earn a card if they get “Caught” displaying one of those values ● Newsletter: Spotlight on community commitments ● Badgework: 5 disciplines with two habits completed independently 	\$97,366	N
2	SEL	<ul style="list-style-type: none"> ● Compass Curriculum ● Growth Compass and Circle ● DEI ● Townhall Meetings : Community Building 	\$53,400	N

Action #	Title	Description	Total Funds	Contributing
3	Attendance Monitoring and Supports	<ul style="list-style-type: none"> ● Attendance Monitoring and Supports <ol style="list-style-type: none"> i. Data Tracking and Analysis ii. Teacher training on attendance system iii. Tiered Re-Engagement Steps: <ol style="list-style-type: none"> 1) Tier 1a- Universal Prevention: Automated phone call on the day that the student is absent. 2) Tier 1b- Personalized Outreach: Classroom teacher makes contact with the student's family to discuss the absence and what support is needed. 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 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. 	\$44,067	N
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"> ● Annual update of safety plan: Emergency protocols (evacuations, fire drills, lockdowns, communication plan, etc.) ● Staff training in first aid ● Daily cleaning; deep cleaning during school breaks ● Supplies to prevent the spread of COVID-19 as per public health guidelines ● School Support Manager 	\$911,834	N

Action #	Title	Description	Total Funds	Contributing
5	Enrichment	<ul style="list-style-type: none"> ● Explorations: Field trips that come to school ● Music ● Art ● Tech Club ● Talent Shows ● After School Program 	\$132,195	Y
6	DEI Workshops	<ul style="list-style-type: none"> ● Staff professional development sessions during summer and throughout the school year ● Topics include: <ul style="list-style-type: none"> ○ GPS in the Context of a Racist Society ○ Roots of Systemic Racism ○ Privilege ○ White Dominant Culture ● Professional networks of support: Promise 54, Diverse Charter Schools Coalition, Black Principals Network 	\$0	N

Goal Analysis for 2022-2023

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 there is no longer a Student Support Manager on site.

Successes with the action implementation process include that the Dean has been strongly supporting students and culture including tracking referrals and providing monthly updates to see which students are getting more referrals. In addition, staff morale is very high and the administration is continuing to make staff satisfaction a priority. A staff survey found that 100% of staff agree or strongly agree that they enjoy working at GPS and 96.3% rate staff culture as positive.

Some challenges with implementation this year involve student attendance. While it is improving after COVID, illness is still an issue. Also, the addition of the Summit Learning curriculum has had an impact on culture; it has been a difficult transition. Furthermore, we added a sixth grade class to our school this year, and that has caused some culture shifts as new families attempt to adjust to a new school. Our independent study program presented another challenge this year because in some cases it was not being used properly for illness.

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.

The estimated actuals for Action 3 Attendance Monitoring and Supports are higher than budgeted expenditures due to increasing office staff salaries. The estimated actuals for Action 5 Enrichment are lower than budgeted due to decreasing the number of field trips students took this year.

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

The restorative practices program, SEL, and enrichment actions were partially effective as evidenced by the 0% expulsion rate and a 2.7% suspension rate. The decrease in the percentage of students who feel safe and invested in GPS this year indicates that there is work to be done to improve school culture and students' sense of connection to the school community. The transition to the Summit Learning Platform for 4th grade and above has been difficult for many of our students because it requires students to own their own learning, which they have not been required to do at this level in the past. This change, in addition to growing our 6th grade class, has led to some challenges with school culture that the school has had to work through this year. As new students adapt to GPS culture and all students learn to navigate the new protocols for using the Summit Learning Platform, attendance and behavior issues will improve. The Dean is providing additional support for students with high numbers of behavior referrals to ensure their needs are met.

The attendance monitoring and supports action was not effective in 2021-22 as evidenced by the 38.2% chronic absenteeism rate. Chronic Absenteeism is being addressed with additional outreach to families about the importance of regular attendance. The school will also invest in better systems for tracking attendance and providing incentives for students with regular attendance. Also, the independent study program needs to be updated to ensure students who cannot be at school can continue learning. Attendance has continued to be an issue this year with high rates of illness persisting in our community.

The DEI workshops action was effective as evidenced by the teacher survey results regarding connection. A staff survey found that 100% of staff agree or strongly agree that they enjoy working at GPS and 96.3% rate staff culture as positive.

The safety, security and facilities action was effective as evidenced by positive student and teacher perceptions of school safety and facilities inspections showing the facility in good repair.

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

There are no changes to the goal, metrics, desired outcomes, or actions for the coming year.

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

Goal 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	76% Data Year: 2022-23 Data Source: Climate Survey		85% 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	89% Data Year: 2022-23 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	Overall satisfaction: 96% Recommend GPS: 92% Data Year: 2022-23 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"> • PLP meetings 3x/year to discuss student progress and encourage teacher relationship-building • Requirement that parents walk students in and out of school each day to facilitate daily teacher/parent interactions. 	\$111,106	N

Action #	Title	Description	Total Funds	Contributing
2	Community Engagement	<ul style="list-style-type: none"> ● Growth Invaluable Family Teams (GIFT) – parent-led community-building events and fundraising opportunities for the GPS community ● Volunteer opportunities to encourage ownership of school: fundraising events, front desk reception, classroom tasks and light building maintenance ● Monthly “Chats with GPS Leadership” for families to provide feedback or ask questions of the leadership Team ● Community Events: Summer BBQ, Orientation, Back to School night, Holiday performance, Spring Festival, Fun Run ● Family Workshops provide opportunities for families to learn how to best support their child’s academic progress and social emotional well-being. 	\$51,400	N

Goal Analysis for 2022-2023

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 a few of the community engagement activities, including the Growth Invaluable Family Teams (GIFT) Advisory group, parent community-building events, and monthly chats with GPS leadership.

Successes with the action implementation process include the Fun Run and Fall Festival; it has been refreshing to hold more in person events. We have maintained weekly communication with parents and sent out a fall newsletter to all households. 93.5% of parents have rated the first semester exceptional, excellent, or good and 96.7% agree that the culture is positive while the remainder responded neither agree nor disagree. All parents reported that they are satisfied with engagement.

Some challenges with implementation this year involve our need to reframe expectations for teachers regarding parent communication, as some struggle to maintain regular communication with families.

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

There were no material differences between budgeted expenditures and estimated actuals for this goal.

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

The family communication and community engagement actions were effective as evidenced by the 76% of parents completing the parent survey, a big increase from previous years. Additionally, 89% of families feel their child is safe and 96% of parents are satisfied with the school.

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

There are no changes to the goal, metrics, or actions for the coming year. The desired outcome for the metric “% of parents completing parent survey” was decreased from 90% to 85% to create a reasonable target for next year based on this year’s outcome.

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

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students for 2023-24

Projected LCFF Supplemental and/or Concentration Grants	Projected Additional LCFF Concentration Grant (15 percent)
\$529,438	\$33,666

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
17%	0%	\$0	17%

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

The 2022 CA Dashboard shows Socioeconomically disadvantaged students with low status in English Language Arts and Math. English Learners were not provided with a status level. The average distance from standard for the English learner subgroup was - 97.5 and 86 for ELA and Math respectively. We had medium performance in 2022 on the English Learner Progress Indicator, with 50% of students making progress towards English language proficiency.

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. We have developed a tiered system of interventions providing smaller class sizes and instructional assistants to support instruction, as well as a reading intervention teacher to address more intensive needs for support. Afterschool and Summer enrichment is another way in which we will be addressing students’ academic needs, in addition to providing appropriate

technological tools and support to ensure students can use these tools proficiently. 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.

Professional Development and Instructional Coaching

English Language Development

Interventions for Struggling Students

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, and EL reclassification rates. We plan to use NWEA MAP data to gauge progress throughout the year.

B - School Culture

Needs, Conditions, Circumstances

The 2022 CA Dashboard shows Socioeconomically disadvantaged students and English learners with a very high status level in Chronic Absenteeism. Socioeconomically disadvantaged students have a high suspension status level (4.7%) and English learners have a very low suspension status level (0%).

Actions

Based on the data, the plan includes enrichment activities including music, art, tech club, talent shows, and explorations to benefit all students, but specifically socioeconomically disadvantaged students and English learners to support high attendance, engagement, positive behavior and sense of connectedness with the school community.

Enrichment

Expected Outcomes

By implementing this action, we will ensure a decrease in Chronic Absenteeism and suspensions and increase daily attendance and the sense of student connectedness with the school community. We will monitor progress with our Student Information System and through annual student surveys.

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

GPS will increase services to English learners, foster youth, and low-income students 20% through the following services:

Professional Development and Instructional Coaching \$195,406 = 6.2%

English Language Development \$99,182 = 3.15%

Intervention \$247,524 = 7.9%

Enrichment \$89,239 = 2.8%

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 by increasing the number of staff who provide direct services to students by retaining 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 (additional before and after school as well as additional small groups during the day) in coordination with the outlined intervention actions from LCAP Goal 2, Action 6 - Interventions.

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

2023-24 Total Planned Expenditures Table

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	\$ 3,333,725	\$ 543,746	\$ -	\$ 98,330	3,975,801	\$ 2,898,266	\$ 1,077,535

Goal #	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1	Standards Aligned Instruction	All	\$ 1,408,121	\$ -	\$ -	\$ 10,000	\$ 1,418,121
1	2	PD and Coaching	All	\$ 195,406	\$ -	\$ -	\$ 7,638	\$ 203,044
1	3	Data Driven Instruction	All	\$ 90,511	\$ -	\$ -	\$ -	\$ 90,511
1	4	English Language Development	English Learners	\$ 99,182	\$ -	\$ -	\$ 46,067	\$ 145,249
1	5	Special Education	Special Education	\$ 178,403	\$ 256,956	\$ -	\$ 34,625	\$ 469,984
1	6	Interventions for Struggling Students	All	\$ 247,524	\$ -	\$ -	\$ -	\$ 247,524
2	1	Restorative Practices	All	\$ 97,366	\$ -	\$ -	\$ -	\$ 97,366
2	2	Social Emotional Learning	All	\$ 53,400	\$ -	\$ -	\$ -	\$ 53,400
2	3	Attendance Monitoring and Supports	All	\$ 44,067	\$ -	\$ -	\$ -	\$ 44,067
2	4	Safety, Security and Facilities	All	\$ 668,000	\$ 243,834	\$ -	\$ -	\$ 911,834
2	5	Enrichment	All	\$ 89,239	\$ 42,956	\$ -	\$ -	\$ 132,195
2	6	DEI Workshops	All	\$ -	\$ -	\$ -	\$ -	\$ -
3	1	Family Communication	All	\$ 111,106	\$ -	\$ -	\$ -	\$ 111,106
3	2	Community Engagement	All	\$ 51,400	\$ -	\$ -	\$ -	\$ 51,400

2023-24 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
\$ 3,145,978	\$ 529,438	16.83%	0.00%	16.83%	\$ 631,351	0.00%	20.07%	Total:	\$ 631,351
								LEA-wide Total:	\$ 631,351
								Limited Total:	\$ -
								Schoolwide Total:	\$ -

Goal #	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF)	Planned Percentage of Improved Services (%)
1	2	PD and Coaching	Yes	LEA-wide	All	All Schools	\$ 195,406	0.00%
1	4	English Language Development	Yes	LEA-wide	English Learners	All Schools	\$ 99,182	0.00%
1	6	Interventions for Struggling Student	Yes	LEA-wide	All	All Schools	\$ 247,524	0.00%
2	5	Enrichment	Yes	LEA-wide	All	All Schools	\$ 89,239	0.00%

2022-23 Annual Update Table

Totals:	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Actual Expenditures (Total Funds)
Totals:	\$ 3,217,491	\$ 3,444,753

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	Standards Aligned Instruction	No	\$ 918,356	\$ 1,102,648
1	2	PD and Coaching	Yes	\$ 231,497	\$ 254,542
1	3	Data Driven Instruction	No	\$ 96,323	\$ 98,150
1	4	English Language Development	Yes	\$ 88,962	\$ 96,053
1	5	Special Education	No	\$ 386,296	\$ 385,170
1	6	Interventions for Struggling Students	No	\$ 143,345	\$ 183,471
2	1	Restorative Practices	No	\$ 47,833	\$ 50,055
2	2	Social Emotional Learning	No	\$ 45,000	\$ 50,055
2	3	Attendance Monitoring and Supports	No	\$ 35,222	\$ 52,596
2	4	Safety, Security and Facilities	No	\$ 764,035	\$ 777,179
2	5	Enrichment	Yes	\$ 203,978	\$ 122,058
2	6	DEI Workshops	No	\$ -	
3	1	Family Communication	No	\$ 122,501	\$ 134,479
3	2	Community Engagement	No	\$ 134,143	\$ 138,297

2022-23 Contributing Actions Annual Update Table

6. Estimated Actual LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)	5. 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)
\$ 377,165	\$ 486,747	\$ 404,827	\$ 81,920	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 Only)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	2	PD and Coaching	Yes	\$ 198,807	\$ 198,807.00	0.00%	0.00%
1	4	English Language Development	Yes	\$ 83,962	\$ 83,962.00	0.00%	0.00%
2	5	Enrichment	Yes	\$ 203,978	\$ 122,058.00	0.00%	0.00%

2022-23 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
\$ 2,431,206	\$ 377,165	0.00%	15.51%	\$ 404,827	0.00%	16.65%	\$0.00 - No Carryover	0.00% - No Carryover

Instructions

[Plan Summary](#)

[Engaging Educational Partners](#)

[Goals and Actions](#)

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

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

Introduction and Instructions

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

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

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

- 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 2021–22 .	Enter information in this box when completing the LCAP for 2021–22 .	Enter information in this box when completing the LCAP for 2022–23 . Leave blank until then.	Enter information in this box when completing the LCAP for 2023–24 . Leave blank until then.	Enter information in this box when completing the LCAP for 2024–25 . Leave blank until then.	Enter information in this box when completing the LCAP for 2021–22 or when adding a new metric.

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

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

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

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

Goal Analysis:

Enter the LCAP Year.

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

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

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

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

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

Purpose

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

Requirements and Instructions

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

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

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

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

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

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

Required Descriptions:

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

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

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

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

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

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

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

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

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

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

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

For School Districts Only:

Actions Provided on an LEA-Wide Basis:

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

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

Actions Provided on a Schoolwide Basis:

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

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

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

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

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

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

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

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

Provide the following descriptions, as applicable to the LEA:

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

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

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

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

Complete the table as follows:

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

Action Tables

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

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

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

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

Data Entry Table

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

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

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

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

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

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

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

- **6. Estimated Actual LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on of the number and concentration of unduplicated students in the current school year.
- **Estimated Actual Expenditures for Contributing Actions:** Enter the total estimated actual expenditure of LCFF funds used to implement this action, if any.
- **Estimated Actual Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis only to unduplicated students, and that does not have funding associated with the action, enter the total estimated actual quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%).
 - 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).