

Local Control and Accountability Plan

The instructions for completing the Local Control and Accountability Plan (LCAP) follow the template.

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Manzanita Charter Middle School	Jim Trombley, Executive Director	jim.trombley@manzy.org ; (510) 222-3500

Plan Summary 2023

General Information

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

Manzanita Charter Middle School serves approximately 68 students in sixth, seventh, and eighth grades located at 461 33rd St., Richmond, CA 94801. Manzanita is a small parent-cooperative school where families and teachers work together to create the best possible learning environment for their children. Manzanita was the first charter school in the district and has been operating since September of 2000.

Manzanita Charter Middle School was created in 2000 by West Contra Costa parents wanting a small, safe, student-focused school that partners with parents to establish a teacher/parent cooperative model. After 10 years, 2 unanimous approvals, including a California Distinguished School honor, the Parent School Board hired an Executive Director. Under direction of the Director, Manzanita moved to Pinole, improving school grounds and classroom environments, greatly expanding its student and staff diversity and over time, resulting in the most diverse staff in WCCUSD.

Manzanita continued to outpace all schools in student improvement with standardized testing. Due to conditions outside of its control, Manzanita had to move during the 2016-17 school year. The school lost a third of its population, but the school continues to be a small and very safe environment for students. Each campus move involved substantial cost, but the school still managed to expand course offerings in Technology, Music, and Languages, despite a much smaller ADA, in part due to reduced classroom size. The pandemic caused further school reduction in students and teaching staff, but the school looks forward to creating a more dynamic and quality learning experience for emotional, social, and academic growth.

Mission Statement: Manzanita Charter Middle School places a strong emphasis on an academic curriculum, taught within a secure and safe community in which all students belong and feel that they are “part of a family”.

In 2021-22, Manzanita Charter Middle School served a total of 68 students with diverse needs and backgrounds in 6th through 8th grade. Approximately 69.12% of students are identified as Socioeconomically Disadvantaged; 51.5% are English Learners; and 32.4% are Reclassified Fluent English Proficient. In addition, 8.8% students qualify for Special Education services. Our students represent a variety of backgrounds, with our most significant populations identifying as Hispanic/Latino (89.7%); other ethnicities include African American and Asian, both with 1.5%. Additionally, some students identify as having two or more races (1.5%).

The purpose of this Local Control Accountability Plan (LCAP) is to address the School Plan for Student Achievement (SPSA) for Manzanita Middle which is the school wide program; herein referred to as the LCAP. The Charter School's plan is to effectively meet the ESSA Requirements in alignment with the LCAP and other federal, state, and local programs. The plans included in the LCAP address these requirements to include focusing on two goals: 1) Improve student and parent engagement to build a strong school culture. 2) Support students academically, specifically in ELA and mathematics.

The Charter School completed a comprehensive needs assessment of the entire school which included an analysis of verifiable state data and local performance data used to measure student outcomes as evidenced in the annual update portion of the LCAP. The needs assessment process included meeting parents, classified staff, teachers, and administrators to identify areas of opportunity for the students and groups of students who are not achieving standard mastery and to identify strategies which will be implemented in the LCAP to address those areas of opportunity. The identification of the process for evaluating and monitoring the implementation of the LCAP and the progress toward accomplishing the established goals will include discussing the actions and services with the use of supplemental funds at the school level through the parent advisory group which will include parents of English Learners. The parent advisory group will meet four times per year to inform the process. Parents, classified staff, certificated staff and an administrator will make up the council. The number of parents will exceed or be equal to the number of total staff members. The council will discuss academic performance, supplemental services and areas to make improvements with Title funds as part of the School Plan included in the LCAP conversations at the meeting in the fall and at the meeting in the spring. The teachers, staff, students, and parents also participate in an annual survey which provides feedback on the goals and services. The teachers, staff and administrators actively participate in the decision-making process throughout the year and during LCAP workshops. The decisions will consider the needs of Manzanita Middle based on student achievement data to include SBAC, ELPAC, and interim assessment data such CAASPP Interim assessments, cumulative assessments, and attendance and student demographic data to include the significant subgroups of Latino, Black or African American, White, socioeconomically disadvantaged, students with disabilities, and English learners. This student achievement data and student demographic data will be used as a basis for making decisions about the use of supplemental federal funds and the development of policies on basic core services.

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

Reflections: Successes

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

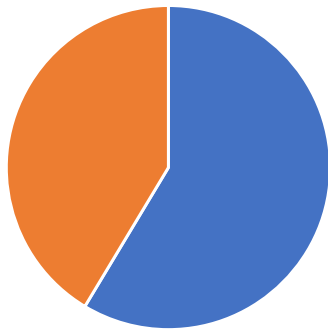
Manzanita Middle is very proud of the progress level for English Learners on the 2022 CA Dashboard. We attribute this progress to the intensive classes for students grouped by need to allow for small group work with English learners with a literacy curriculum that provides Lexile measures every 10 weeks to monitor progress as well as improved curriculum and texts aligning with high school curriculum. We will continue to provide this level of support for English learners to continue this progress.

We are also proud of the low suspension rate of 2% in 2022-23. We attribute this to the School Climate action and will continue to provide services that create a positive school climate for all students.

Manzanita continues to gradually increase in student enrollment by 17% in 2022-23 and is expected to increase by 25% in 2023-24 attendance. Our small school, close community and family feel continues to draw students. Successes based on local data as illustrated in the following graphs show student gains in Math and English even though most students enter Manzanita at below standard. Our focus on literacy continues to have year after year excellent student reclassification from English learners. The addition of a Licensed Educational psychologist has greatly improved student behavior and relationships.

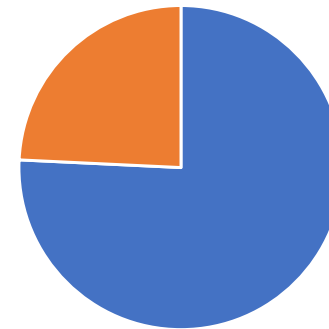
ELA

8th Grade Students Growth Measure: Reading and Language



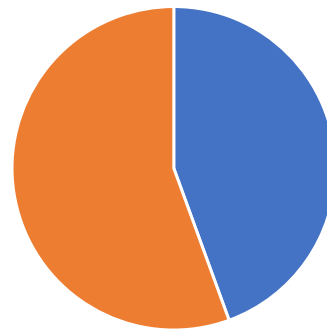
■ Students showing improvement or on/approaching grade level ■ Other Students

7th Grade Students Growth Measure: Reading and Language



■ Students showing improvement or at/approaching grade level ■ Other Students

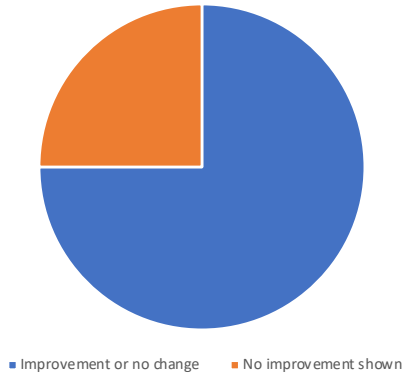
6th Grade Students Growth Measure: Reading and Language



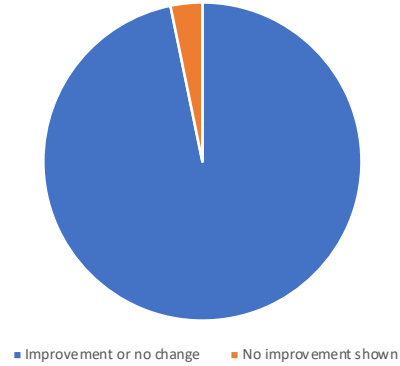
■ Students showing improvement or at/approaching grade level ■ Other Students

MATH

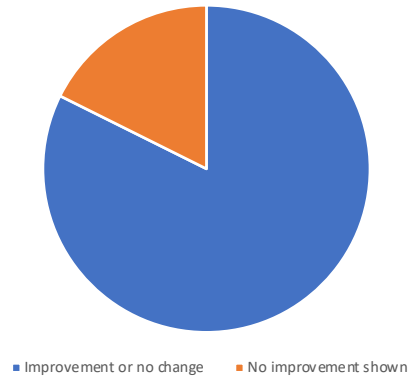
8th Grade Imagine Math Benchmark Report



7th Grade Imagine Math Benchmark Report



6th Grade Imagine Math Benchmark Report



Reflections: Identified Need

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

Based on the 2022 CA Dashboard, the school has identified needs based on the Very Low Status for all students and all numerically significant subgroups in both English Language Arts and Mathematics achievement. To address this need, the school has purchased a new

curriculum and is using regular assessments to monitor student progress. The school will continue to provide better access to technology, smaller class sizes, progress monitoring assessments and after school tutoring to support its diverse student population.

Chronic absenteeism is also an identified need with a Very High status for all students and all numerically significant subgroups on the 2022 CA Dashboard. The pandemic made regular attendance very challenging for many of our students in 2021-22. We anticipate a reduction in the Chronic Absence rate for 2022-23 based on the improvement in the pandemic conditions and our parent involvement/outreach efforts. We will continue with parent outreach to support regular attendance in 2023-24.

LCAP Highlights

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

The 2023-24 LCAP describes the services and programs Manzanita Middle provides for its students. The school plans to address the varied academic and social-emotional needs of students with the following two goals:

GOAL 1: Improve student and parent engagement to build a strong school culture. In terms of the work to maintain a positive culture and climate (Goal 1), the school will continue to provide increased enrichment and extracurricular activities, investments in school climate, and school counseling/mental health services, in order to improve student attendance and engagement. In addition, the school will prioritize parent involvement and outreach and community partnerships to ensure that parents and community members have a voice in school matters. The school will also provide a STEAM-based curricular program to ensure a broad course of study for all students. Finally, the school will continue to invest in a safe, clean facility so that students, family, and teachers will feel safe and comfortable in the classroom environment.

GOAL 2: Support students academically, specifically in ELA and mathematics. In terms of student achievement (Goal 2), the school will continue to provide better access to technology, smaller class sizes, progress monitoring assessments and after school tutoring to support its diverse student population. In addition, the school will provide programs which specifically support English learners for academic success. Finally the school will continue to prioritize professional development and collaboration opportunities for teachers as retaining credentialed instructors is the foundation for a successful academic experience.

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.

N/A

Support for Identified Schools

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

N/A

Monitoring and Evaluating Effectiveness

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

N/A

Engaging Educational Partners

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

Manzanita Middle has a strong commitment to and history of listening to family members, teachers and staff, and students to create a strong, engaged school community. Educational partner review and input is an integral part of the LCAP process. Parent, teacher and staff, student, and public input was used in developing the plan and will be used in refining the plan annually. Manzanita Middle actively engaged educational partners in monitoring progress toward LCAP goals, including implementation of actions and analysis of interim and final data on measures. Manzanita initiated a Student Progress Report presented to parents midway between quarter grade reports to further inform parents of their students school performance enabling timely corrective action for continuous improvement.

The different types of educational partner engagement were:

- Family Meetings: Aug. 11, Oct. 19 & 20, Dec. 15 2022 and Mar. 22 & 23, Jun. 13 2023
- Student, Family, and Staff Surveys: Review of teacher performance rubric Aug.19 & Mr. 3, May surveys completed by students and parents. Teachers used of Class Dojo provides timely notices to parents and staff regarding student achievement and monthly recognition.
- Staff meetings: Basically meetings are established for every Friday 12:45-2:00 beginning Aug 19 except holiday weekends.
- Public Hearing and Public Board approval: Aug. 23, every second Tuesday evening 6:30-8:00 except in June 13 & 20
- SELPA :Manzanita has El dorado County Office of education as its SELPA and receive monthly Professional Learning Network Meeting notices. Attended the one in person opportunity at Oakland Region meeting Feb. 8

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

A summary of the feedback provided by specific educational partners.

The following feedback was collected from each group:

Mixed Groups: SSC and DELAC

Parents: Survey a well a communication from the Board (all members are parents of present students)

Students: Survey and input from student leaders from each grade.

Administrators/Teachers/Staff:

SELPA:

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

Information provided by students, staff and parents via meetings and surveys.

Goals and Actions

Goal 1

Goal #	Description
1	Improve student and parent engagement to build a strong school culture.

An explanation of why the LEA has developed this goal.

Manzanita Middle has developed this broad goal to build a strong school culture because school culture is the foundation for strong academic achievement. If the school provides increased enrichment and extracurricular activities, investments in school climate, school counseling/mental health services, the chronic absenteeism, suspension, expulsion, attendance, student survey data, and middle school dropout rate will improve. If the school provides Parent Involvement and Outreach and Community Partnerships, then the parent survey data and Parent Participation and Parental Input in Decision-Making will improve. If the school provides a STEAM-based curricular program, 100% of students will be enrolled in a broad course of study. Finally, if the school invests in a safe, clean campus facility, student, family, and teacher perceptions of school safety will increase and facilities inspections will show the facility in good repair. A new gym floor will be installed to enhance athletics activities and student involvement.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
1. Engagement: Chronic Absenteeism (Data Source: California School Dashboard; Chronic Absenteeism Indicator)	2018-2019: 13.3% // maintained .4% **ORANGE** Data Source: 2019 Dashboard; Chronic Absenteeism Indicator 2018-19: 40%	2020-21: 0% Data Source: 20-21 DataQuest Chronic Absenteeism 2021-22 P1 - 90.24%	Data Year: 2021-22 All Students: 33.8% SED: 32.% EL: 34.9% Hispanic: 36%	Data Year: 2022-23 All Students: 24.3% SED: 22% EL: 20.7% Hispanic: 25%	Decline .5% // 12.8% YELLOW
2. Safety: Suspension Rate (Data Source: California State Dashboard; Suspension Rate)	2018-2019: .8% // maintained .1% **GREEN** Data Source: 2019 Dashboard; Suspension Rate Indicator	2020-21: 0% Data Source: 20-21 DataQuest Suspension Rate	Data Year: 2021-22 All Students: 0% SED: 0% EL: 0% Hispanic: 0%	Dat Year: 2022-23 All Students: 2% SED: 1% EL: 1% Hispanic: 1%	2.8% or less **YELLOW or GREEN or BLUE**
3. Broad Range of Study & Engagement: # students w/ STEAM Class (Data Source: Local Data)	2020-21: 100% Data Source: Local Data	2021-22: 100%	Data Year: 2022-23 100%		100%
4. Safety: Expulsion Rate (Data Source: DataQuest)	2019-20: 0% Data Source: DataQuest Expulsion Rate	2020-2021: 0% Data Source: 20-21 DataQuest Expulsion rate	Data Year: 2021-22 All Students: 0%	95	0%

5. Other Local Measures: Students' perception of safety on campus. (Date Source: Student Culture Survey)	2020-21: 90% of students perceive Manzanita as safe or very safe Data Source: Student Culture Survey	2021-22: 100% Data Source: Student Culture Survey	Data Year: 2022-23 95%		Maintain 90% or more of students indicating that they perceive Manzanita as safe or very safe on student survey.
5. Other Local Measures: Parent perception of safety on campus. (Date Source: Family Culture Survey)	Added in 21-22 95% of parents in 21- 22 indicate the school is safe.	N/A	Data Year: 2022-23 95%		>85%
5. Other Local Measures: Teacher perception of safety on campus. (Date Source: Teacher Culture Survey)	Added in 21-22 100% of teachers and staff feel the school is safe.	N/A	Data Year: 2022-23 90%		>85%
6. Engagement: Student Attendance Rate (Data Source: Local SIS Data)	Added in 21-22 Student attendance of 90% following the COVID shutdown	N/A	Data Year: 2022-23 98%		95%
7. Other Local Measures: Middle School Dropout Rate	Added in 21-22 Manzanita had zero dropout	N/A	Data Year: 2022-23 0%		0%

8. Other Local Measures: Student Perception of School Connectedness (Data Source: Student Survey)	Added in 21-22 90 % agree the school is well connected.	N/A	Data Year: 2022-23 100%		>85%
8. Other Local Measures: Parent Perception of School Connectedness (Data Source: Family Survey)	Added in 21-22 90 % of parents agree the school is well connected	N/A	Data Year: 2022-23 100%		>85%
8. Other Local Measures: Teacher Perception of School Connectedness (Data Source: Teacher Survey)	Added in 21-22 100 % of teachers agree the school is well connected	N/A	Data Year: 2022-23 100%		>85%
9. Other Local Measures: Parent Participation and Parental Input in Decision-Making	Added in 21-22 Full participation of parent via the parent school board structure.	N/A	Data Year: 2022-23 100%		Full Participation
10. School Facilities Status: Good Data Source: SARC and County FIT	2020-2021 Overall FIT Score: Good Repair	2021-22: current year status Facility is in good repair but bathrooms need to be cleaner Data Source: FIT survey	2022-23 Improve gym floor, school overall in good condition		Overall FIT Score: Exemplary or Good Repair Status

Actions

Action #	Title	Description	Total Funds	Contributing
1	Increase enrichment and extracurricular activities	Manzanita will increase student engagement through input from student leaders representing all grades, adding sport league competition, guest speakers, study trips, dances and monthly Dojo point competition.	\$6000	N
2	School Climate	The master schedule will continue with the added ELD, ELA and Math Intensive classes along with Student Advisor service in partnership with a dedicated social worker/counselor serving Manzy students, parents and staff. The Executive Director teaming with an Assistant Principal.	\$12,000	N
3	Parent Involvement and Outreach	We will build on PD provided in 2020-2021 regarding chronic absenteeism by creating a proactive, preventive approach. At our annual orientation and Back-to-School events, we will begin by informing parents of the significant impact chronic absenteeism has on academic performance. Additionally, we will be diligent about notifying parents of cumulative absences once students reach 5 in the year and initiating an SST for any student with 10 absences.	\$10,000	Y
4	STEAM	Daily STEAM integrated into Science instruction, taught by full-time STEAM teacher, with STEAM curriculum and materials provided	\$50,000	N
5	Community Partnerships	Continue to build relationships within the community to provide families with resources for mental health, parenting support, etc.	\$3,000	Y
6	Counseling Services/Mental Health	Provide at-risk students with counseling services.	\$10,000	Y
7	Safe and Clean Facilities	The school will provide a safe, clean, and healthy school campus.	\$10,000	N

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

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

All actions were implemented as planned **OR** describe the actions that were not implemented as planned.

Successes: Incorporation of the Student Progress report in addition to and as a supplement to grade reports and long with expanded use of Dojo for teacher parent communication. Monthly recognition of student effort based on Dojo points, expanded and increase sport competition, increased and improved assemblies and continued excellent field trips.

Challenges: Student participation and therefore learning opportunities were reduced do to attendance issues partially caused by family concerns and travel. As a small school with one teacher per subject and not enough full time staff instructional practices were limited and therefore student engagement was not optimal. Transfer students that came from difficult environments were slow to adopt Manzanita's small school family atmosphere.

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.

[Respond here]

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

The increased enrichment and extracurricular activities, investments in school climate, school counseling/mental health services actions have been **effective** as evidenced by the 2% suspension, 0% expulsion, improved 77% attendance rates, strong student survey data, and 0% middle school dropout rate. These same actions have demonstrated limited effectiveness during the pandemic at preventing chronic absenteeism with a 33.8% rate in 2021-22. We expect to see reduced chronic absenteeism during the 2022-23 due to better pandemic circumstances and our parent involvement action.

The Parent Involvement and Outreach and Community Partnerships actions were effective as evidenced by the parent survey data showing 95% of parents with a perception of school connection and a(n) **increase** of the Parent Participation and Parental Input in Decision-Making. The STEAM-based curricular program action is effective as evidenced by 100% of students enrolled in a broad course of study. The safe, clean campus facility action was effective as evidenced by student, family, and teacher perceptions of school safety and facilities inspections showing the facility in **good** repair.

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

The goal, metrics, and desired outcomes are unchanged. Action 7 Clean and Safe Facilities was added to align with the Facilities metric.

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

Goal 2

Goal #	Description
2	Support students academically, specifically in ELA and mathematics.

An explanation of why the LEA has developed this goal.

Manzanita Middle has developed this broad goal to support students academically because a strong foundation in ELA and mathematics will help them to be successful in many other areas of need. If the school provides better access to technology, smaller class sizes, progress monitoring assessments, and after school tutoring, English learner, ELA and math local inventory scores will improve, and students will meet or exceed goals on the CAASPP ELA and Math exams.

If the school provides programs to support English learners, English Learners will make progress on the ELPAC and attain reclassification. If the school provides curriculum and instructional materials, such as Springboard, access to standards aligned instructional materials will increase. Finally, if the school provides increased professional development and collaboration opportunities for teachers, the school will be able to hire and retain credentialed instructors.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
1. English Learner Progress (Data Source: Galileo or Reading Inventory)	TBD by BOY Imagine Learning Galileo or HMH Reading Inventory—Universal Screening and Progress Monitoring Assessments	Due to glitches with our interim CAASPP testing and new instructors assessment wasn't performed to plan. Expected CAASPP results will be low.	Data Year: 2022-23 65%		45%-55% demonstrate progress (metric for "progress" TBD based on assessment)
2. Other Local Indicator: ELA Students showing improvement (Data Source: either Galileo or Reading Inventory)	TBD with beginning of year screening assessment	Classroom assessment has non English speaking students improving and our ELPAC test indicated many students being reclassified as English speakers.	Data Year: 2022-23 12%		Imagine Reading's Galileo or HMH's Reading Inventory End of Year Student Assessment Data: metric to TBD based on assessment chosen. All students will improve by 10%
3. Other Local Indicator: math assessments Students showing improvement (Data Source: Imagine Math)	TBD with beginning of the year screening assessment	Math had substantial improvement in 6, 7 & 8 grades. Growth - 79%,54% & 43% respectively. 8th grade being negatively impacted the most due to COVID	Data Year: 2022-23 6 grade 53% 7 grade 39% 8 grade 29% However only 11 Of 79 students (14%) declined for the year and 8th grade declined most @24%		All

4. The following metrics do not apply to Manzanita Middle School: High School Dropout Rates & High School Graduation Rates	N/A (serve only grades 6-8)	N/A (MS dropout rate added to Goal 1 measures)	N/A	N/A	N/A
5. Credentialed Teachers (in core classes) and Appropriately Assigned Teachers (Data Source: SARC)	100% of mandated instruction teachers are credentialed	During the 2021-22 school year all mandated subject teachers were credentialed except Science where Manzanita relied on substitute teachers for the entire school year.	Data Year: 2020-21 28.1% properly credentialed and assigned	Data Year: 2022-23 80% properly credentialed and assigned	100%
6. Standards Aligned Instructional Materials % of students with access to their own standards-aligned instructional materials (Data Source: SARC)	2020-2021 100% have access Source: SARC	2021-22 100 % of students had access to standards-aligned materials Source: SARC	Data Year: 2022-23 100%		100%
7. English Learner Progress: English Learner Progress on ELPAC (Data Source: ELPAC Results)	Added in 21-22 50% making progress Data Source: 2019 Dashboard ELPI	ELPI not calculated for 2021 Dashboard 2020-2021: 48.3% Students Scored 3 or 4 on Summative ELPAC	Data Year: 2021-22 67.7% Very High Progress	Data Year: 2022-23 N/A to date	>50% making progress

8. English Learner Progress: EL Reclassification Rate (Data Source: DataQuest Reclassification)	Added in 21-22 0.0% Data Source: 20-21 DataQuest Reclassification Rate	N/A	Data Year: 2021-22 %		10% reclassification rate
9. ELA Achievement: % Students Meeting or Exceeding on CAASPP ELA (Data Source: CAASPP Results)	Added in 21-22 26.3% Met/Exceeded Data Source: 2018-19 DataQuest CAASPP ELA	N/A – Not tested in 20-21	Data Year: 2021-2022 All Students: 18.18% SED: 21.57% EL: 7.14% Hispanic/Latinx: 17.81%		>30% Met/Exceeded
10. Math Achievement: % Students Meeting or Exceeding on CAASPP Math (Data Source: CAASPP Results)	Added in 21-22 15.8% Met/Exceeded Data Source: 2018-19 DataQuest CAASPP Math	N/A – Not tested in 20-21	Data Year: 2021-2022 All Students: 15.58% SED: 15.68% EL: 11.90% Hispanic/Latinx: 15.07%		>20% Met/Exceeded
11. Science Achievement: % of Students Meeting or Exceeding on the CA Science Test (CAST)	Data Year: 2021-2022 All Students: 5.4% SED: 8.34% EL: 0% Hispanic: 5.72%	N/A Metric added in 2023	N/A Metric added in 2023		>20% Met/Exceeded

Actions

Action #	Title	Description	Total Funds	Contributing
1	Internet Access (campus)	IT consultant will update our internet and security, expanding access points so that all areas used on campus for instruction/learning will have adequate connectivity. Improved access will ensure staff and students have safe and adequate access to internet supported programs and resources. In addition, connectivity is imperative to successfully prepare students for college or career as well as to build critical 21st century skills	\$15,000	N
2	1:1 Students-Chromebooks and hot spots (as needed)	To access certain components to curricula, programs, and resources, students need access to a computer/Chromebook.	\$10,000	Y
3	Classroom Chromebooks	We will need to have class sets of Chromebooks as well as replacement Chromebook for students and classrooms.	\$25,000	
4	Springboard	Manzanita will implement a program that is researched-based and especially effective in supporting English learners.	\$5,000	Y
5	Clever	Our IT consultant is going to sync our internet-based programs with Clever to create easier access for both students and parents. Our goal is to ensure that parents have another platform for communication and to support learning at home. In addition, by having only one login name and password, students will be less likely to forget or lose their login information.	\$5,000	N
6	Tier 2 Math & ELA Support, Smaller Class Size (15-20)	Manzanita's master schedule will include flex periods to ensure all students requiring additional support in ELA and math have access to that support. Also, students will have access to supplemental ELA and math programs/supports.	\$40,000	N
7	Assessments—Screening and Progress Monitoring	Imagine Learning or HMH Reading Inventory	\$5,000	N
8	After School Tutoring	Families demonstrated a lot of interest in increased opportunities for math and ELA	\$10,000	Y

9	Teacher Collaboration and PD	Weekly half-day collaborative meetings with teachers to encourage staff to work together and to provide professional development in SEL, ELD supports, trauma-informed practices, etc.	\$10,000	N
10	Supports for English Learners	Provide intensive classes for students grouped by need to allow for small group work with English learners with a literacy curriculum that provides Lexile measures every 10 weeks to monitor progress. Mid-year Manzanita revised the class schedule to establish an additional class Monday -Thursday for ELD instruction	\$20,000	Y
11	SPED Supports	Resources and consultants provided to students with disabilities based on their needs. A fully dedicated Resource teacher provides daily support to all students in need of support.	\$90,000	N

Goal Analysis for [LCAP Year]

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

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

All actions were implemented as planned **OR** describe the actions that were not implemented as planned.

Successes:

Successes: Incorporation of literacy improving activities through additional class time and curriculum adding the digital tools of a writable app and Prodigy. Improved student behavior with the edition of counseling staff. Improved math skills through after school tutoring.

Challenges: Challenges: Student participation and therefore learning opportunities were reduced do to attendance issues partially caused by family concerns and travel. As a small school with one teacher per subject and not enough full time staff instructional practices were limited and therefore student engagement was not optimal.

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.

[Respond here]

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

The actions reflecting increased access to technology, progress monitoring, smaller class sizes, and after school tutoring were ineffective as evidenced by 2021-22 CAASPP scores with 18% meeting or exceeding standards in English Language Arts and 16% in Math. These scores indicate status prior to the new curriculum resources being implemented this year. It is the expectation that the 2022-23 CAASPP scores will demonstrate growth and indicate these actions have been effective. The % of students improving scores on local inventories for English Language Development, and % showing growth on ELA and % showing growth in Math are signs of progress.

The action related to implementing Springboard's curriculum was effective as evidenced by 100% of students having access to standards aligned instructional materials. Finally, the action related to increasing professional development and collaboration opportunities for teachers has been ineffective as evidenced by the school's ability to hire and retain credentialed instructors.

The English Learner Support action has demonstrated effectiveness as evidenced by 67.7% of English learners making progress on the ELPAC and the % English learner reclassification rate.

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

There were no changes made to the planned goal, desired outcomes, or actions. The metric for Science Achievement was added to track student progress in Science.

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

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

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
[Insert percentage here]%	[Insert percentage here]%	[\$[Insert dollar amount here]	[Insert percentage here]%

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.

School Culture

On the 2022 CA Dashboard, our Socioeconomically disadvantaged students and English learners had a suspension status of Very Low. In 2023, % of students reported feeling safe and % reported a sense of connectedness to the school community based on climate survey data. In 2021-22, 0% of students were suspended and 0% of students were expelled. Additionally, the ADA overall average throughout the year maintained %, which is a success overall. However, while the Chronic Absentee rate was at the Very High status for all students and all numerically significant subgroups

Actions

Based on the data, we see positive signs of the impact of our efforts to foster a positive culture and climate in support of students both holistically and academically. Key components of these additional efforts include the following actions:

- Parent Involvement/Outreach
- Community Partnerships
- Mental Health/Counseling

Expected Outcomes

By implementing strategic actions in support of culture and climate, we hope to achieve our goals in academic growth and achievement, described above, and to maintain a low suspension rate and positive indicators that students feel safe and connected to the school community. We will also measure progress toward high attendance, and low chronic absenteeism (see above). We will measure progress in our family engagement efforts by specific indicators around parent survey response rates and parent perceptions of connectedness to the school.

Academic Achievement

In reviewing the 2022 ELA and Math performance of our English Learners and Socioeconomically Disadvantaged students, we find that both groups are at Very Low status level for ELA and Math. Manzanita Middle has identified significant need for improvement in ELA and Math achievement for all student groups. The most recent data from 2022 indicates Manzanita Middle were at -75.1 and -104.4 Distance from Standard (DfS) respectively for ELA and Math. This data points to the need to increase the level of targeted intervention in Math and ELA, as well as identifying more strategies for progress monitoring, using data to inform instruction, and professional development on differentiating instruction and interventions.

Actions:

Chromebooks

Springboard

After-school Tutoring

Expected Outcomes

By implementing the identified actions, we will ensure steady growth in our academic outcomes, such as SBAC ELA and Math, English Learner Progress, Reclassification rates (see expected outcomes in Goal 2). We plan to use interim assessment data to gauge progress throughout the year.

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

Limited Actions

English Learner Supports (\$) %

Needs

English Learner progress was at a Very High rate on the 2022 CA Dashboard. However, English learners are at -114.7 Distance from Standard on the ELA CAASPP and -141.7 Distance from Standard on the Math CAASPP.

Action: Provide intensive classes for students grouped by need to allow for small group work with English learners with a literacy curriculum that provides Lexile measures every 10 weeks to monitor progress. Provide an additional class Monday -Thursday for ELD instruction

LEA-wide Actions

Parent Involvement/Outreach (\$) %

Community Partnerships (\$) %

Mental Health/Counseling (\$) %

Chromebooks (\$) %

Springboard (\$) %

After-school Tutoring (\$) %

The school plans to increase services to high need students [Total Limited and LEA-wide actions %- should match Box 5. Total Planned Percentage of Improved Services on the 2023-24 Contributing Actions Table] through a combination of Limited and LEA-wide actions.

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.

Manzanita Middle is a single school LEA with a greater than 55% unduplicated pupil population that will use the additional concentration grant add-on funding to increase the number of staff providing direct services to students through the following action:

Goal #, Action # [Action Name] funds additional staffing to provide [describe service provided to students]

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

Instructions

[Plan Summary](#)

[Engaging Educational Partners](#)

[Goals and Actions](#)

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

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

Introduction and Instructions

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

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

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

- Annually reviewing and updating the LCAP to reflect progress toward the goals (*EC* Section 52064[b][7]).

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

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

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

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

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

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

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

- **Monitoring and Evaluating Effectiveness:** Describe how the LEA will monitor and evaluate the implementation and effectiveness of the CSI plan to support student and school improvement.

Engaging Educational Partners

Purpose

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

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

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

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

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

Requirements and Instructions

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

Local Control and Accountability Plan:

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

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

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

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

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

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

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

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

- Inclusion of a goal or decision to pursue a Focus Goal (as described below)

- Inclusion of metrics other than the statutorily required metrics
- Determination of the desired outcome on one or more metrics
- Inclusion of performance by one or more student groups in the Measuring and Reporting Results subsection
- Inclusion of action(s) or a group of actions
- Elimination of action(s) or group of actions
- Changes to the level of proposed expenditures for one or more actions
- Inclusion of action(s) as contributing to increased or improved services for unduplicated students
- Determination of effectiveness of the specific actions to achieve the goal
- Determination of material differences in expenditures
- Determination of changes made to a goal for the ensuing LCAP year based on the annual update process
- Determination of challenges or successes in the implementation of actions

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

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

- **Broad Goal:** A Broad Goal is relatively less concentrated in its scope and may focus on improving performance across a wide range of metrics.
- **Maintenance of Progress Goal:** A Maintenance of Progress Goal includes actions that may be ongoing without significant changes and allows an LEA to track performance on any metrics not addressed in the other goals of the LCAP.

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

Focus Goal(s)

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

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

Broad Goal

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

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

Maintenance of Progress Goal

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

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

Required Goals

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

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

- **Consistently low-performing student group(s) goal requirement:** An LEA meeting the consistently low-performing student group(s) criteria must include a goal in its LCAP focused on improving the performance of the student group or groups that led to the LEA’s eligibility for Differentiated Assistance. This goal must include metrics, outcomes, actions, and expenditures specific to addressing the needs of, and improving outcomes for, this student group or groups. An LEA required to address multiple student groups is not required to have a goal to address each student group; however, each student group must be specifically addressed in the goal. This requirement may not be met by combining this required goal with another goal.
- **Goal Description:** Describe the outcomes the LEA plans to achieve to address the needs of, and improve outcomes for, the student group or groups that led to the LEA’s eligibility for Differentiated Assistance.
- **Explanation of why the LEA has developed this goal:** Explain why the LEA is required to develop this goal, including identifying the student group(s) that lead to the LEA being required to develop this goal, how the actions and associated metrics included in this goal differ from previous efforts to improve outcomes for the student group(s), and why the LEA believes the actions, metrics, and expenditures included in this goal will help achieve the outcomes identified in the goal description.

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

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

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

Measuring and Reporting Results:

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

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

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

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

Complete the table as follows:

- **Metric:** Indicate how progress is being measured using a metric.
- **Baseline:** Enter the baseline when completing the LCAP for 2021–22. As described above, the baseline is the most recent data associated with a metric. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 1 Outcome:** When completing the LCAP for 2022–23, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 2 Outcome:** When completing the LCAP for 2023–24, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.

- **Year 3 Outcome:** When completing the LCAP for 2024–25, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above. The 2024–25 LCAP will be the first year in the next three-year cycle. Completing this column will be part of the Annual Update for that year.
- **Desired Outcome for 2023–24:** When completing the first year of the LCAP, enter the desired outcome for the relevant metric the LEA expects to achieve by the end of the 2023–24 LCAP year.

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

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

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

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

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

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

Goal Analysis:

Enter the LCAP Year.

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

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

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

Purpose

A well-written Increased or Improved Services section provides educational partners with a comprehensive description, within a single dedicated section, of how an LEA plans to increase or improve services for its unduplicated students in grades TK–12 as compared to all students in grades TK–12, as applicable, and how LEA-wide or schoolwide actions identified for this purpose meet regulatory requirements.

Descriptions provided should include sufficient detail yet be sufficiently succinct to promote a broader understanding of educational partners to facilitate their ability to provide input. An LEA's description in this section must align with the actions included in the Goals and Actions section as contributing.

Requirements and Instructions

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

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

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

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

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

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

Required Descriptions:

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

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

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

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

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

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

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

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

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

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

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

For School Districts Only:

Actions Provided on an LEA-Wide Basis:

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

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

Actions Provided on a Schoolwide Basis:

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

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

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

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

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

For any action contributing to meeting the increased or improved services requirement that is associated with a Planned Percentage of Improved Services in the Contributing Summary Table rather than an expenditure of LCFF funds, describe the methodology that was used to

determine the contribution of the action towards the proportional percentage. See the instructions for determining the Planned Percentage of Improved Services for information on calculating the Percentage of Improved Services.

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

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

Provide the following descriptions, as applicable to the LEA:

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

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

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

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

Complete the table as follows:

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

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

Action Tables

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

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

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

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

Data Entry Table

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

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

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

- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants the LEA estimates it will receive on the basis of the number and concentration of unduplicated students for the coming school year.
- **3. Projected Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected LCFF Base Grant and the Projected LCFF Supplemental and/or Concentration Grants, pursuant to 5 CCR Section 15496(a)(8). This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the coming LCAP year.
- **LCFF Carryover — Percentage:** Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table from the prior LCAP year. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).
- **Total Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected Percentage to Increase or Improve Services for the Coming School Year and the LCFF Carryover — Percentage. This is the percentage by which the LEA must increase or improve services for unduplicated pupils as compared to the services provided to all students in the coming LCAP year.
- **Goal #:** Enter the LCAP Goal number for the action.
- **Action #:** Enter the action’s number as indicated in the LCAP Goal.
- **Action Title:** Provide a title of the action.
- **Student Group(s):** Indicate the student group or groups who will be the primary beneficiary of the action by entering “All,” or by entering a specific student group or groups.
- **Contributing to Increased or Improved Services?:** Type “Yes” if the action **is** included as contributing to meeting the increased or improved services; OR, type “No” if the action is **not** included as contributing to meeting the increased or improved services.
- If “Yes” is entered into the Contributing column, then complete the following columns:
 - **Scope:** The scope of an action may be LEA-wide (i.e., districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.

- **Unduplicated Student Group(s):** Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.
- **Location:** Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate “All Schools.” If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter “Specific Schools” or “Specific Grade Spans.” Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades transitional kindergarten through grade five), as appropriate.
- **Time Span:** Enter “ongoing” if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter “1 Year,” or “2 Years,” or “6 Months.”
- **Total Personnel:** Enter the total amount of personnel expenditures utilized to implement this action.
- **Total Non-Personnel:** This amount will be automatically calculated based on information provided in the Total Personnel column and the Total Funds column.
- **LCFF Funds:** Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA’s total LCFF target (i.e., base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).
 - **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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