LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Forest Ranch Charter School

CDS Code: 04-61424-0118042

School Year: 2023-24
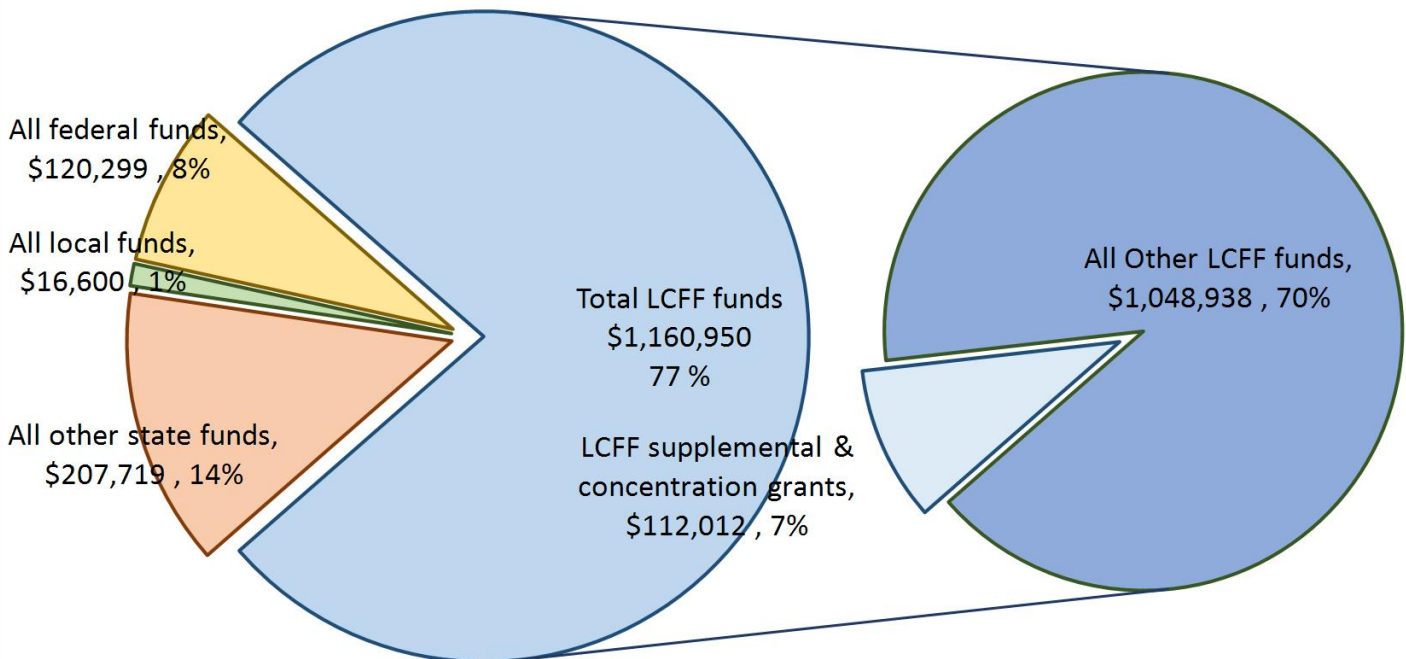
LEA contact information:

Christia Marasco

Director

cmarasco@forestranchcharter.org

530-891-3154

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

Budget Overview for the 2023-24 School Year

Projected Revenue by Fund Source

- All federal funds, $120,299 , 8%
- All local funds, $16,600 , 1%
- All other state funds, $207,719 , 14%
- Total LCFF funds $1,160,950 77 %
- LCFF supplemental & concentration grants, $112,012 , 7%
- All Other LCFF funds, $1,048,938 , 70%

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

The text description for the above chart is as follows: The total revenue projected for Forest Ranch Charter School is $1,505,568, of which $1,160,950 is Local Control Funding Formula (LCFF), $207,719 is other state funds, $16,600 is local funds, and $120,299 is federal funds. Of the $1,160,950 in LCFF Funds, $112,012 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

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

Budgeted Expenditures in the LCAP
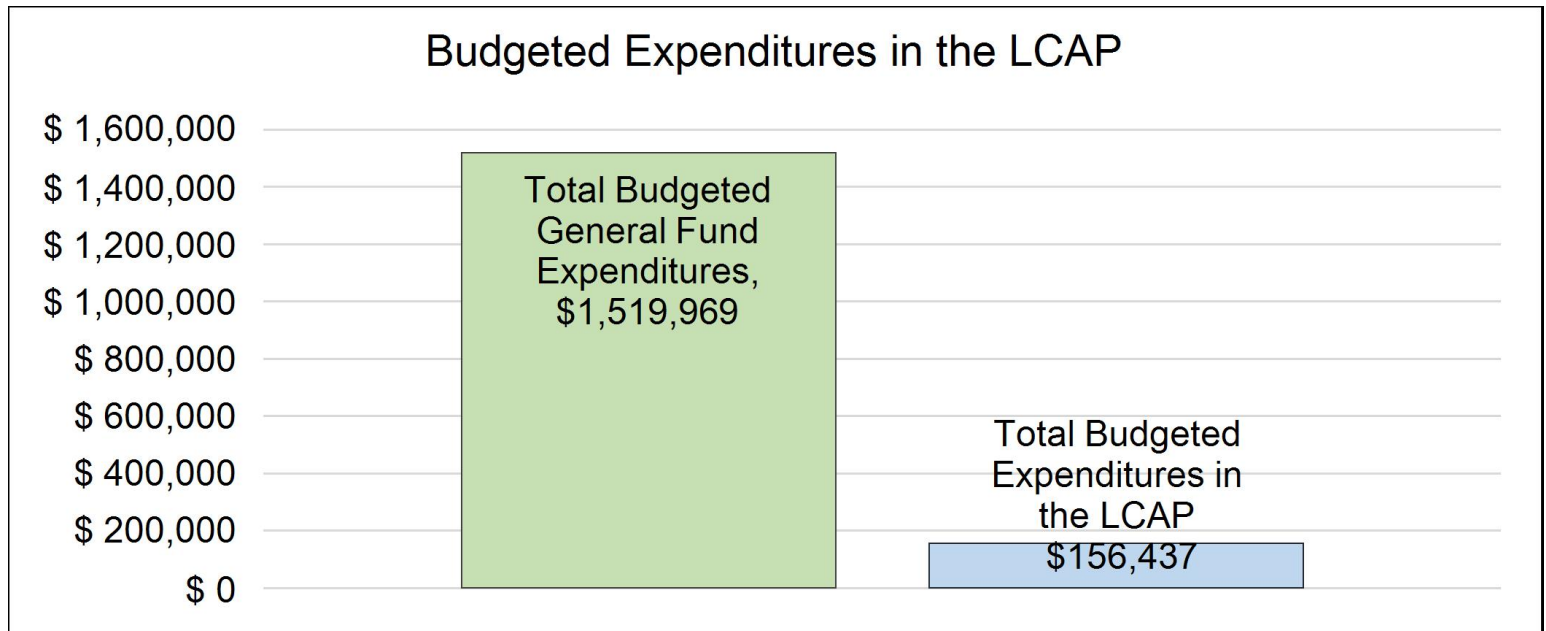
This chart provides a quick summary of how much Forest Ranch Charter School plans to spend for 2023-24. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Forest Ranch Charter School plans to spend $1,519,969 for the 2023-24 school year. Of that amount, $156,437 is tied to actions/services in the LCAP and $1,363,532 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:
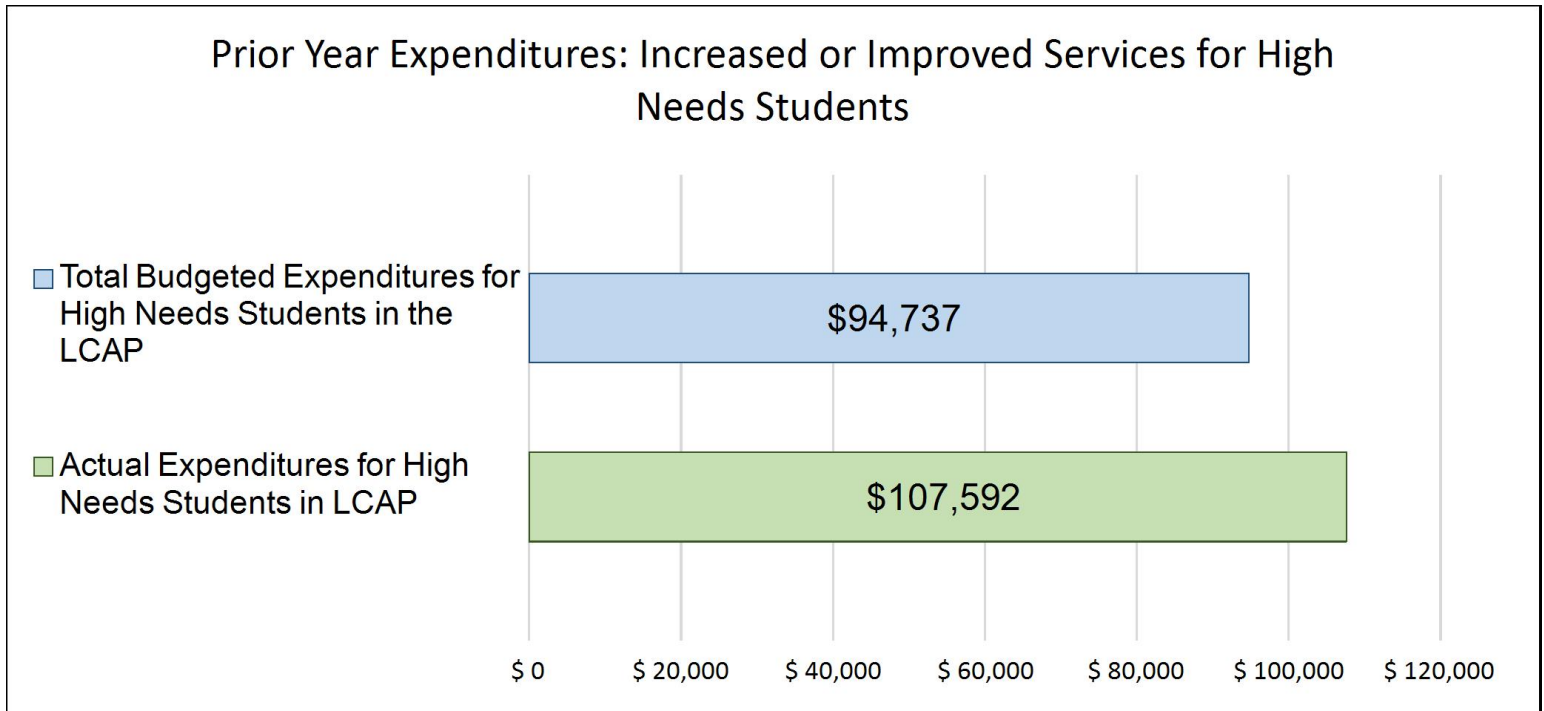
Those expenditures not included in the LCAP are the usual and customary expenses associated with the day to day operation of a K-8 school.

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

In 2023-24, Forest Ranch Charter School is projecting it will receive $112,012 based on the enrollment of foster youth, English learner, and low-income students. Forest Ranch Charter School must describe how it intends to increase or improve services for high needs students in the LCAP. Forest Ranch Charter School plans to spend $112,432 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2022-23

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

☐ Total Budgeted Expenditures for High Needs Students in the LCAP	$94,737
☐ Actual Expenditures for High Needs Students in LCAP	$107,592

x-axis: $ 0, $ 20,000, $ 40,000, $ 60,000, $ 80,000, $ 100,000, $ 120,000

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

The text description of the above chart is as follows: In 2022-23, Forest Ranch Charter School's LCAP budgeted $94,737 for planned actions to increase or improve services for high needs students. Forest Ranch Charter School actually spent $107,592 for actions to increase or improve services for high needs students in 2022-23.

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
Forest Ranch Charter School	Christia Marasco Director	cmarasco@forestranchcharter.org 530-891-3154

Plan Summary [2023-24]

General Information

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

Forest Ranch Charter School (FRCS) is located in the Sierra Nevada foothills, 13 miles east of Chico at approximately the 2,200 foot elevation. The school was originally chartered for two years by Chico Unified School District (CUSD) in 2008, for another five years in 2010, another five years in 2015 and for another five years in 2020. Our charter was extended in 2021 and is currently operational until June 2027. The school is chartered to serve transitional kindergarten through eighth grades, and currently serves 106 students in transitional kindergarten through eighth grades. Of those 106 students, 56.6% are low income, 1.9% are English Language Learners, 6.7% are FY and 15.9% are students with disabilities. For the 2023-24 school year we project an enrollment of 108 students. At Forest Ranch Charter School we believe in Family Centered Practices which help build stronger partnerships with families; Positive Behavior Intervention and Supports as a campus-wide approach for creating purposeful procedures and meaningful relationships; and Highly Effective Teaching methods to stimulate our student's curiosity and increase their academic success. These initial core features embraced by FRCS are part of California's new MTSS model. All FRCS plans, including our LCAP and Charter Renewal, focus on aligning with California's 8 priorities and components of the MTSS Framework. These share the same emphasis on stakeholder involvement that was part of our founding mission. We believe in educating the "whole" child through a balanced program which provides time for learning, leadership, social action, stewardship, creative expression, friendship and support. FRCS students are challenged daily to perform their personal best through high expectations, individualized educational goals and low teacher-student ratios. We offer integrated thematic lessons and hands-on learning opportunities. A weekly pull-out GATE (2-5) or Honors (6-8) program and accelerated math placements ensure that advanced students are challenged and engaged. A strong student government, character education, and social action projects allow students opportunity to increase self- initiative and develop leadership skills. An elective rotation including art, drama, music, choir, dance, handwork, gardening, technology and sports helps stimulate interest in life-long learning and self-enrichment.
Values – FRCS pursues excellence in education through adhering to the following values: active engagement, security, community, sustainability, and integrity. We strive to provide an engaging (innovative, purposeful, fun) and secure (emotionally and physically)

educational program. We intend to do this with an emphasis on community and sustainability (fiscally sound, environmentally responsible, core value retention). We strive to approach these responsibilities with integrity at all times.

Reflections: Successes

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

According to the CDE Dashboard (21-22) we had very few successes last year. We went down in almost all areas. However, according to local measures for the 22-23 year, students made improvements in ELA and Math in i-Ready Performance and both number of referred students (19) and suspensions (1) are down significantly from the prior year (21-22).

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.

According to CDE Dashboard (21/22), improvement is needed in ELA by the Socioeconomically Disadvantaged subgroup (Low, 24.5 pt. below); in Chronic Absenteeism for All (Very High, 30.3), Socioeconomically Disadvantaged (Very High, 36.2); and in Math for All (Low, 49.5pt. below) and Socioeconomically Disadvantaged (Low, 70.5pt. below). According to current local data, students have made significant gains in both ELA and Math but a higher percentage are still below grade level than were in the past. Chronic Absenteeism and overall Attendance Rate (90.3%) continue to be a significant concern in the 22-23 year and will be one of our primary focuses for the upcoming year. The vast majority of attendance issues are due to student illness.

LCAP Highlights

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

In developing our plan we surveyed students/families and had meetings with multiple groups of stakeholders. Information from all stakeholder groups was incorporated into the updated plan.

For Goal 1: Due to gaps in state data due to the Covid pandemic, both prior Dashboard data, 2022 CAASPP data and more current local measures were used to set goals. After a reduction in overall minutes of school and many challenges during the Covid pandemic FRCS will work to make improvements in all core subjects. More specifically we will work to increase student scores in Math and ELA, continuing to work to decrease the achievement gap that grew during the pandemic years between the overall group and low income students and decrease Chronic Absenteeism in all groups.

For Next Year: Multiple previous actions were increased or modified to fit current needs. These include increasing Tech. Support; adding to Homework Club; using the portal in the last trimester to train fifth graders to monitor progress; increasing training/support for all teachers, providing customized PD opportunities including inclusion in CA MTSS Pathway Certification, to faculty to meet their goals; and reviewing new supplementary software for ELA. A few new items were added these include piloting a different program for NGSS in Middle School, training new bus drivers to continue transport services, adding as well as extending many beneficial short term services supported by emergency funding sources (1/1 and small group tutoring, additional aide support and before, afterschool and intersession learning opportunities).

For Goal 2: We will continue to build our campus wide PBIS program to ensure a safe, caring learning environment for all learners. While FRCS has a strong base in SEL, continued emergencies have lead to an increase in strain on students, families and staff. Continueing an emphasis on more systematic social emotional learning strategies over the next couple years will allow us to more effectively measure progress and make adjustments to ensure that campus climate is a continued priority and services are available for all students.

For Next Year: Many prior services will be continued or reinstituted, including making up missed opportunities for all students for interactive study trips to help reengage students struggling with motivation and create meaningful learning experiences; to improve and increase PBIS/SEL training for staff; increase and improve data collection and analysis by subgroup for non suspension, related student referrals; and create more effective tracking and review of tiered SEL/behavioral supports used by our MTSS/Reengagement Team to provide more effective, consistent service delivery for all student groups.New LCAP actions include on-site counseling increased SEL support activities and social skills training; as well as purchase of new curriculum for 5-8th grade SEL/Wellness and participation in the CA MTSS Pathway Certification campus wide.

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.

Support for Identified Schools

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

Monitoring and Evaluating Effectiveness

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

Engaging Educational Partners

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

Student needs, both academic and social/emotional, were discussed at multiple Faculty/Staff, Student Government, Middle School Focus Meetings and general Parent Meetings. In addition, LCAP purpose and planning was discussed at BOD meetings and a formal School Advisory Council Meeting. At these meetings the various funding sources were explained, metrics and survey data was reviewed and actions and expenditures were discussed. A Town Hall, School Advisory Council, Faculty and Student Meetings this spring allowed for opportunities to present data, review goals and gather input. To create greater connection, individual information was collected through in person discussions on the phone, in person at school and at the bus stop from February through May discussing general satisfaction, parent/staff, concerns and thoughts on improvements for the 23-24 school year. A formal Parent Survey and Town Hall were conducted in the spring of the 22/23 school year.
 Multiple sources of stakeholder data throughout the year were considered when developing LCAP goals.

A summary of the feedback provided by specific educational partners.

Stakeholder feedback on a range of topics, including communication of opportunities, science instruction, STEM opportunities, facility issues, improvements in student social skills, concerns about student illness and electives. Most items were incorporated into ELOP, LCAP or other school planning goals and related actions.

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

 In the LCAP specifically, new Science and SEL materials for upper grades was included based on parent and teacher input; the addition of more training for all staff in MTSS Pathway certification, increased push in support for Town Halls based on teacher/parent input. Under janitorial we will be changing our current tracking system and working with multiple groups to improve bathrooms at student request; we will also continue to create a range of student study trip and STEM opportunities based on student input; and we will review continued improvements in communication to improve parent involvement based on LCAP Town Hall parent input.

Goals and Actions

Goal

Goal #	Description
1	Increase overall student achievement in core academic areas. Focus Goal 1: Improve schoolwide performance of all students in Math in local and state measures, as well as decrease the gap between overall and our primary sub group (socioecon. disad.) (Dashboard - Yellow or Green) Focus Goal 2: Improve schoolwide performance in ELA in local and state measures Focus Goal 3: Decrease Chronic Absenteeism

An explanation of why the LEA has developed this goal.

21/22 state testing data showed lower overall scores in ELA (48% or Medium/1.4 pt. below) and significantly lower scores in math (23% or 49.5 pt. below). In addition the gap between all students and our socioeconomically disadvantaged students grew in both areas. Due to the highest rates of student illness FRCS has ever had many students had much poorer attendance than usual.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
CCSS Implementation Rubrics	ELA - 3.3 Math - 3.19 Technology - 3.91				All consistent faculty (with school 3+ years achieve 4 or greater on most areas, 3 on a few and 1 or 2 in no areas.)
CAASPP Smarter Balanced Scores (ELA, Math)	ELA 17/18 - 56% - CA Dashboard Green for All Groups; 18/19 - 65.47 % Meeting or	20/21 ELA 61.54 Meeting/Exceeding and Math 34.85 Meeting/Exceeding	ELA 21/22 - 48% - CA Dashboard - Medium for All (1.4 pts below		Establish new baseline for 2020 - 21 and move up 1% every year with 2-3% increase in both ELA

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	Exceeding CA Dashboard shows Blue for primary and all subgroups. FRCS is 26.9 pts above standard and we increased by 18.5 points (socioeconomically dis. subgroup - increased 19.7 points) ; No current data available Math 17/18 - 42% - CA Dashboard Green for All and Yellow for Socioecon. Disadv.; 18/19 - 50.60% Meeting or Exceeding CA Dashboard shows we are Green for all and ==Orange for socioeconomically dis. sub group==. FRCS is 12.3 points below the standard and increased by 7.6 points (socioeconomically dis. subgroup is 29 points below the standard and maintained by -1.7 pts.); 20/21 ELA 61.54		standard), Low (socioeconomically disadvantaged subgroup; 24.5 pts below standard) Math 21/22 - 23% - CA Dashboard - Low for All and subgroups (All; 49.5 points below standard and socioeconomically dis. - 70.5 points below standard) Did not meet growth goals in either area last year.		and Math by 2023-24 with students in socioeconomically disadvantaged subgroup moving into the yellow or green on dashboard.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	Meeting/Exceeding and 34.85 Meeting/Exceeding - We went down in both areas				
i-Ready or equivalent local measure (ELA, Math)	18/19 ELA 42%; Math 27% 20/21 ELA 38%; Math 28% **19/20 ELA 50%; Math 36% - Not applicable as multiple students were supported by parents at home during testing	We exceeded target goals but need to reset baseline and goals as the i-Ready program has changed how they report data and FRCS has changed timing of mid year testing.	22/23 ELA B (baseline) - 38% C (current) - 59% Math B - 16% C - 38%		ELA - establish new baseline data Math - establish new baseline data
CAST Scores (5th, 8th)	18/19 - 54% meeting or exceeding standards		21/22 - 33% meeting or exceeding standards		Establish new baseline for 21/22 year and then move up 1% each year.
Instructional Materials	20/21 -100% of all students had standards-aligned instructional materials in all core classes.		21/22 - 100% 22/23 - 100%		Maintain 100% of students with standards aligned Instructional materials in all core classes
Teacher Assignments and Credentialing	20/21 - 100% of teachers were appropriately assigned		21/22 - 100% 22/23 - 100%		Maintain 100% of teachers appropriately assigned according to credential and expertise
Facilities	Maintenance and cleaning logs kept	Maintenance and cleaning logs kept for part of year.	22/23 - cleaning/maintenance logs not sufficiently		Maintain regular maintenance and cleaning logs

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	All items" good" or "excellent" on FIT inspection	All items "good" or "excellent" on FIT inspection	collected; good or excellent in all areas of FIT inspection		as well as maintain good or excellent in all areas of FIT inspection
Chronic Absenteeism	CA Dashboard shows 12.4% (Orange) for 17/18; 18.9% (Orange) for 18/19		CA Dashboard shows 30.3 (very high) for 21/22 22/23 - 33%		Establish new baseline for 21/22 and then decrease by at least 1% each year with primary goal to be at Yellow on CA Dashboard by 22/23
Middle School Drop Out Rates	16-17 Data Quest - 0% Drop Out rate 17-18 Schoolwise SIS 0% 18-19 Schoolwise SIS 0%		21-22 0% Schoolwise SIS		Maintain a 0% Middle School Drop Out Rate
Parent Engagement	Goal: At least 40% of parents will volunteer and/or attend scheduled meetings, school sponsored family events, and/or workshops. Parent involvement will increase by 2% each year of the charter until a total of 50% of parent involvement is reached.		54% of our families volunteered time this year		50% of parents will volunteer and/or attend scheduled meetings, school sponsored family events, and/or workshops.
Parent Involvement - Unduplicated Students	20/21 - 100% parents of unduplicated students	21/22 - 100% parents of unduplicated students and students	22/23 - 100% of unduplicated students and students with		Maintain 100% parents of unduplicated students

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	and students with exceptional needs will be contacted at least once a trimester to provide varied information, training and support.	with exceptional needs were contacted at least once a trimester to provide varied information, training and support.	exceptional needs were contacted at least once a trimester to provide varied information, training and/or support.		and students with exceptional needs will be contacted at least once a trimester to provide varied information, training and support.
Student Attendance	Establish new baseline 21-22 as 19/20 and 20/21 had atypical attendance data. Prior target goal was 95%.	Due to continued Covid surges and new protocol it was not possible to establish any typical routine or baseline. Baseline will be established in 22-23 school year.	Current Attendance Data 22/23 P-2 -		22-23 - 90.5 with increases each year until it reaches 95.5% at which point that attendance rate will be at least maintained. 23-24 - Goal 92%

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Internet and Tech. Support	• Maintain bandwidth at 1GB and provide faculty development in technology and target implementation with evaluation built into ITSP plan as well as Tech. Aide Support for students and teachers Bandwidth - 4,000; Tech Aide – 15,314.00	$19,682.00	Yes
1.2	i-Ready Diagnostic and Instruction	Deliver i-Ready on-line learning/assessment to 1-8th grade students throughout year to track progress. Provide on-line learning (i-Ready/other) to 1- 8th grades. 6,830	$6,300.00	No Yes

Action #	Title	Description	Total Funds	Contributing
1.3	Quality CCSS aligned Curric../Asses. and Teacher Training	Continue to design and implement CCSS-aligned assessments and curriculum/Track teacher progress on Common Core Implementation rubrics in Language Arts and Math. Continue to review and purchase new ELA materials and software. Provide time for coaching/mentoring of less experienced (ELA/Math) teachers during team meetings. Send new teachers to PD including Induction and Support. Software – 2,193 ; BTSA 5,400 (3,600 county fees, 1,800 stipend/pay)	$8,550.00	Yes
1.4	NGSS - New Curriculum/Materials	Middle School will review and select new program this year for Science Instruction. Track teacher implementation and student progress through classroom observation, self- assessment rubrics, student grades on test and CAST scores. 2,000	$2,000.00	No Yes
1.5	MTSS - Academic Interventions	We will develop a more integrated intervention program with multiple Tier 2 and 3 options, where progress is reviewed regularly by Intervention Staff and teachers (MTSS Implementation Team). Increase follow through on development of written behavior plans and coaching/training for intervention aides and teachers to support academic achievement for Special Day students.		No
1.6	Home to School Transport	Provide Home-to-School transportation service to ensure equal access to our school for all CUSD in-district students, regardless of economic status. New bus drivers will be hired and trained to be able to continue transportation for all.	$40,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
1.7	Homework Club	Offer Homework Club for students needing homework assistance. Teacher Stipend 500 Offer daily Homework/academic support through Expanded Learning program.	$500.00	Yes
1.8	Chronic Absenteeism and Reengagement Plan	Continue to decrease chronic absenteeism using preventative practices/reengagement strategies prior to and early in the school year. Use Student Success plans for at risk students with appropriate social service referrals. Review chronically absent and truant student list at each MTSS Implementation Committee meeting. Continue use of Reengagement Coordinator to assist in support, service delivery and student engagement on campus. Assign MTSS Lead Teachers to Leadership role with Attendance to support student motivation, follow through and further outreach.	$16,416.00	No
1.9	Parent Notification and Parent/Student Portal	Continue with Parent Notification Service and full implementation of Parent/Student Portal for easy access to grades and missing assignments. Teach and support 6-8th grade usage of portal weekly. In the last trimester teach and support 5th graders to regularly use the portal.	$1,200.00	Yes
1.10	Student Academic Recognition	Restart or maintain all activities used to recognize student successes including Foxes in Action and academic recognition moments added to Monday Assembly and monthly Newsletter, as well as Honor Roll and Student of the Month for Middle School.		No
1.11	CCSS/NGSS PD	Provide PD that supports individual teacher goals for implementation of CCSS and NGSS, particularly new goals surrounding Writing and Thinking Maps $7,189 (not contributing; Educator Effectiveness Funds)	$7,189.00	No

Action #	Title	Description	Total Funds	Contributing
1.12	ELD Teacher Coordinator	Assign a teacher to act as EL Test Coordinator and provide ELD program support to other teachers on campus. Work with faculty to discuss and report student progress throughout the year.	$500.00	Yes
1.13	Visual and Performing Arts Support/Instruction	Maintain personnel/materials to support visual and performing arts instruction.	$3,000.00	Yes
1.14	Nutrition Services Program	Recently we were notified that our district is no longer willing to provide Nutrition Services for our school. Hire a consultant to assist staff with planning and implementation of a federally compliant school nutrition program.	$6,000.00	Yes

Goal Analysis [2022-23]

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.

Most actions were delivered fully with a few exceptions. Most of Action 8(Chronic Absenteeism/Reengagement) was completed, however Student Illness was at an all time high and we as a team need to promote Independent Study more for ill students and work with our Wellness Committee to find strategies to reduce illness. Frequent staff illness also effected the delivery of Actions 11(CCSS/NGSS PD) and 13 (VAPA Instruction). Faculty were much more ill than in previous years and while they attended PD during before school Development Days, most faculty did not want to use extra days off for PD when they were out sick so much (Action 11 - PD) However, many of our PD goals are being met this summer (June) after school got out so we are unable to determine yet how much we are under our spending plan. Action 13 also saw reduced hours for our VAPA Aide due to excessive illness. We are working to find substitutes for this position.

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.

Material differences occurred in some instances. They are:

Action 3 - total planned spending for Action 3 included an induction supervisor, induction support from our County Office of Education, and some instructional software (Flocabulary, Learning A-Z). All action items were paid out as budgeted except for the induction support from the County Office of Education. This resulted in a material difference of $2,367. The reason for the difference is overestimated Induction Spending by 1800 as we left in the county fees for a second teacher and we only have one teacher in Induction this year.

Action 4 - total planned spending for Action 4 was $1500. Estimated actual spending is $27.74. This material difference occurred because the Middle School chose to continue with prior piloted program and was given materials that would have been purchased for free.

Action 11 - total planned spending for Action 11 included the use of Educator Effectiveness 2021 funding for coaching, mentoring, and professional development. Planned spending fell short by $8,319.47. The reason for this material difference is that due to short staffing and significant illness, teachers did not feel they could take the time away from classes and other student work to participate in planned PD. However, multiple teachers are currently working to complete their training plan since school is out. This will reduce the material difference in spending by approx. half. We will update the numbers as they become available. We will also move some of PD to non teaching days and preschedule PD experiences to have better outcomes in the upcoming year.

Action 13 - total planned spending for Action 13 included personnel and supplies for music and performing arts instruction. Actual estimated spending fell short of planned spending by $1,714.40. The reason for this material difference is we were unable to find paid staffing for one of the positions and the staff in the other position was absent without a substitute more than expected.

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

An array of services were provided to increase academic gains. Teachers saw improvements in i-Ready performance across ELA and Math from baseline to mid year as well as less students in Middle School with failing grades than in the previous year. Unfortunately, we saw record illness in both students and staff this year so despite much effort still have high chronic absenteeism rates and poor overall attendance.

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.

This year we will continue to provide a great deal of additional support/intervention to students because despite significant progress many students are still performing below grade level. Additionally, we will schedule and enroll teachers in PD opportunities early in the year so they

benefit from PD even if illness persists as we recognize the value of getting together with others, learning new things and engaging in mentoring and coaching. Teachers will also be enrolled in CDE MTSS Certification Pathway. As far as illness goes, we will be working to identify multiple strategies to increase Wellness on campus and will actively promote more significant participation in Independent Study when students are able. We will also review and implement new Science materials for Middle School and will be working towards starting our own Nutrition Services Program and training new bus drivers to allow transportation for all to continue.

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

Goals and Actions

Goal

Goal #	Description
2	Increase efficiency and effectiveness of campus-wide Positive Behavior Intervention and Support Program including multiple tiered Social Emotional Learning and other supports to provide a safe, caring environment for all learners. Focus Goal 1: Have all Staff that work with students certified in MTSS Focus Goal 2: Increase Wellness Planning/Lessons and Mindfulness Education for Middle School students

An explanation of why the LEA has developed this goal.

,FRCS continues to work on improvement of our PBIS campus wide program as an ongoing goal to support healthy relationships, focused learning and decrease challenging behaviors on campus. While FRCS has a strong base in SEL, continued emergencies have lead to an increase in strain on students, families and staff. Adding an emphasis on more systematic social emotional learning strategies over the next couple years will allow us to more effectively measure progress and make adjustments to ensure that campus climate is a continued priority and services are available for all students. Due to pandemic and other current societal challenges, students and their families are showing more strain than usual. This is witnessed as a higher rate of both internalizing and externalizing type problems in students that has been reported by teachers, parents, students themselves through annual surveys, staff observation data, and anecdotal evidence. While referrals for challenging behavior came down this year, we still have many children with significant internalizing problems and many young children with significant behavioral and social issues. FRCS is participating in CA MTSS Certification for all staff supporting students to continue improvement in SEL/PBIS service delivery. Middle School had a returning Coord./Teacher who had been gone (due to Camp Fire loss) for 2 years. While previously strong in SEL/Wellness her focus this year was on restoring her academic program. In 22-23 she and her team will focus on improvement of SEL/Wellness instruction as well as tiered services available in the classroom.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Referrals - computerized referral system	20/21 - 18 students referred (due to Covid we were not physically in session the entire	34 students received at least 1 referral.	20 students received at least 1 referral		Maintain a rate of no more than 25 students receiving a referral and less than 10

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	year so a pre-emergency baseline of 28 (17/18) will be used)				receiving more than 1 referral.
Teacher Self Assessment Rubric - PBIS Support Strategies	Faculty will make progress on individual PBIS goals from year to year as indicated by rubric scoring. .5 increase per year for group. New baselines established in 21/22 school Year as last two years were disrupted by pandemic.		Faculty will fill out again at mid year evaluation.		Year 1 establish baseline, Year 2 .5% increase in positive scores, Year 3 additional .5% increase in positive scores.
Faculty/Staff Training PBIS - all regular staff will receive basic training upon hire in PBIS with increased training in new strategies each year.	91% of staff received training this year	90% of staff received training this year.	100% of regular staff have received training so far this year		100% of regular staff will receive training
Suspension Rate Maintain suspension rate of less than 3%.	18/19 - 3.57% (Orange - CA Dashboard) 19/20 - No out of school suspensions 20/21 - no	2 out of school suspensions (same student) 1 in school suspension	21/22 - CA Dashboard - 1.6% All (Medium) 2.7% (socioec. dis. subgroup; Medium)		Maintain suspension rate of less than 2.5%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	suspensions of any kind		22/23 - 1 out of school suspension		
Expulsion Rate Maintain expulsion rate of at or near 0%	19-20 0% 20-21 0%	Expulsion Rate - 0%	22/23 - 0%		Maintain expulsion rate at or near 0%

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	Physically Safe - Janitorial/Inspections	Provide physically safe environment aligned to Covid needed modifications/facilities inspections and custodial staffing. All staff trained in cleaning procedures and implementing daily sanitizing in their space.	$4,000.00	Yes
2.2	Parent Education Opportunities	Maintain monthly educational opportunities for parents regarding the use of the PBIS system. Offer more detailed training to parents of students with increased referrals or Behavior Plan including on-line or printed modules.		No
2.3	Faculty/Staff Training	Implement more advanced training series for faculty/staff that have completed initial PBIS training. Use available Safe Schools trainings for ease of delivery as well as SWIFT and county PBIS resources. Apply for and have all staff that serve students participate in virtual MTSS training series.		Yes

Action #	Title	Description	Total Funds	Contributing
2.4	Data Collection	Implement computerized tracking of referrals with detailed information to track progress. Track and report type of referrals at faculty and Safety Committee meetings.1200	$1,800.00	Yes
2.5	Town Hall and LifeSkill Student Recognition	Continue rewards recognition system based on LifeSkills program and hold weekly Town Hall meetings at the Middle School level that include discussion of campus climate/LifeSkill development and twice monthly Elementary Town Hall meetings surrounding climate/LifeSkills.		No
2.6	Counseling/Social Skills Training and Support for Students	Provide increased social support to cohorts of students identified as in need, through either one-to-one counseling/skill development or social skill development groups. Access school -based counseling services for students receiving Medi-Cal as needed.	$15,000.00	No
2.7	Tiered SEL/LifeSkills and Wellness Programs	Use an array of SEL materials owned by school and provided by school psychologist including classroom LifeSkill Program to improve SEL training with students. Continue to work with parents, students, and faculty to make improvements to Middle School Wellness program. Provide push in support to teachers in need monthly on classroom implementation and how to increase student engagement. Purchase new materials for use by5-8th grade students in SEL/Wellness.	$2,300.00	Yes
2.8	MTSS/Reengagement Leadership Team - Program Evaluation	Meet regularly with MTSS Implementation Team and Reengagement Staff to evaluate and implement various Universal, Tier 2 and Tier 3 level supports for students with repeat referrals or teacher identified internalizing/social skill issues. Conduct annual FIA and set MTSS goals for classrooms and campus wide. Monitor and evaluate progress throughout year and report at Faculty and Safety Meetings. Continue MTSS Elementary and Middle School Lead Teacher positions.	$7,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
2.9	Study/Interactive Learning Experiences	Increase and improve study trip (including overnight trips 4-8th) and interactive learning options across all grades. Additionally, students will make up some of the study trip and interactive learning opportunities missed during Covid years.	$15,000.00	Yes

Goal Analysis [2022-23]

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.

Most actions were fully implemented. Action 2, Parent Education happened each trimester and individually at request but did not happen monthly due to low turnout. Under Action 5, Town Halls were not conducted as frequently as usual and school administration only attended some. Teachers took over this duty for most of the year. Other actions that were modified was Action 7 and Action 9; Middle School Wellness classes were less extensive than usual as our returning Middle School teacher/Coord. chose to focus on other areas and building relationship. For the same reason, and increased teacher illness, our Leadership Team met less frequently than planned but still regularly checked in, analyzed data and set goals.

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.

Action 9 total planned spending was $18,500. Estimated actual spending is $13,613.75, resulting in a material difference of $4,886.25. The reason for this difference is some activities planned were unavailable and student numbers attending others were slightly lower than expected. In addition, when donations were given to the school for field trips this decreased the amount needed for the trip.

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

A great deal of effort was put into all of our PBIS/SEL actions and students benefitted. We saw decreases in referrals and the student suspension 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.

While our actions contributed to decreases in behavioral challenges and greater student/staff connectedness, many students are still struggling with internalizing issues and there are still many behavioral/social/emotional concerns. Added actions will be to purchase new on

line curriculum for SEL in Middle School, increase mindfulness activities and to complete all previous actions. We will also provide on-site counseling and more tiered SEL activities.

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 [2023-24]

Projected LCFF Supplemental and/or Concentration Grants	Projected Additional LCFF Concentration Grant (15 percent)
$93,186	NA

Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
10.17%	0.00%	$0.00	10.17%

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

Required Descriptions

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

G1A1 - Maintaining bandwidth, 1-1 computing and increasing Tech support is critical for FY(Foster Youth), EL (English Learners), and L-I (Low-Income) students as we found that most of the students that students that struggle the most with connectivity and many who require additional tech support on campus are in one or more than one of these categories.

G1A2 - More FY, L-I and EL students struggle in ELA and Math than other students on campus, providing i-Ready instruction and access to internet during and afterschool to utilize this service allows for students that can't afford or access extra supports at home to have more equal access/additional instruction

G1A3 - New teacher training, and continued teacher improvement on CCSS rubrics allows for the continued progress towards increased student leadership, self efficacy, move to UDL classroom design and more supportive materials for a range of students including EL, FY, and L-I students.

G1A4 - Less of our FY, L-I and EL students utilized the extra support and materials sent home than other student groups, thus providing NGSS aligned texts and materials to supplement current Science offerings will allow for greater student opportunities during school to excel in Science. We are reviewing new programs to better meet our range of student needs.

G1A6 - While many FRCS students utilize our transportation services, we found that during the Covid-19 pandemic many of our L-I students did not have alternate, reliable transportation up the hill and were unable to attend in-person learning when this was not provided. They represented the majority of students that required consistent transportation. Training new bus drivers will allow FRCS to continue to provide

free transportation to all in need.

G1A7 - On the CA Dashboard our significant subgroup, socioeconomically disadvantaged students (L-I) was significantly lower in ELA and Math performance than the whole group. In addition all of our current FY and EL students with the exception of 1, struggle in Math. Most students that utilize Homework Club do so for Math support. Homework support has been expanded to meet 4 days a week after school.

G1A9 - The Notification Service and Parent/Student Portal helps with communicating in multiple ways which is helpful to many of our L-I, FY, and EL families. Additionally use of the portal helps increase student organization, planning and achievement.

G1A11 - Many of the teacher goals surrounding implementation of CCSS and NGSS are centered around providing more effective instruction, more culturally responsive instruction to struggling students including those that are EL, FY and L-I. Much of the training also involves increased use of Thinking Maps, Intervention Strategies, UDL, MTSS and family/student centered service delivery which helps them to meet some of the FY, L-I and EL students needs more effectively.

G2A1 - Increased Janitorial/Facilities Inspection

G2A3 - Increased Staff Training in PBIS allows for more positive relationships between staff and students and greater, more effective support for teaching students social skills, study skills, emotional regulation and supporting use of these skills to decrease bullying, improve student's ability to make friends and self regulate. More skilled teachers/support staff can help to create a safer, more caring learning environment for students and allow L-I, FY, and EL students to more effectively meet behavioral, social/emotional and academic goals. More specifically we will be part of CA MTSS phase 3 and will have most staff that work with students complete the virtual MTSS certification.

G2A4 - The implementation of more detailed tracking of referrals broken out by student subgroups including L-I, FY, and EL students can allow for greater transparency with all discipline (not just suspension data) and continued modification of practices on campus to decrease all student referrals through teaching and other preventative practices. In addition we will be adding breakout by type of behavioral referral to allow for tracking of specific teacher/parent and student targeted concerns.

G2A8 - Creating more effective tracking and review of tiered SEL/behavioral supports used by our MTSS/Reengagement Team can lead to more effective, consistent service delivery for L-I, FY, and EL students with a greater number of students being served consistently.

G1A12 - Visual and Performing Arts are important for students academic and social /emotional development. They increase learning and student engagement. It is also the only opportunity for students who can't afford to participate in extra curricular activities outside of school to gain these valuable skills. Restarting our full music program, dance and other visual and performing art elective opportunities allows all students to meet state standards in the arts and gain skills that enhance cognitive development needed in ELA, Math and Science as well.

G2A9 - Study Trips and Interactive Experiences (projects, hand on activities and guest facilitators) are important for all students to create positive and memorable school experiences, however for many of our L-I, FY, and EL students these "being there experiences" at school are critical as they often do not have the quantity of out of school opportunities their peers have had access to. These "being there experiences" help to create motivation for learning and the development of deeper friendships and team work, as well as set the stage (by providing tangible examples and an array of sensory input) for greater learning and application.

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

Using the most recent FCMAT calculator version 23.2b and an estimated enrollment of 108 pupils with an unduplicated pupil count of 61, we estimate our 2023/24 LCFF funding to be $1,160,950 with $112,012 in Supplemental funding. This LCAP proposes spending $112,432 in support of foster youth, English learners, and low-income students, thereby meeting the increased services requirement.

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.

Forest Ranch Charter School does not receive additional concentration grant add-on funding.

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	NA	NA
Staff-to-student ratio of certificated staff providing direct services to students	NA	NA

2023-24 Total Expenditures Table

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$112,432.00	$27,589.00		$16,416.00	$156,437.00	$70,682.00	$85,755.00

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1.1	Internet and Tech. Support	English Learners Foster Youth Low Income	$19,682.00				$19,682.00
1	1.2	i-Ready Diagnostic and Instruction	All English Learners Foster Youth Low Income	$6,300.00				$6,300.00
1	1.3	Quality CCSS aligned Curric../Asses. and Teacher Training	English Learners Foster Youth Low Income	$3,150.00	$5,400.00			$8,550.00
1	1.4	NGSS - New Curriculum/Materials	Middle School English Learners Foster Youth Low Income	$2,000.00				$2,000.00
1	1.5	MTSS - Academic Interventions	All Students with Disabilities					
1	1.6	Home to School Transport	English Learners Foster Youth Low Income	$40,000.00				$40,000.00
1	1.7	Homework Club	English Learners Foster Youth Low Income	$500.00				$500.00

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1.8	Chronic Absenteeism and Reengagement Plan	All Students with Disabilities				$16,416.00	$16,416.00
1	1.9	Parent Notification and Parent/Student Portal	English Learners Foster Youth Low Income	$1,200.00				$1,200.00
1	1.10	Student Academic Recognition	All					
1	1.11	CCSS/NGSS PD	All		$7,189.00			$7,189.00
1	1.12	ELD Teacher Coordinator	English Learners Foster Youth Low Income	$500.00				$500.00
1	1.13	Visual and Performing Arts Support/Instruction	English Learners Foster Youth Low Income	$3,000.00				$3,000.00
1	1.14	Nutrition Services Program	English Learners Foster Youth Low Income	$6,000.00				$6,000.00
2	2.1	Physically Safe - Janitorial/Inspections	English Learners Foster Youth Low Income	$4,000.00				$4,000.00
2	2.2	Parent Education Opportunities	All Students with Disabilities					
2	2.3	Faculty/Staff Training	English Learners Foster Youth Low Income					
2	2.4	Data Collection	English Learners Foster Youth Low Income	$1,800.00				$1,800.00
2	2.5	Town Hall and LifeSkill Student Recognition	All					

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
2	**2.6**	Counseling/Social Skills Training and Support for Students	All		$15,000.00			$15,000.00
2	**2.7**	Tiered SEL/LifeSkills and Wellness Programs	English Learners Foster Youth Low Income	$2,300.00				$2,300.00
2	**2.8**	MTSS/Reengagement Leadership Team - Program Evaluation	English Learners Foster Youth Low Income	$7,000.00				$7,000.00
2	**2.9**	Study/Interactive Learning Experiences	English Learners Foster Youth Low Income	$15,000.00				$15,000.00

2023-24 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
$916,089	$93,186	10.17%	0.00%	10.17%	$112,432.00	0.00%	12.27 %	**Total:**	$112,432.00
								LEA-wide Total:	$112,432.00
								Limited Total:	$0.00
								Schoolwide Total:	$6,300.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1.1	Internet and Tech. Support	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$19,682.00	
1	1.2	i-Ready Diagnostic and Instruction	Yes	LEA-wide Schoolwide	English Learners Foster Youth Low Income	All Schools 1-8th	$6,300.00	
1	1.3	Quality CCSS aligned Curric../Asses. and Teacher Training	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$3,150.00	
1	1.4	NGSS - New Curriculum/Materials	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$2,000.00	
1	1.6	Home to School Transport	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$40,000.00	
1	1.7	Homework Club	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$500.00	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1.9	Parent Notification and Parent/Student Portal	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$1,200.00	
1	1.12	ELD Teacher Coordinator	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$500.00	
1	1.13	Visual and Performing Arts Support/Instruction	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$3,000.00	
1	1.14	Nutrition Services Program	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$6,000.00	
2	2.1	Physically Safe - Janitorial/Inspections	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$4,000.00	
2	2.3	Faculty/Staff Training	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		
2	2.4	Data Collection	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$1,800.00	
2	2.7	Tiered SEL/LifeSkills and Wellness Programs	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools Middle School	$2,300.00	
2	2.8	MTSS/Reengagement Leadership Team - Program Evaluation	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$7,000.00	
2	2.9	Study/Interactive Learning Experiences	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$15,000.00	

2022-23 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$121,910.00	$126,609.44

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1.1	Internet and Tech. Support	Yes	$19,314.00	$24,032.40
1	1.2	i-Ready Diagnostic and Instruction	Yes	$6,830.00	$6,308.00
1	1.3	Quality CCSS aligned Curric../Asses. and Teacher Training	Yes	$7,593.00	$5,226.00
1	1.4	NGSS - New Curriculum/Materials	No Yes	$1,500.00	$27.74
1	1.5	MTSS - Academic Interventions	No		
1	1.6	Home to School Transport	Yes	$25,000.00	$38,942.40
1	1.7	Homework Club	Yes	$500.00	$500.00
1	1.8	Chronic Absenteeism and Reengagement Plan	No	$15,984.00	$17,144.02
1	1.9	Parent Notification and Parent/Student Portal	No	$1,800.00	$2,240.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
			Yes		
1	1.10	Student Academic Recognition	No		
1	1.11	CCSS/NGSS PD	No	$11,189.00	$2,869.53
1	1.12	ELD Teacher Coordinator	Yes	$500.00	$500.00
1	1.13	Visual and Performing Arts Support/Instruction	Yes	$5,000.00	$3,285.60
2	2.1	Physically Safe - Janitorial/Inspections	Yes	$4,000.00	$3,720.00
2	2.2	Parent Education Opportunities	No		
2	2.3	Faculty/Staff Training	Yes		
2	2.4	Data Collection	Yes	$1,200.00	$1,200.00
2	2.5	Town Hall and LifeSkill Student Recognition	No		
2	2.6	Counseling/Social Skills Training and Support for Students	No		
2	2.7	Tiered SEL/LifeSkills and Wellness Programs	No		

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
2	2.8	MTSS/Reengagement Leadership Team - Program Evaluation	Yes	$3,000.00	$7,000.00
2	2.9	Study/Interactive Learning Experiences	No Yes	$18,500.00	$13,613.75

2022-23 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
$99,166.00	$94,737.00	$106,607.89	($11,870.89)	0.00%	0.00%	0.00%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.1	Internet and Tech. Support	Yes	$19,314.00	$24,032.40		
1	1.2	i-Ready Diagnostic and Instruction	Yes	$6,830.00	$6,308.00		
1	1.3	Quality CCSS aligned Curric../Asses. and Teacher Training	Yes	$7,593.00	$5,226.00		
1	1.4	NGSS - New Curriculum/Materials	Yes	$1,500.00	$27.74		
1	1.6	Home to School Transport	Yes	$25,000.00	$38,942.40		
1	1.7	Homework Club	Yes	$500.00	$500.00		
1	1.9	Parent Notification and Parent/Student Portal	Yes	$1,800.00	$2,240.00		
1	1.12	ELD Teacher Coordinator	Yes	$500.00	$500.00		
1	1.13	Visual and Performing Arts Support/Instruction	Yes	$5,000.00	$3,285.60		
2	2.1	Physically Safe - Janitorial/Inspections	Yes	$4,000.00	$3,732.00		
2	2.3	Faculty/Staff Training	Yes				

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
2	2.4	Data Collection	Yes	$1,200.00	$1,200.00		
2	2.8	MTSS/Reengagement Leadership Team - Program Evaluation	Yes	$3,000.00	$7,000.00		
2	2.9	Study/Interactive Learning Experiences	Yes	$18,500.00	$13,613.75		

2022-23 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
$1,046,678	$99,166.00	0%	9.47%	$106,607.89	0.00%	10.19%	$0.00	0.00%

Instructions

Plan Summary

Engaging Educational Partners

Goals and Actions

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

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

Introduction and Instructions

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

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

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning (California *Education Code* [*EC*] Section 52064[e][1]). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students.

- **Meaningful Engagement of Educational Partners:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful engagement (*EC* Section 52064[e][1]). Local educational partners possess valuable perspectives and insights about an LEA's programs and services. Effective strategic planning will incorporate these perspectives and insights in order to identify potential goals and actions to be included in the LCAP.

- **Accountability and Compliance:** The LCAP serves an important accountability function because aspects of the LCAP template require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:

  o Demonstrating that LEAs are increasing or improving services for foster youth, English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (*EC* Section 52064[b][4-6]).

  o Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (*EC* sections 52064[b][1] and [2]).

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

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

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

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

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

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

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

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

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

Plan Summary
Purpose

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

Requirements and Instructions

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

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

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

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

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

- **Schools Identified**: Identify the schools within the LEA that have been identified for CSI.

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

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

Engaging Educational Partners

Purpose

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

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

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

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

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

Requirements and Instructions

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

Local Control and Accountability Plan:
For county offices of education and school districts only, verify the LEA:

a) Presented the local control and accountability plan to the parent advisory committee in accordance with Education Code section 52062(a)(1) or 52068(a)(1), as appropriate.

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

c) Notified members of the public of the opportunity to submit comments regarding specific actions and expenditures proposed to be included in the local control and accountability plan in accordance with Education Code section 52062(a)(3) or 52068(a)(3), as appropriate.

d) Held at least one public hearing in accordance with Education Code section 52062(b)(1) or 52068(b)(1), as appropriate.

e) Adopted the local control and accountability plan in a public meeting in accordance with Education Code section 52062(b)(2) or 52068(b)(2), as appropriate.

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

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

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

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

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

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

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

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

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Complete the table as follows:

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

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

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

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

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

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

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

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

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

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

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

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

Goal Analysis:

Enter the LCAP Year.

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

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

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

- Describe the effectiveness of the specific actions to achieve the articulated goal as measured by the LEA. In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal. When responding to this prompt, LEAs may assess the effectiveness of a single action or group of actions within the goal in the context of performance on a single metric or group of specific metrics within the goal that are applicable to the action(s). Grouping actions with metrics will allow for more robust analysis of whether the strategy the LEA is using to impact a specified set of metrics is working and increase transparency for educational partners. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.

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

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

Purpose

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

Requirements and Instructions

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

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

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

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

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

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

Required Descriptions:

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

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

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

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

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

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

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

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

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

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

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

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

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

For School Districts Only:

Actions Provided on an LEA-Wide Basis:

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

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

Actions Provided on a Schoolwide Basis:

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

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

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

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

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

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

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

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

Provide the following descriptions, as applicable to the LEA:

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

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

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

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

Complete the table as follows:

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

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

Action Tables

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

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

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

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

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

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

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

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

Data Entry Table

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

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

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

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

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

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

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

- **Total Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected Percentage to Increase or Improve Services for the Coming School Year and the LCFF Carryover —

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

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

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

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

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

LCFF Carryover Table

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

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

Calculations in the Action Tables

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

Contributing Actions Table
- 4. Total Planned Contributing Expenditures (LCFF Funds)

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

- 5. Total Planned Percentage of Improved Services

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

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

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

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

- 6. Estimated Actual LCFF Supplemental and Concentration Grants

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

- 4. Total Planned Contributing Expenditures (LCFF Funds)

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

- 7. Total Estimated Actual Expenditures for Contributing Actions

  - 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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