



## LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Heritage Peak Charter School

CDS Code: 34765050108415

School Year: 2022-23

LEA contact information:

Yolanda Villegas

Director

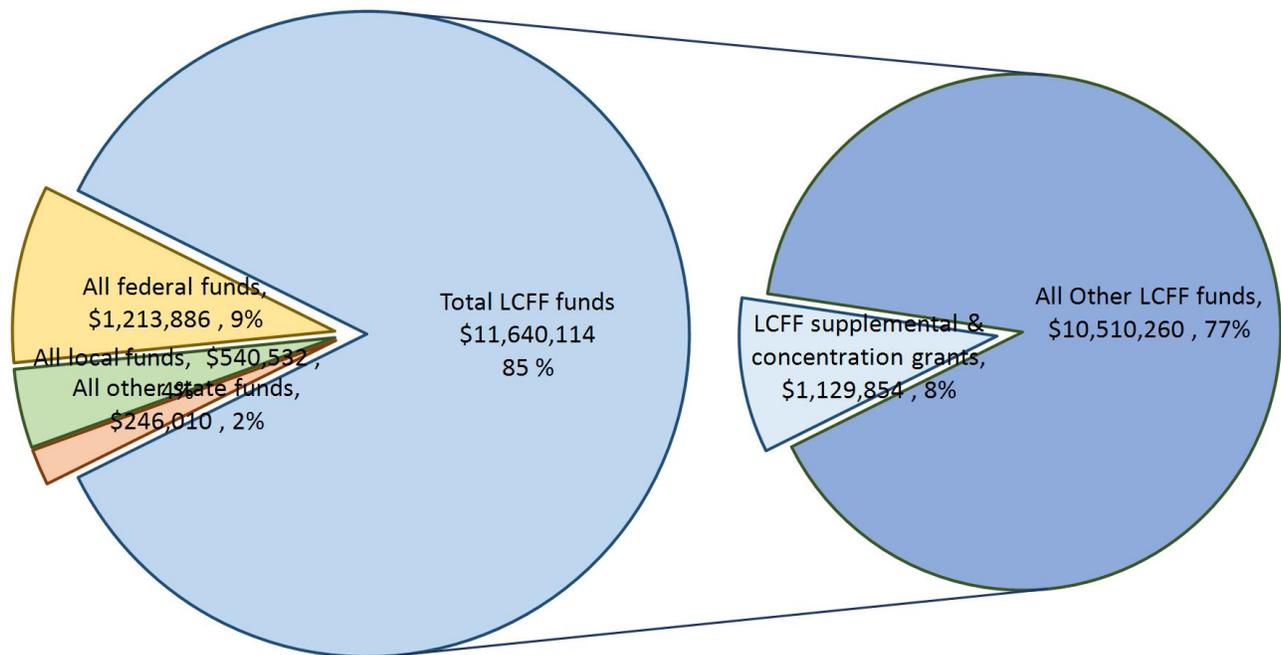
[yolanda.villegas@pacificcharters.org](mailto:yolanda.villegas@pacificcharters.org)

866-992-9033

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

## Budget Overview for the 2022-23 School Year

## Projected Revenue by Fund Source

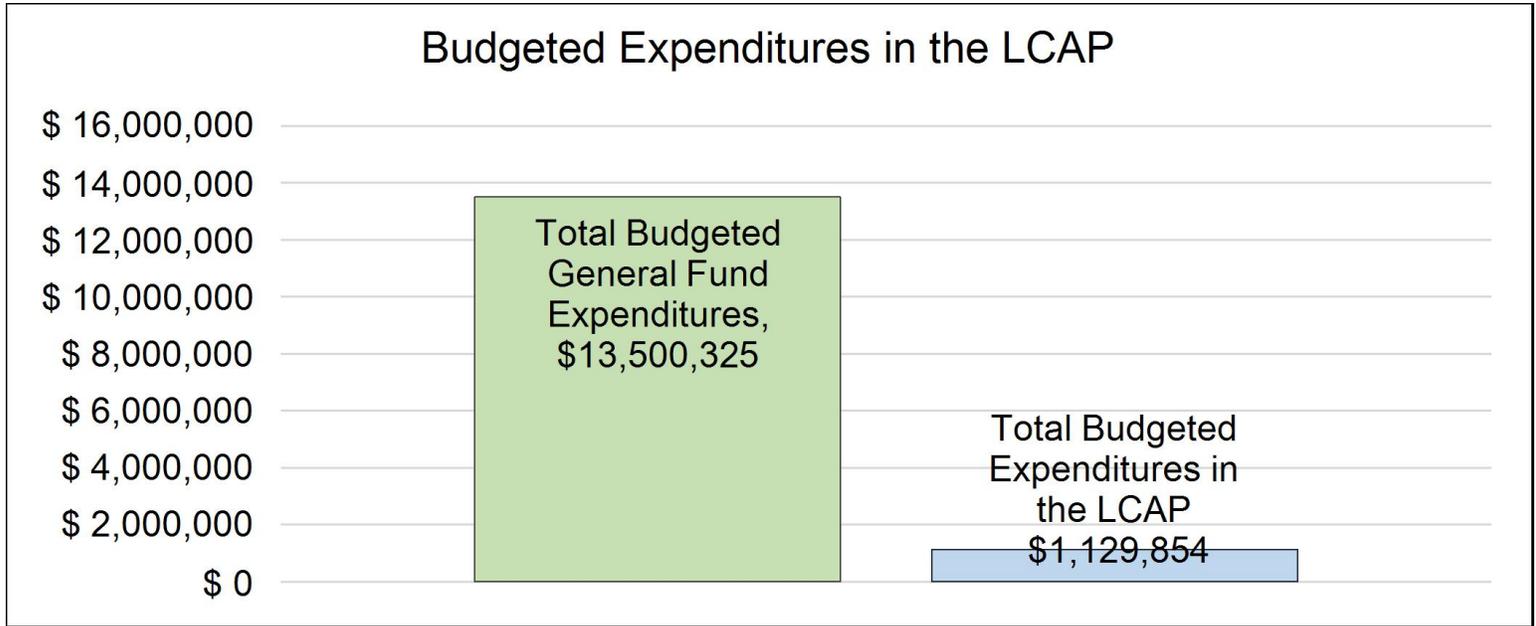


This chart shows the total general purpose revenue Heritage Peak Charter School expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Heritage Peak Charter School is \$13,640,542, of which \$11,640,114 is Local Control Funding Formula (LCFF), \$246,010 is other state funds, \$540,532 is local funds, and \$1,213,886 is federal funds. Of the \$11,640,114 in LCFF Funds, \$1,129,854 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 Heritage Peak Charter School plans to spend for 2022-23. It shows how much of the total is tied to planned actions and services in the LCAP.

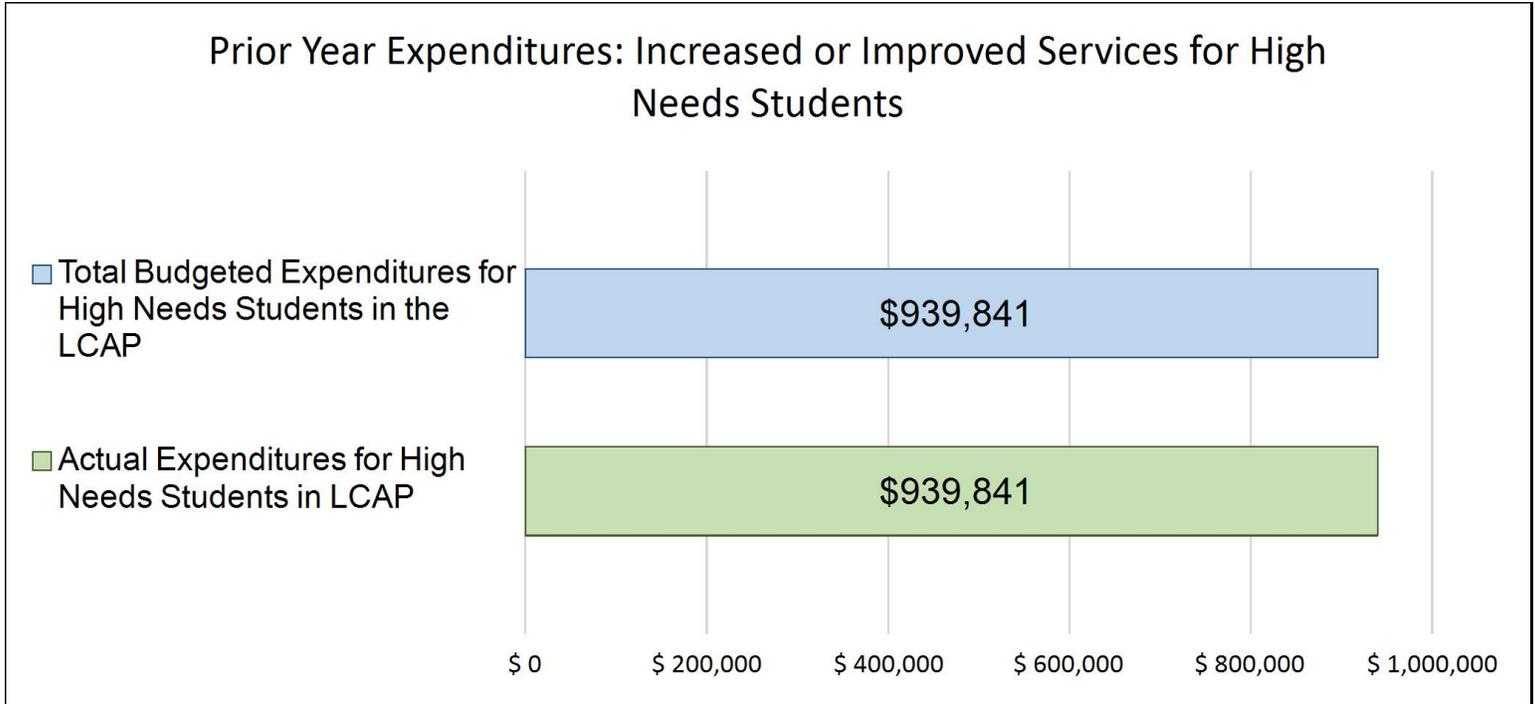
The text description of the above chart is as follows: Heritage Peak Charter School plans to spend \$13,500,325 for the 2022-23 school year. Of that amount, \$1,129,854 is tied to actions/services in the LCAP and \$12,370,471 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

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

In 2022-23, Heritage Peak Charter School is projecting it will receive \$1,129,854 based on the enrollment of foster youth, English learner, and low-income students. Heritage Peak Charter School must describe how it intends to increase or improve services for high needs students in the LCAP. Heritage Peak Charter School plans to spend \$1,129,854 towards meeting this requirement, as described in the LCAP.

# LCFF Budget Overview for Parents

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



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

The text description of the above chart is as follows: In 2021-22, Heritage Peak Charter School's LCAP budgeted \$939,841 for planned actions to increase or improve services for high needs students. Heritage Peak Charter School actually spent \$939,841 for actions to increase or improve services for high needs students in 2021-22.



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

| Local Educational Agency (LEA) Name | Contact Name and Title       | Email and Phone                                      |
|-------------------------------------|------------------------------|--|
| Heritage Peak Charter School        | Yolanda Villegas<br>Director | Yolanda.villegas@pacificcharters.org<br>866-992-9033 |

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

A description of how and when the LEA engaged, or plans to engage, its educational partners on the use of funds provided through the Budget Act of 2021 that were not included in the 2020–21 Local Control and Accountability Plan (LCAP).

The Director of Heritage Peak Charter School (HPCS) holds multiple meetings annually with stakeholders, including parents, pupils, teachers, other school personnel, and other school administrators. At these meetings, school leadership address the descriptions of the school grants and funding, progress toward meeting annual school goals, and discuss future school goals that relate to grants and funding, including those not addressed in the 2020–21 Local Control and Accountability Plan (LCAP). Annually, Heritage Peak Charter School surveys all its stakeholders via email in the Spring, including parents, pupils, teachers, other school personnel, and other school administrators. Most of the questions in the surveys are directly aligned to the 8 Basic State Priorities. Data from the survey and stakeholders' meetings are reviewed and discussed. High priority status pertaining to student performance, attendance, and school climate and course offerings are discussed regarding the school’s needs and areas for growth.

In the fall, HPCS leadership met with its educational partners to address the ELO grant. This included a description of the ELO Grant, explanation of the ELO template, review of progress toward meeting annual school goals, and the discussion of future school goals that relate to the ELO grant.

HPCS's board met the requirements of Executive Order N-29-20. The school board for Heritage Peak Charter School offers virtual/in-person board meetings, which are monitored by our technology department to ensure public safety. Notice of school board meetings are posted on our website and are open for public participation and public comment.

At Heritage Peak Charter School, parents, teachers, and students work collaboratively throughout the school year. Given this model of individualized instruction, teachers identify and meet specific needs of students. In addition to the identification of stakeholder need through schoolwide electronic communication, each credentialed teacher communicates with and distributes computers and hotspots to students in need. Heritage Peak staff utilize various methods of communication including electronic surveys, phone, email, and/or text to ensure all student needs are met.

Plans for use of the Educator Effectiveness Grant were brought to the governing board on December 9, 2021. Funds will be used to provide the opportunity for teachers to attend professional development to support and/or address student learning loss to continue to improve instruction in literacy across all subject areas and social emotional learning during the 2022-2026 school years.

In April 2021, a student connection (student social emotional) survey was completed, and results were used to identify needs. We offered computers to these students, and offered resource packets, if necessary, for those students living in transient situations. In 2020, multiple trainings for staff professional development were offered including: Mental Health, First Aid Training, Suicide Prevention, Homeless and Foster Youth training. Staff sensitivity training is critical for vulnerable populations as they are known to have higher risk of suicide. As part of our regular program, school counselors are responsible for conducting small group sessions to facilitate peer support and connection, will attend online ACES training and events. Written and online surveys are sent to check in on student social-emotional health. An online referral link is included on our Pacific Charters website, our counseling website, anyone can initiate a wellness team check-in on a student.

At Heritage Peak Charter School, parents, teachers, and students work collaboratively throughout the school year. Given this model of individualized instruction, teachers identify specific needs of all students. Consequently, each credentialed teacher is in constant communication with families. Various methods of communication including the Heritage Peak Charter School website, newsletter, Pacific Charter Institute website, phone, email, Swift Reach, Microsoft TEAMS, Sign Up Genius and/or text are used to ensure that every student is informed of the opportunities for supplemental instruction and support.

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

Heritage Peak Charter School held its first 21-22 School Site Council, (SSC), meeting on November 15th, 2021. During this meeting, stakeholders voted new officers into key leadership roles. A plan was developed to hold the next SSC meeting on December 13, 2021 to discuss school-wide performance indicators, results of the 2021 WASC Self-Study Visiting Committee Report, and plans to improve services

using ESSER II and III funding. At a special Board Meeting on October 9, 2021, the school Director presented plans to use these funds over the lifetime of the grant cycle. The plans were created based on stakeholder survey data and were unanimously approved by the board. These plans include increasing the number of staff who provide direct services to students who are low-income, English learners, and/or foster youth. The SSC will be asked to review and augment these plans using Consolidated Title funding to support: students through tutoring, technology, equipment, professional development, counseling, and instruction.

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

All one-time funds were spent on a one-to-one technology initiative for students and teachers.

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

The HPCS ESSER III plan can be found at <https://securerervercdn.net/198.71.233.213/d98.afe.myftpupload.com/wp-content/uploads/2021/10/HPCS-ESSER-III-Plan.pdf>.

The HPCS LCAP, [https://securerervercdn.net/198.71.233.213/d98.afe.myftpupload.com/wp-content/uploads/2021/10/2021\\_Local\\_Control\\_and\\_Accountability\\_Plan\\_Heritage\\_Peak\\_Charter\\_School\\_20210827-1.pdf](https://securerervercdn.net/198.71.233.213/d98.afe.myftpupload.com/wp-content/uploads/2021/10/2021_Local_Control_and_Accountability_Plan_Heritage_Peak_Charter_School_20210827-1.pdf), as well as the Expanded Learning Opportunities Grant, [https://securerervercdn.net/198.71.233.213/d98.afe.myftpupload.com/wp-content/uploads/2021/05/2021\\_Expanded\\_Learning\\_Opportunities\\_Grant\\_Plan\\_Heritage\\_Peak\\_Charter\\_School\\_20210520](https://securerervercdn.net/198.71.233.213/d98.afe.myftpupload.com/wp-content/uploads/2021/05/2021_Expanded_Learning_Opportunities_Grant_Plan_Heritage_Peak_Charter_School_20210520) were referenced in the ESSER III plan.

Total ESSER III funds received by the LEA are \$1,506,195.

Due to lack of candidates for specific positions the PCI Board of Directors approved changes to the ESSR II and ESSR III plans to close the learning loss gap.

The ESSER III grant will be spent on Strategies for Continuous and Safe In-Person Learning including Covid Testing for the 22-23 and 23-24 school years, and the purchase, installation, and maintenance of air purifiers for each resource center, for the 21-22, 22-23, and 23-24 school years.

The ESSER II and ESSER III funding will also be used to address the impact of lost instructional time. We changed two key areas including mental health and community engagement positions as these did not rate high on the LCAP survey for services. We also decreased the amount of pandemic prevention supplies and strategies due to the change in the severity of the pandemic. The funding changes will be used for direct instruction by single subject teachers grades 6-12, an English language teacher for all EL students, full time counselor, technology support through student, parent, and teacher training workshops, and the purchase and repair of technology.

Our proposed plan was developed based on previously identified school needs identified through our annual LCAP process. In the Spring of 2022 we distributed a survey to all parent/guardian stakeholders requesting feedback on strategies for continuous and safe in-person learning, addressing lost instructional time, and how to use any remaining ESSER III funds. Of the 73 total survey responses, The MOST IMPORTANT state priorities include:

Implement state standards: measures implementation of academic content and performance standards adopted by State Board of Education. 42/73 respondents

Access to broad course of study: measures the extent to which students have access to, and are enrolled in, a broad course of study that includes core subjects. 50/73 respondents

The stakeholders' responses identified planning for long-term closures (meals, technology, IDEA requirements, and other ed services), outreach to significant subgroups purchasing educational technology, addressing learning loss among students, and providing mental health services and supports as our greatest needs. The plan was further refined and developed with the help of both the PCI and HPCS leadership teams. The plan was then submitted to our governing board in October for review, discussion, and approval. Only after realizing staffing shortages did the HPCS leadership team, staff, and stakeholders realized a more acute, achievable plan be put in place.

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

All enrolled HPCS students adhere to the guidelines of our Master Agreement, which aligns academic goals with direct and indirect instruction. As such, Heritage Peak students learn from home with their parents, under the supervision of their credentialed teacher. All in-person student meetings are completed in-person or through an online platform. Virtual class offerings, including our a-g courses, meet online with a highly credentialed teacher. All students have consistent, regular access to assignments, assessments, and instructional support through our virtual platform and in-person platforms. Teachers, students, and families are provided with tech support and resources to increase their ability to provide educational services to their students. Human Resources provides updates with mental health supports and workday guidelines for teachers and their families.

At Heritage Peak Charter School, parents, teachers, and students work collaboratively throughout the school year. Given this model of

individualized instruction, teachers identify specific needs of all students. Consequently, each credentialed teacher communicates with and distributes computers and hotspots to students in need. Various methods of communication including electronic surveys, phone, email, and/or text were used to ensure all student needs are met. In the Fall of 2021, 100% of students who identified need were provided a computer and or hotspot.

For information regarding our safety plan, including COVID safe return to school procedures, please refer to our website:

<https://pacificcharters.org/about/corporate-policies/>.

Heritage Peak Charter School includes parents and students on decisions related to technology, mental, physical health, and educational concerns. All additional services, needs, and concerns, including those for students with special needs are addressed through individual meetings with families and adjustments are made to accommodate the student.

Heritage Peak Charter School supports the fluidity and adaptability of a college preparatory, independent study program to meet the individual needs of each student. Our school offers students the opportunity to access a pathway to college in a manner most beneficial to their needs. The school actively mentors new students, taking them from where they are to where they become competitive 21st century-ready individuals.

During the 2020-2021 school year, Pacific Charter Institute (PCI) and the Heritage Peak counseling staff successfully implemented a mental health survey with students. This plan was augmented through the virtual platform. Informally, students, staff and families were asked about their well-being throughout the year to monitor and ensure social-emotional health. Information from this survey will continue to guide our work through Spring 2022 when a new survey will be distributed.

Heritage Peak Charter School offers virtual opportunities for our students through:

- Virtual Opportunities to Learn Together (V.O.L.T.s) geared toward our elementary homeschooling families.
- The Virtual Advantage classes for middle school and high school students.

In both programs, our credentialed teachers interact with students and families in real-time through secure online environments. A complete listing of class offerings can be found in the PCI Virtual Class Catalog on the PCI website [www.pacificcharters.org](http://www.pacificcharters.org)

Synchronous and asynchronous V.O.L.T.s classes provide instruction on key grade-level standards using our adopted curriculum. These classes are offered live through secure online environment and recorded for future viewing. Both programs offer formative and summative assessments monitoring learning. These assessments are built into the learning management system and teachers use them to support increased learning and promote greater Depth of Knowledge (DOK) acquisition.

Students and parents attend meetings with their credentialed teachers regularly. Teachers worked with multiple families together to develop community and student interaction with other students. The review of school data trends over time identified a need to dedicate time to increase teacher knowledge of the features and components for Common Core writing and to improve teacher's skills as instructors, coaches,

and evaluators of student writing across grade levels, content areas, and programs. All content area teachers, including those serving students with special needs and English Learners, and school leaders participate in synchronous interactive sessions throughout the school year during which new information, strategies, and tools are presented. Additionally, teachers who are less experienced addressing specific areas of writing, can participate in asynchronous sessions that provided direct training on specific elements of writing instruction. Asynchronous sessions are recorded for future use to build capacity to deliver strong writing lessons. These learning opportunities are led by PCI's ELA Content Specialist.

### Expanded Learning Opportunities

HPCS met with parents, teachers, support staff and school leadership to address the ELO grant. This included a description of the ELO Grant, explanation of the ELO template, review of progress toward meeting annual school goals, and the discussion of future school goals that relate to the ELO grant. After discussion those present all agreed that the ELO grant funds should be directed to:

- Accelerating Learning to make up for lost time- we need nuts and bolts training, curriculum, and direction instruction
- Tutoring and small group learning opportunities and support
- Educator Training for accelerated learning

In addition to all state-mandated assessments outlined below, Heritage Peak Charter School administers the NWEA/MAP Diagnostic assessment for students in grades 3-11 in Reading and Mathematics and the DIBELS Early Literacy Assessment system for students in grades K-2. The NWEA/MAP Diagnostic is administered in the fall, winter and spring to supply teachers with data to inform instruction, show student growth and create individualized learning paths. The NWEA/MAP Diagnostic assessment is a web-based assessment, which allowed students to complete the assessment with a computer and internet access. DIBELS, administered in the same three assessment windows provided a series of literacy measures that assess phonemic awareness, alphabetic principle, reading accuracy, oral reading fluency, and comprehension. Teachers use the data to identify students who need additional support, intervention, and progress monitoring. Both assessments and classwork completed by students is available for parents to review online through the student LMS, as well as, through regular conversations and meetings between parents, teachers, and students. The English Proficiency Assessment for California is used to determine language status. Students take this assessment as they enroll in a California public school, as determined by the Home Language Survey. This assessment was given within 30 calendar days of enrollment, year-round (current pandemic may allow for a waiver to extend to 75 days) The Summative English Proficiency Assessment for California is for students with an English Learner (EL) language status only. All EL students are required to participate in the Summative ELPAC annually.

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

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

## Introduction

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

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

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

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

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

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

## Instructions

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

must, to the greatest extent practicable, use language that is understandable and accessible to parents.

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

**Prompt 1:** *“A description of how and when the LEA engaged, or plans to engage, its educational partners on the use of funds provided through the Budget Act of 2021 that were not included in the 2020–21 Local Control and Accountability Plan (LCAP).”*

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

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

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

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

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

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

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

Describe how and when the LEA engaged its educational partners on the use of one-time federal funds it received that are intended to support recovery from the COVID-19 pandemic and the impacts of distance learning on students. See the COVID-19 Relief Funding Summary Sheet web page (<https://www.cde.ca.gov/fg/cr/relieffunds.asp>) for a listing of COVID-19 relief funding and the Federal Stimulus Funding web page

(<https://www.cde.ca.gov/fg/cr/>) for additional information on these funds. The LEA is not required to describe engagement that has taken place related to state funds.

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

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

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

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

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

California Department of Education  
November 2021



## Local Control 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                                      |
|-------------------------------------|------------------------------|--|
| Heritage Peak Charter School        | Yolanda Villegas<br>Director | Yolanda.villegas@pacificcharters.org<br>866-992-9033 |

## Plan Summary [2022-23]

### General Information

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

Introduction: Heritage Peak Charter School (HPCS) is authorized by the Twin Rivers Unified School District. The school has been operational for over 15 years. The current enrollment is 1044 students. The school serves TK-12th grades through a variety of home school/independent study models utilizing three resource centers. The school is governed by Pacific Charter Institute’s (a non-profit) Board of Directors and is an active member of California Charter Schools Association, Charter School Development Center, and APLUS+ advocacy groups. During the 2014-15 school year, Heritage Peak was awarded a 6-year accreditation by the Western Association of Schools and Colleges (WASC). In October 2019, the Twin Rivers School Board voted unanimously to renew the Charter for another 5 years.

Our significant student demographics consist of 13.09% Special Education, 20.03% EL (predominantly Spanish and Russian/Ukrainian speakers), 51.5% Socio-economically disadvantaged, 0.1% Foster Youth and 3.3% Homeless groups. The student population at HPCS consists of 24% Hispanic, and 5.64% African-American. Consistently, these specific subgroups are the target of our school-wide learning goals for our Local Control Accountability Plan, WASC, and individual Site Plans.

Heritage Peak Charter School continue to focus on decreasing our cohort dropout rates and increasing our graduation rate from 92.9% to 94%.

#### Demographic Snapshot:

HPCS Spring of 2022

13.09% Special Education

51.5% Socio-economically disadvantaged

20.3% ELL or RFEP

56.6% White

24.0% Hispanic

5.64% African American

13.76% Other

#### Goals

The following strategic focuses align with the Vision and Mission of Heritage Peak Charter School:

1. Create excellence for every student through the school Mission Statement.
2. Student retention and loyalty based on customer-driven quality.
3. Enhance operational performance through capacity, sustainability and flexibility to serve students
4. Build the strength of the school through knowledge sharing and high expectations from each staff member.
5. Increase HPCS's visibility and contributions to education through partnerships and sharing of best practices.

## Reflections: Successes

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

Relect on 20/21 SY

Based on a review of performance on state indicators, Heritage Peak Charter School has identified our greatest progress was overall improvement in math, (6.5 points) as demonstrated by the most recent available CAASPP scores (2019). This is supported by district

assessment data as well. Reviewing Winter to Winter assessment results in NWEA/MAP, for performance bands 60%+, HPCS has seen student performance in Mathematics improve from 21% to 23% to 34% in school years 2017-18, 2018-19, and 2019-20, respectively. Similarly, student performance in Reading has also increased from 39% to 43% to 49%, over the same three year span. Growth in significant subgroups is also evident, and can be attributed to increased tutoring, Exact Path interventions, and expanded class offerings.

## 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.

Heritage Peak Charter School's overall academic performance was not identified in the colored performance categories on the Dashboard in Math or ELA due to the 19-20 and 20-21 suspension of the CAASPP ( SBAC). Based on LCFF Evaluation Rubrics and the review of local performance indicators, Heritage Peak has identified needs for:

- (1) the continued progress monitoring of academic achievement for ELA and Math in grades 3-8,
- (2) Progress monitoring of the oral reading fluency for grades K-2, and
- (3) the professional development for teachers in the area of writing to improve the overall writing performance of students in grades K-8 as identified by district rubrics.

## LCAP Highlights

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

Heritage Peak Charter School supports the fluidity and adaptability of a college preparatory, independent study program to meet the individual needs of each student. Our school offers students the opportunity to access a pathway to college and career in a manner most beneficial to individual student needs. The school actively mentors new students, supporting them to become competitive 21st century-ready individuals. Our LCAP plan is designed to support every learner both academically and social emotionally. All Heritage Peak students, including those in identified subgroups (14.6% SPED, 6.5% African American, 24.3% Hispanic, 49.8% Socio-economically disadvantage, 9.4% EL,) will continue to improve proficiency in the Common Core Standards for Mathematics and English Language Arts. Additionally and specifically, all 2nd grade cohort students at HPCS will achieve benchmark status as measured at end-of-year local measures (such as DIBELS) by the 2023-2024 school and students in cohort grades 3-8 students will reach proficiency as measure by district writing rubrics. At Heritage Peak Charter School, we believe that every child can learn.

# 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.

The LEA is not identified 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.

The LEA is not identified for Comprehensive Support and Improvement.

## ***Monitoring and Evaluating Effectiveness***

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

The LEA is not identified for Comprehensive Support and Improvement.

# Engaging Educational Partners

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

The Director of Heritage Peak Charter School (HPCS) has held multiple LCAP meetings with stakeholders, including parents, pupils, teachers, other school personnel, and other school administrators. At these meetings, school leadership addressed the description of the LCAP process, explained the LCAP template, progress toward meeting annual goals, and discussed future LCAP goals. Annually, Heritage Peak Charter School surveys all its stakeholders, including parents, pupils, teachers, other school personnel, and other school administrators. A majority of the questions in the surveys are directly aligned to the 8 Basic State Priorities. Data from the survey and stakeholders meetings were reviewed and discussed. High priority status pertaining to student performance, attendance, school facilities, and school climate and course offerings were taken regarding the school's needs and areas for growth. This information was compiled and the district LCAP was written based from these identified needs. Adjustments to the draft LCAP were made and the final plan was provided to the Board of Directors for approval at a regularly scheduled Board meeting in June.

A summary of the feedback provided by specific educational partners.

Utilizing surveys and stakeholder meetings aligned to the Basic 8 State priorities has allowed staff, students and parents the opportunity to directly weigh in on the progress monitoring of this year's LCAP plan and the forming of next year's LCAP goals and plan.

What program is your child enrolled in?

About FACE 24

Homeschool GUILD 18

HELM 5

Rio Linda - Homeschool 8

Rio Linda - Independent Study 10

Vacaville - Homeschool 33

Vacaville - Independent Study 14

West Sacramento - Homeschool 8

West Sacramento - Independent Study 8

Grand Total 128

What is your relationship to Heritage Peak Charter School?

Caregiver 1

Guardian 4

Parent / Step-parent 120

Grand Total 125

What is your race/ethnicity?

American Indian or Alaskan Native 5

Asian or Pacific Islander 11  
Black or African American 3  
Hispanic or Latinx 7  
Prefer not to answer 14  
Two or more races 18  
White / Caucasian 61  
Grand Total 119

My child.....  
Is Designated as an English Language Learner 26  
Is a Foster Youth 2  
Receives special education services 16  
Not applicable 75

Heritage Peak Charter School identified several academic performance goals for the next four years. Please rate the importance of these goals as they relate to you and your child/children?

Early Literacy Development: K-2 students  
Important 55  
Not important 33  
Somewhat Important 18  
Grand Total 106

Intervention support for grades 3-11 in Math and ELA  
Important 69  
Not important 19  
Somewhat Important 27  
Grand Total 115

Writing Development in grades 3-11  
Important 82  
Not important 6  
Somewhat Important 29  
Grand Total 117

The state outlines eight priority areas for the Local Control Accountability Plan (LCAP). HPCS is measured annually, by the state, on these priorities. Please rate the importance of these state priorities as they relate to you and your child/children?

Access to core services: measures students' access to fully credentialed teachers, and instructional materials.  
Important 82

Important, Not important 1  
Not important, somewhat important 1  
Not important 3  
Somewhat important 31  
Grand Total 118

Implement state standards: measures implementation of academic content and performance standards adopted by State Board of Education.  
Important 38  
Important, Somewhat important 1  
Not important 30  
Somewhat important 47  
Somewhat important, Not important 2  
Grand Total 118

Access to broad course of study: measures the extent to which students have access to, and are enrolled in, a broad course of study that includes core subjects.  
Important 75  
Important, Somewhat important 3  
Not important 8  
Somewhat important 30  
Somewhat important, Not important 1  
Grand Total 117

Parental involvement: measures the schools efforts to seek parent input in making decisions for the school.  
Important 86  
Important, Somewhat important 1  
Not important 5  
Somewhat important 26  
Grand Total 118

School climate: measures student suspension and expulsion rates as well as safety and school connectedness.  
Important 46  
Important, Somewhat important 1  
Not important 31  
Somewhat important 40  
Grand Total 118

Student achievement: measures assessment data, college readiness, and language proficiency.

Important 62  
Not important 8  
Somewhat important 48  
Grand Total 118

Student engagement: measures student attendance, chronic absenteeism, dropouts (middle and high school), and high school graduation.  
Important 50  
Not important 27  
Somewhat important 41  
Grand Total 118

Other student outcomes: measures other important student outcomes related to required areas of study, including physical education and the arts.  
Important 57  
Important, Somewhat important 1  
Not important 15  
Somewhat important 45  
Grand Total 118

Are you satisfied how HPCS supports all high need student groups as defined by the LCAP to be successful? (English Language Learners, Low-Income Students, Homeless Students, and Foster Youth)  
English Language Learners  
Not applicable 56  
Satisfied 24  
Very Satisfied 33  
Grand Total 113

Low-income students  
Not applicable 59  
Satisfied 25  
Very Satisfied 24  
Unsatisfied 1  
Grand Total 109

Homeless/Foster Youth  
Not applicable 65  
Satisfied 18  
Very Satisfied 21

Unsatisfied 1  
Grand Total 105

How satisfied are you that HPCS prepares every student for college and career?

Not applicable 25  
Satisfied 46  
Unsatisfied 1  
Very Satisfied 49  
Very Unsatisfied 1  
Grand Total 122

Are you satisfied with the work HPCS does to keep students on track towards high school graduation?

Not applicable 24  
Satisfied 42  
Unsatisfied 1  
Very Satisfied 55  
Grand Total 122

How satisfied are you with the work HPCS has done to establish and sustain positive relationships between staff, families, and students?

Prefer not to answer 4  
Satisfied 36  
Unsatisfied 2  
Very Satisfied 80  
Grand Total 122

Overall, how satisfied are you with HPCS and your child's educational experience?

Prefer not to answer 1  
Satisfied 41  
Unsatisfied 1  
Very Satisfied 79  
Grand Total 122

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

Accessibility to all programs for all students is of great priority for Heritage Peak's stakeholders. With an expansive core curriculum, online and virtual classes, on-site and virtual tutors, mobile lending libraries, as well as technology, the goal of the stakeholders requires all students to be able to participate in each program(s) offered.

# Goals and Actions

## Goal

| Goal # | Description  |
|--------|--|
| 1      | All Heritage Peak Charter School students, including those in numerically significant subgroups will show high levels of proficiency in the Common Core Standards for Mathematics and English Language Arts. |

An explanation of why the LEA has developed this goal.

While 63.3% of those tested in math at the 2020-2021 winter LEA common core-aligned benchmark scored in the 50th percentile or above, we still have 36.7% of those tested in math score below the 50th percentile and 33.9% of those tested in Reading scored below the 50th percentile.

## Measuring and Reporting Results

| Metric                                  | Baseline   | Year 1 Outcome   | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24  |
|---|--|--|----------------|----------------|--|
| LEA Common Core-Aligned Assessment Tool | In winter 2021, HPCS 3-11th grade students had 36.7% of those tested in math scored below the 50th percentile and 33.9% of those tested in Reading scored below the 50th percentile. | Heritage Peak Charter School adopted a new common core aligned assessment tool in 2021-2022. Consequently, assessment outcome data did not compare to the prior year.<br><br>For the winter 2022 NWEA-MAP assessment, 51% of those tested in math scored below the 50th percentile, and 40% of those tested in Reading scored below the 50th percentile. |                |                | All HPCS students, including those in numerically significant subgroups will show high levels of proficiency in the Common Core Standards for Mathematics and English Language Arts. |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|--------|----------|----------------|----------------|----------------|-----------------------------|
|        |          |                |                |                |                             |

## Actions

| Action # | Title                           | Description   | Total Funds  | Contributing |
|----------|---------------------------------|---|--------------|--------------|
| 1.1      | Increased Instructional Support | Site-based class offerings, Virtual class offerings, VOLTs class offerings, , Writing Improvement Initiative grades 5-6, Academic Toolkit, Carolina Science/PLTW, tutoring, counseling, professional development, leased real estate for more in person instruction | \$848,909.00 | Yes          |
| 1.2      | Intervention                    | Common core aligned interventions   | \$45,457.00  | Yes          |
| 1.3      | Writing Initiative              | HPCS will support student growth in writing grades 5-6 through on-going professional learning and collecting data on student performance.   |              |              |

## Goal Analysis [2021-22]

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

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

For 2021-2022, Heritage Peak Charter School adopted a new common core aligned assessment tool. Consequently, assessment outcome data did not compare to the prior year. However, for winter 2022 NWEA, 51% of those tested in math scored below grade level and 40% of those tested in Reading scored below grade level.

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 Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

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

For 2021/2022 School Year, all actions were effectively met through increased instructional support and interventions.

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.

For 2021-2022, Heritage Peak Charter School adopted a new common core aligned assessment tool. Consequently, assessment outcome data did not compare to the prior 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.**

# Goals and Actions

## Goal

| Goal # | Description   |
|--------|---|
| 2      | All 2nd grade students at HPCS will improve toward benchmark status as measured by end-of-year local measures (such as DIBELS) by 2023. |

An explanation of why the LEA has developed this goal.  
 Early literacy is proven to support improved student achievement and students accessing core curriculum.

## Measuring and Reporting Results

| Metric  | Baseline  | Year 1 Outcome   | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24   |
|---|---|--|----------------|----------------|---|
| The use of DIBELS measurements and locally identified interventions | At the end of 2020-21, 76.4% of 2nd grade students met benchmark criteria on a decoding measure (NWF-WRC) and 65.3% of 2nd grade students met benchmark criteria on a measure of oral reading fluency (ORF-WC). | At the end of 2021-22, 73% of 2nd grade students met benchmark criteria on a decoding measure and 64% of 2nd grade students met benchmark in oral reading fluency. |                |                | All 2nd grade cohort students in HPCS will improve toward benchmark status as measured by end-of-year local measures (such as DIBELS) by the 2023-2024. |

## Actions

| Action # | Title               | Description  | Total Funds | Contributing |
|----------|---------------------|--|-------------|--------------|
| 2.1      | Progress Monitoring | HPCS will implement progress monitoring and locally identified interventions. Teachers will attend professional development to continue to refine, implement, and monitor interventions. |             | Yes          |

## Goal Analysis [2021-22]

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

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

There were no substantive differences in the implementation of these planned actions.

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

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

The specific action items were effective in making progress toward this goal. Teachers were provided on-going professional learning, student performance monitoring data were collected, and appropriate intervention tools and techniques were deployed.

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.

Based on results presented above in Year 1 Outcome, HPCS believes no changes are necessary to the planned 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.**

# Goals and Actions

## Goal

| Goal # | Description  |
|--------|--|
| 3      | HPCS will support student growth in writing through on-going professional learning, collecting data on student performance, and providing direct instructional intervention. |

An explanation of why the LEA has developed this goal.

Writing is an area of identified need based on analysis of CAASPP results and student work.

## Measuring and Reporting Results

| Metric                                  | Baseline   | Year 1 Outcome  | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24   |
|---|--|---|----------------|----------------|---|
| Local assessment and/or CAASPP results. | Student performance in the writing strand of the ELA assessments has fallen disproportionately below overall ELA CAASPP results. | Due to the removal of writing claims in CAASPP, the decision has been made to address writing initiative within goal 1. |                |                | By 2023, all K-8 students will improve writing proficiency as measured by district writing rubrics and/or CAASPP results. |

## Actions

| Action # | Title  | Description  | Total Funds | Contributing |
|----------|--|--|-------------|--------------|
| 3.1      | Writing support classes for struggling 4th - 8th graders | The writing classes will support students in grades 4-8 who are overwhelmed, lost, or resistant to writing, or who just wish to improve their basic writing skills. The classes will be led by PCI writing coaches and will meet 1 time per week mid-semester to develop essential skills in writing with explicit instruction in the components of writing, modeling of the writing process, and extensive hands-on practice. |             | Yes          |

| Action # | Title   | Description  | Total Funds | Contributing |
|----------|---|--|-------------|--------------|
| 3.2      | Baseline and summative writing assessments for Writing Intensive cohort | Cohort students will complete an independent text-based writing task in response to a prompt that will be evaluated by a team of teachers using grade-level Common Core writing rubrics. The baseline assessment will direct targeted instruction to address specific student needs, and the summative assessment will measure qualitative growth in student writing based on elements of style, organization, and conventions. The pre- and post-writing assessments will provide standards-aligned data to measure student outcomes as well as the efficacy of our writing intervention. |             | Yes          |
| 3.3      | On-going Professional Learning on Writing Instruction                   | HPCS teachers will participate in regular collaborative professional learning opportunities in writing focused on evaluation, diagnosis, instruction, and intervention.  |             | Yes          |

## Goal Analysis [2021-22]

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

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

- 3.1 There were no substantive differences in the implementation of these planned actions.  
3.2 While cohort students successfully completed an independent text-based writing task (baseline assessment) not all students completed a summative assessment.  
3.3 There were no substantive differences in the implementation of these planned actions.

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

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

The specific action items were effective in making progress toward this goal. Teachers were provided on-going professional learning, student performance data were collected, and direct instruction classes were held.

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.

Due to the removal of the Writing Claims in CAASPP, HPCS has made the decision to address the Writing Initiative Goal within Goal 1. This goal will be deleted and replaced with a goal based on strategic direction and educational partner input.

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

# Goals and Actions

## Goal

| Goal # | Description  |
|--------|--|
| 4      | Parent and School Engagement: HPCS will offer regular park days, field trips, a mobile lending library and school assemblies to increase student and family involvement with Heritage Peak Charter School. |

An explanation of why the LEA has developed this goal.

When asked on the 2020-2021 end of year parent survey, 66% of parents indicated they were very satisfied with the work HPCS has done to establish and sustain an positive relationship between staff, families and students while 30% indicated they were satisfied. While these numbers indicated overall satisfaction, there is room for growth on establishing a greater connection with families as we come out of a pandemic. Increasing opportunities for families to leave their homes and engage with in-person school activities will be paramount to the continued and increased satisfaction as well as provide for additional opportunities to serve student and families social and emotional well-being.

Parents also overwhelmingly indicated (73%) they felt it was important for schools to seek parent input in making decisions for the school. By establishing goals for more frequent school assemblies, school leaders will be given the opportunity to hear and address parents' concerns and input for program improvements.

## Measuring and Reporting Results

| Metric             | Baseline  | Year 1 Outcome   | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24                                     |
|--------------------|---|--|----------------|----------------|---|
| LCAP Parent Survey | In 2021, 66% of parents are Very Satisfied with the work HPCS has done to establish and sustain positive relationships between staff, families, students. | In 2022, 72% of parents are Very Satisfied with the work HPCS has done to establish and sustain positive relationships between staff, families, students. This is a 6 % increase. 91% of parents are satisfied and very satisfied in |                |                | 75% of parents will be Very Satisfied on the LCAP Parent Survey |

| Metric | Baseline | Year 1 Outcome             | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|--------|----------|----------------------------|----------------|----------------|-----------------------------|
|        |          | this same survey question. |                |                |                             |

## Actions

| Action # | Title  | Description  | Total Funds  | Contributing |
|----------|--|--|--------------|--------------|
| 4.1      | Park Days, Enrichment Activities, Field Trips, School Assemblies | Students and families will engage in activities outside of their typical school experience to increase school engagement.  | \$195,322.00 | Yes          |
| 4.2      | Mobile Lending Libraries   | Maintenance and upkeep of the mobile lending libraries used to support students with academic and enrichment activities, curriculum and technology, mobile small group classes and assessment opportunities. | \$40,166.00  | Yes          |

## Goal Analysis [2021-22]

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

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

There were no substantive differences in the implementation of these planned actions.

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

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

The specific action items were effective in making progress toward this goal. Parents and families had more access to staff, programs, and resources through the events and mobile lending library.

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.

No changes were made to this goal as the goal is improving based on the plan.

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

# Goals and Actions

## Goal

| Goal # | Description |
|--------|-------------|
| 5      |             |

An explanation of why the LEA has developed this goal.

## Measuring and Reporting Results

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|--------|----------|----------------|----------------|----------------|-----------------------------|
|        |          |                |                |                |                             |

## Actions

| Action # | Title | Description | Total Funds | Contributing |
|----------|-------|-------------|-------------|--------------|
|          |       |             |             |              |

## Goal Analysis [2021-22]

An analysis of how this goal was carried out in the previous year.  
 A description of any substantive differences in planned actions and actual implementation of these actions.

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

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

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.

**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 [2022-23]

|   |  |
|---|--|
| Projected LCFF Supplemental and/or Concentration Grants | Projected Additional LCFF Concentration Grant (15 percent) |
| 1,129,854   |  |

## 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 |
|---|-----------------------------|-------------------------|---|
| 10.75%  | 0.00%                       | \$0.00                  | 10.75%  |

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.

For Goal 1 - Actions 1 and 2, the needs of foster youth, English learners, and low-income students were considered by targeting additional instructional supports and continued progress monitoring to improve academic achievement of unduplicated students. These actions are effective because they target specific academic needs of unduplicated students.

For Goal 2 - Action 1, the needs of foster youth, English learners, and low-income students were considered by targeting additional instructional supports and continued progress monitoring to improve academic achievement of unduplicated students. These actions are effective because they target specific academic needs of unduplicated students.

For Goal 3 - Actions 1, 2, and 3, the needs of foster youth, English learners, and low-income students were considered by targeting additional instructional supports and continued progress monitoring to improve academic achievement of unduplicated students. These actions are effective because they target specific academic needs of unduplicated students.

For Goal 4 - Actions 1 and 2, the needs of foster youth, English learners, and low-income students were considered by targeting additional instructional supports, plans for improving and enhancing parent and family engagement opportunities, and continued progress monitoring to improve academic achievement of unduplicated students. These actions are effective because they target specific academic needs of unduplicated students.

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

Using the FCMAT LCFF calculator, the school has calculated it will receive the amount stated above in Supplemental and Concentration funding under the Local Control Funding Formula. Our student population of English learners, students identified as low income, and Foster Youth far exceeds the 55% unduplicated threshold for using our funds schoolwide. The school will expend these funds according to the identified areas of need for our unduplicated pupils. The largest amount of funding is aimed directly at interventions for academic supports for completing credits, which will lead towards successful graduation.

To better serve our at-risk and highly mobile population, the Local Control and Accountability Plan includes the following possible additional actions and services such as, but not limited to:

- Additional services for social-emotional support
- Professional development and curriculum for English learners
- Continuously evolving CTE program designed to promote college and career readiness
- Early monitoring and interventions for struggling potential graduates

The school implements a personalized learning experience for English learners, low income, Foster Youth, and Special Education students that is strategically integrated with their unique academic and socio-emotional needs. The school has calculated the amount it intends to receive in Supplemental and Concentration funding under the Local Control Funding Formula. These funds are based on the number of English learners, students identified as low income, and Foster Youth. The school’s proportional percentage has been calculated and we have demonstrated that we have met the proportional percentage by spending all supplemental and concentration funds allocated, on services for the unduplicated student population, as outlined in the LCAP. The LCAP demonstrates that funds are principally directed to the needs of our unduplicated students.

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.

| <b>Staff-to-student ratios by type of school and concentration of unduplicated students</b> | 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            |  |   |

| <b>Staff-to-student ratios by type of school and concentration of unduplicated students</b> | 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 certificated staff providing direct services to students          |  |   |

## 2022-23 Total Expenditures Table

| Totals | LCFF Funds     | Other State Funds | Local Funds | Federal Funds | Total Funds    | Total Personnel | Total Non-personnel |
|--------|----------------|-------------------|-------------|---------------|----------------|-----------------|---------------------|
| Totals | \$1,129,854.00 |                   |             |               | \$1,129,854.00 | \$843,735.00    | \$286,119.00        |

| Goal | Action # | Action Title  | Student Group(s)                               | LCFF Funds   | Other State Funds | Local Funds | Federal Funds | Total Funds  |
|------|----------|---|--|--------------|-------------------|-------------|---------------|--------------|
| 1    | 1.1      | Increased Instructional Support   | English Learners<br>Foster Youth<br>Low Income | \$848,909.00 |                   |             |               | \$848,909.00 |
| 1    | 1.2      | Intervention  | English Learners<br>Foster Youth<br>Low Income | \$45,457.00  |                   |             |               | \$45,457.00  |
| 1    | 1.3      | Writing Initiative  |  |              |                   |             |               |              |
| 2    | 2.1      | Progress Monitoring   | English Learners<br>Foster Youth<br>Low Income |              |                   |             |               |              |
| 3    | 3.1      | Writing support classes for struggling 4th - 8th graders                | English Learners<br>Foster Youth<br>Low Income |              |                   |             |               |              |
| 3    | 3.2      | Baseline and summative writing assessments for Writing Intensive cohort | English Learners<br>Foster Youth<br>Low Income |              |                   |             |               |              |
| 3    | 3.3      | On-going Professional Learning on Writing Instruction                   | English Learners<br>Foster Youth<br>Low Income |              |                   |             |               |              |
| 4    | 4.1      | Park Days, Enrichment Activities, Field Trips, School Assemblies        | English Learners<br>Foster Youth<br>Low Income | \$195,322.00 |                   |             |               | \$195,322.00 |
| 4    | 4.2      | Mobile Lending Libraries  | English Learners<br>Foster Youth<br>Low Income | \$40,166.00  |                   |             |               | \$40,166.00  |

## 2022-23 Contributing Actions Table

| 1. Projected LCFF Base Grant | 2. Projected LCFF Supplemental and/or Concentration Grants | 3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1) | 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 |
|------------------------------|--|---|--|---|---|--|--|--------------------------|------------------|
| 10,510,260                   | 1,129,854  | 10.75%  | 0.00%  | 10.75%  | \$1,129,854.00  | 0.00%  | 10.75 %  | <b>Total:</b>            | \$1,129,854.00   |
|                              |  |   |  |   |   |  |  | <b>LEA-wide Total:</b>   | \$0.00           |
|                              |  |   |  |   |   |  |  | <b>Limited Total:</b>    | \$0.00           |
|                              |  |   |  |   |   |  |  | <b>Schoolwide Total:</b> | \$1,129,854.00   |

| Goal | Action # | Action Title  | Contributing to Increased or Improved Services? | Scope      | Unduplicated Student Group(s)                  | Location                                 | Planned Expenditures for Contributing Actions (LCFF Funds) | Planned Percentage of Improved Services (%) |
|------|----------|---|---|------------|--|--|--|---|
| 1    | 1.1      | Increased Instructional Support   | Yes   | Schoolwide | English Learners<br>Foster Youth<br>Low Income | All Schools<br>3 through 11              | \$848,909.00   |   |
| 1    | 1.2      | Intervention  | Yes   | Schoolwide | English Learners<br>Foster Youth<br>Low Income | All Schools<br>1 through 11              | \$45,457.00  |   |
| 2    | 2.1      | Progress Monitoring   | Yes   | Schoolwide | English Learners<br>Foster Youth<br>Low Income | All Schools<br>Kindergarten<br>through 2 |  |   |
| 3    | 3.1      | Writing support classes for struggling 4th - 8th graders                | Yes   | Schoolwide | English Learners<br>Foster Youth<br>Low Income | All Schools<br>Grades 4 through 8        |  |   |
| 3    | 3.2      | Baseline and summative writing assessments for Writing Intensive cohort | Yes   | Schoolwide | English Learners<br>Foster Youth<br>Low Income | All Schools                              |  |   |
| 3    | 3.3      | On-going Professional Learning on Writing Instruction                   | Yes   | Schoolwide | English Learners<br>Foster Youth<br>Low Income | All Schools                              |  |   |

| Goal | Action # | Action Title   | Contributing to Increased or Improved Services? | Scope      | Unduplicated Student Group(s)                  | Location    | Planned Expenditures for Contributing Actions (LCFF Funds) | Planned Percentage of Improved Services (%) |
|------|----------|--|---|------------|--|-------------|--|---|
| 4    | 4.1      | Park Days, Enrichment Activities, Field Trips, School Assemblies | Yes   | Schoolwide | English Learners<br>Foster Youth<br>Low Income | All Schools | \$195,322.00   |   |
| 4    | 4.2      | Mobile Lending Libraries   | Yes   | Schoolwide | English Learners<br>Foster Youth<br>Low Income | All Schools | \$40,166.00  |   |

## 2021-22 Annual Update Table

| Totals        | Last Year's Total Planned Expenditures (Total Funds) | Total Estimated Expenditures (Total Funds) |
|---------------|--|--|
| <b>Totals</b> | \$1,021,649.00                                       | \$1,021,649.00                             |

| Last Year's Goal # | Last Year's Action # | Prior Action/Service Title  | Contributed to Increased or Improved Services? | Last Year's Planned Expenditures (Total Funds) | Estimated Actual Expenditures (Input Total Funds) |
|--------------------|----------------------|---|--|--|---|
| 1                  | 1.1                  | Increased Instructional Support   | Yes  | \$700,704.00                                   | \$700,704.00                                      |
| 1                  | 1.2                  | Intervention  | Yes  | \$85,457.00                                    | \$85,457.00                                       |
| 2                  | 2.1                  | Progress Monitoring   | Yes  |  |   |
| 3                  | 3.1                  | Writing Intensive classes for struggling 4th - 8th graders              | Yes  |  |   |
| 3                  | 3.2                  | Baseline and summative writing assessments for Writing Intensive cohort | Yes  |  |   |
| 3                  | 3.3                  | On-going Professional Learning on Writing Instruction                   | Yes  |  |   |
| 4                  | 4.1                  | Park Days, Enrichment Activities, Field Trips, School Assemblies        | Yes  | \$195,322.00                                   | \$195,322.00                                      |
| 4                  | 4.2                  | Mobile Lending Libraries  | Yes  | \$40,166.00                                    | \$40,166.00                                       |

## 2021-22 Contributing Actions Annual Update Table

| 6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount) | 4. Total Planned Contributing Expenditures (LCFF Funds) | 7. Total Estimated Expenditures for Contributing Actions (LCFF Funds) | Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4) | 5. Total Planned Percentage of Improved Services (%) | 8. Total Estimated Percentage of Improved Services (%) | Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8) |
|--|---|---|--|--|--|--|
| 1,129,854  | \$1,021,649.00  | \$1,021,649.00  | \$0.00   | 0.00%  | 0.00%  | 0.00%  |

| Last Year's Goal # | Last Year's Action # | Prior Action/Service Title  | Contributing to Increased or Improved Services? | Last Year's Planned Expenditures for Contributing Actions (LCFF Funds) | Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds) | Planned Percentage of Improved Services | Estimated Actual Percentage of Improved Services (Input Percentage) |
|--------------------|----------------------|---|---|--|---|---|---|
| 1                  | 1.1                  | Increased Instructional Support   | Yes   | \$700,704.00   | \$700,704.00  |   |   |
| 1                  | 1.2                  | Intervention  | Yes   | \$85,457.00  | \$85,457.00   |   |   |
| 2                  | 2.1                  | Progress Monitoring   | Yes   |  |   |   |   |
| 3                  | 3.1                  | Writing Intensive classes for struggling 4th - 8th graders              | Yes   |  |   |   |   |
| 3                  | 3.2                  | Baseline and summative writing assessments for Writing Intensive cohort | Yes   |  |   |   |   |
| 3                  | 3.3                  | On-going Professional Learning on Writing Instruction                   | Yes   |  |   |   |   |
| 4                  | 4.1                  | Park Days, Enrichment Activities, Field Trips, School Assemblies        | Yes   | \$195,322.00   | \$195,322.00  |   |   |
| 4                  | 4.2                  | Mobile Lending Libraries  | Yes   | \$40,166.00  | \$40,166.00   |   |   |

**2021-22 LCFF Carryover Table**

| 9. Estimated Actual LCFF Base Grant (Input Dollar Amount) | 6. Estimated Actual LCFF Supplemental and/or Concentration Grants | LCFF Carryover — Percentage (Percentage from Prior Year) | 10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %) | 7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds) | 8. Total Estimated Actual Percentage of Improved Services (%) | 11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8) | 12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9) | 13. LCFF Carryover — Percentage (12 divided by 9) |
|---|---|--|---|--|---|--|--|---|
|   | 1,129,854   | 0  | 0.00%   | \$1,021,649.00   | 0.00%   | 0.00%  | \$0.00   | 0.00%   |

# Instructions

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[Engaging Educational Partners](#)

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

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

## Introduction and Instructions

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

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

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

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

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

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

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

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

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

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

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

## **Plan Summary**

### **Purpose**

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

## Requirements and Instructions

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

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

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

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

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

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

## Engaging Educational Partners

## Purpose

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

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

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

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

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

## Requirements and Instructions

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

### **Local Control and Accountability Plan:**

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

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

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

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

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

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

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

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

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

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

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

## Goals and Actions

### Purpose

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

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

### Requirements and Instructions

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

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

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

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

## **Focus Goal(s)**

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

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

## **Broad Goal**

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

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

## **Maintenance of Progress Goal**

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

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

## **Required Goals**

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

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

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

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

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

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

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

### **Measuring and Reporting Results:**

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

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

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

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

Complete the table as follows:

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

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

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

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

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

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

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

**Goal Analysis:**

Enter the LCAP Year.

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

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

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

### Purpose

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

### Requirements and Instructions

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

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

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

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

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

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

**Required Descriptions:**

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

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

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

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

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

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

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

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

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

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

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

## **For School Districts Only:**

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

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

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

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

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

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

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

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

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

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

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

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

Provide the following descriptions, as applicable to the LEA:

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

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

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

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

Complete the table as follows:

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

## Action Tables

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

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

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

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

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

## Data Entry Table

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

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

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

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

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

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

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

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

## Contributing Actions Table

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

## Annual Update Table

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

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

## Contributing Actions Annual Update Table

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

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

## LCFF Carryover Table

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

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

## Calculations in the Action Tables

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

### Contributing Actions Table

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

### Contributing Actions Annual Update Table

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

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

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

**LCFF Carryover Table**

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

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

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

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