

LCFF Budget Overview for Parents

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

CDS Code: 04-61424-0118042

School Year: 2021-22

LEA contact information:

Christia Marasco

Director

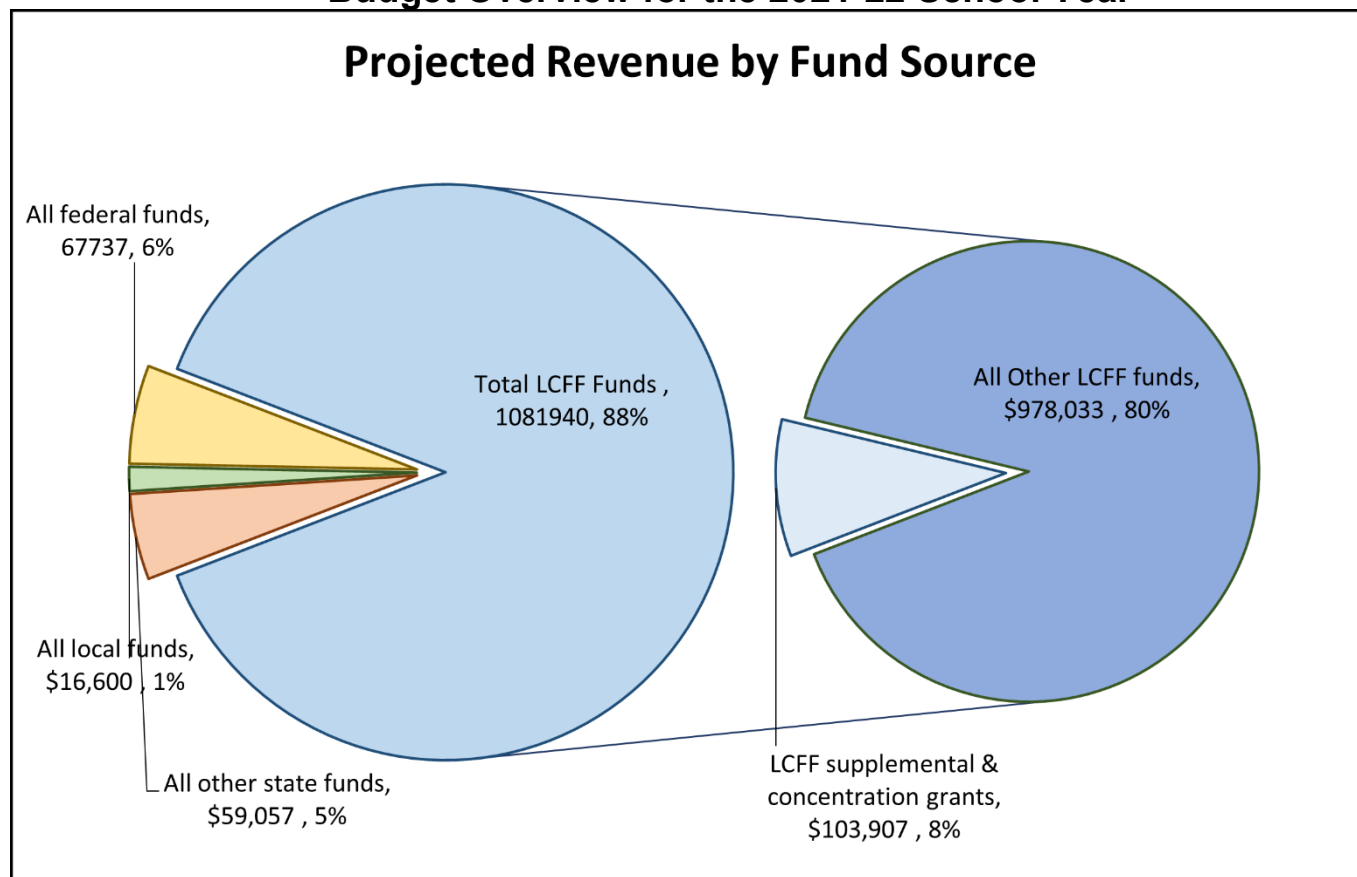
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School districts receive funding from different sources: state funds under the Local Control Funding Formula (LCFF), other state funds, local funds, and federal funds. LCFF funds include a base level of funding for all LEAs and extra funding - called "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 2021-22 School Year

Projected Revenue by Fund Source

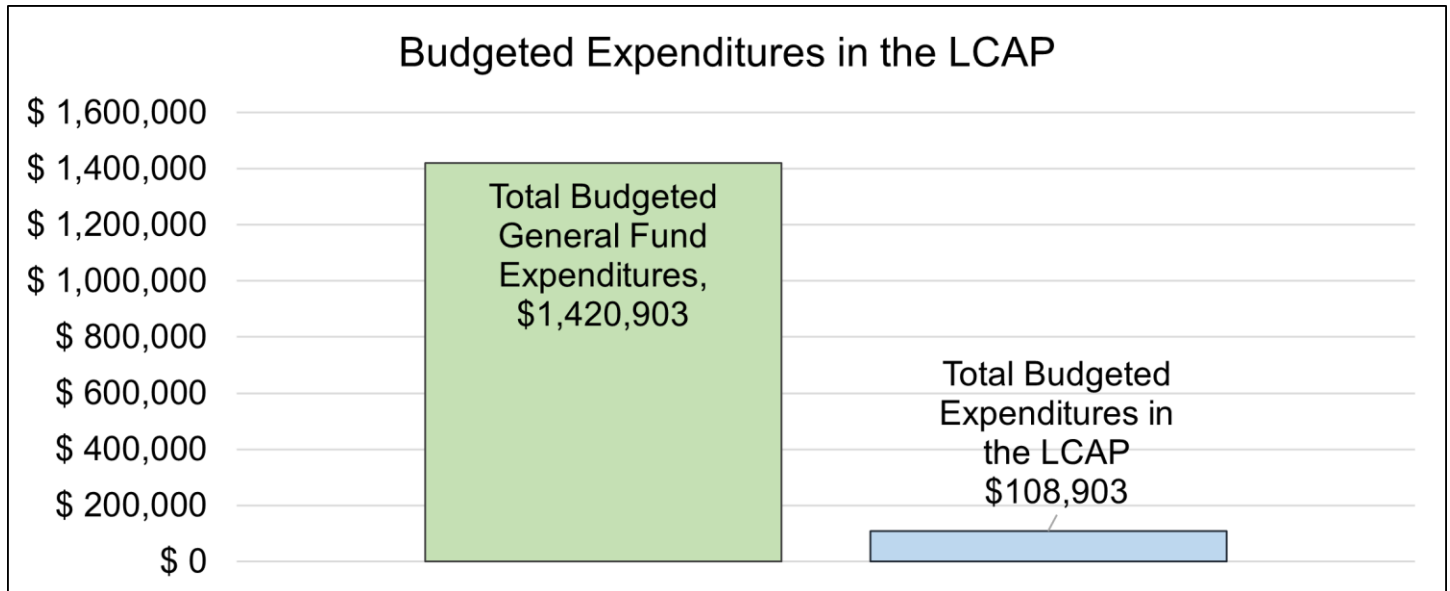


This chart shows the total general purpose revenue Forest Ranch Charter School expects to receive in the coming year from all sources.

The total revenue projected for Forest Ranch Charter School is \$1,225,334, of which \$1,081,940 is Local Control Funding Formula (LCFF), \$59,057 is other state funds, \$16,600 is local funds, and \$67,737 is federal funds. Of the \$1,081,940 in LCFF Funds, \$103,907 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

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



This chart provides a quick summary of how much Forest Ranch Charter School plans to spend for 2021-22. It shows how much of the total is tied to planned actions and services in the LCAP.

Forest Ranch Charter School plans to spend \$1,420,903 for the 2021-22 school year. Of that amount, \$108,903 is tied to actions/services in the LCAP and \$1,312,000 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

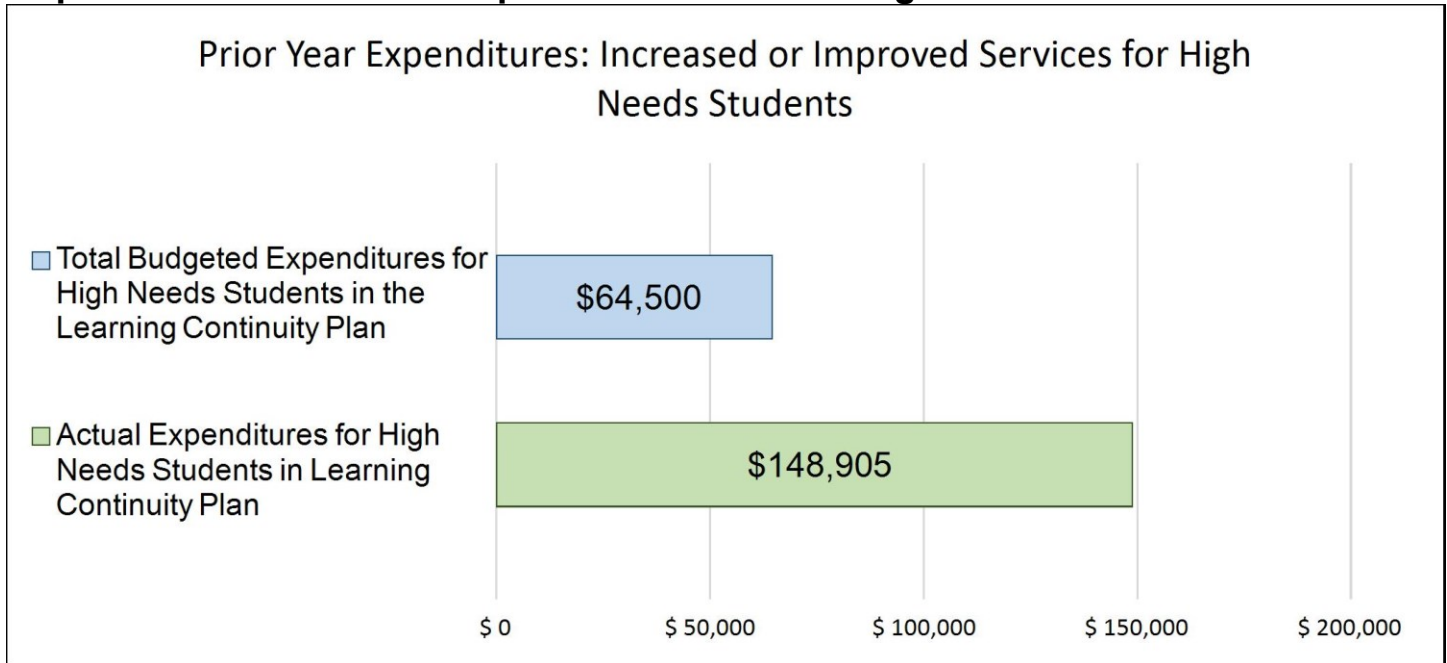
Funds not budgeted in the LCAP are those usual and customary expenses necessary for running a school site.

Increased or Improved Services for High Needs Students in the LCAP for the 2021-22 School Year

In 2021-22, Forest Ranch Charter School is projecting it will receive \$103,907 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 \$108,903 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 2020-21



This chart compares what Forest Ranch Charter School budgeted last year in the Learning Continuity Plan 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.

In 2020-21, Forest Ranch Charter School's Learning Continuity Plan budgeted \$64,500 for planned actions to increase or improve services for high needs students. Forest Ranch Charter School actually spent \$148,905.41 for actions to increase or improve services for high needs students in 2020-21.

Annual Update for Developing the 2021-22 Local Control and Accountability Plan

Annual Update for the 2019–20 Local Control and Accountability Plan Year

LEA Name	Contact Name and Title	Email and Phone
Forest Ranch Charter School	Christia Marasco Director	cmarasco@forestranchcharter.org 530-891-3154

The following is the local educational agency's (LEA's) analysis of its goals, measurable outcomes and actions and services from the 2019-20 Local Control and Accountability Plan (LCAP).

Goal 1

Increase overall student achievement in core academic areas.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 1: Basic (Conditions of Learning)
 Priority 2: State Standards (Conditions of Learning)
 Priority 3: Parental Involvement (Engagement)
 Priority 4: Pupil Achievement (Pupil Outcomes)
 Priority 5: Pupil Engagement (Engagement)
 Priority 7: Course Access (Conditions of Learning)
 Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
Metric/Indicator CCSS Implementation Rubrics 19-20 Improve average teacher ratings on implementation rubrics by .5.. Baseline Teacher Implementation Rubrics CCSS ELA3.3 Math3.14 Technology3.91	Due to Covid pandemic data was not collected at end of 19/20 school year. CCSS Implementation Rubrics were resumed for 20/21 school year.
Metric/Indicator CAASPP ELA Smarter Balanced Scores 19-20 Improve scores on State ELA Assessments school-wide by a minimum of 1%	17/18 - 56% - CA Dashboard Green for All Groups; 18/19 - 65.47 % Meeting or 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 testing in 19/20

Expected	Actual
<p>Ratio - Computers to Students</p> <p>19-20</p> <p>Maintain bandwidth and 1-1 computing in 3-8th grades</p> <p>Baseline</p> <p>Bandwidth - 1GB</p> <p>1-1 computing 3-8th grade</p>	<p>1-1 Computing 2-8th grades; devices available for all as needed K/1</p>

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Maintain bandwidth at 1GB and provide faculty development in technology and target implementation with evaluation built into ITSP plan as well as Tech. Teacher Support for students and teachers.	<p>Gigabit Internet Services</p> <p>5000-5999: Services And Other Operating Expenditures Supplemental \$9,512</p> <p>Technology Teacher 2000-2999: Classified Personnel Salaries Supplemental \$4,680</p>	<p>5000-5999: Services And Other Operating Expenditures Supplemental 6201.24</p> <p>2000-2999: Classified Personnel Salaries Supplemental 3290.05</p>
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 1-5th grades in ELA/Math and individuals or cohorts that need extra support in 6-8th grades.	<p>iReady Software</p> <p>5000-5999: Services And Other Operating Expenditures Supplemental \$7,200</p>	<p>5000-5999: Services And Other Operating Expenditures Supplemental 7080.00</p>
Continue to design and implement CCSS-aligned assessments and curriculum/Track teacher progress on Common Core Implementation rubrics in Language Arts and Math. Track progress of new math implementation. Provide time for coaching/mentoring of less experienced (ELA/Math) teachers during team meetings. Send teachers with new grade math assignments to Math Professional Development including strategies for at risk students and UDL.	<p>Teacher Stipend - Science/Math Intervention</p> <p>Teacher Stipend - Curriculum Development</p> <p>1000-1999: Certificated Personnel Salaries Supplemental \$3,500</p>	<p>1000-1999: Certificated Personnel Salaries Supplemental 3500</p>
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	<p>Teacher Stipend - Intervention/Testing Coordinator (M.School/Elementary)</p>	<p>1000-1999: Certificated Personnel Salaries Supplemental 1500</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
coaching/training for intervention aides and teachers to support academic achievement for Special Day students.	<p>1000-1999: Certificated Personnel Salaries Supplemental \$1,500</p> <p>1000-1999: Certificated Personnel Salaries Supplemental \$0</p> <p>Intervention Aides 2000-2999: Classified Personnel Salaries Federal Funds \$28,000</p> <p>Intervention Software 5000-5999: Services And Other Operating Expenditures Supplemental \$800</p>	<p>2000-2999: Classified Personnel Salaries Federal Funds 15395.25</p> <p>5000-5999: Services And Other Operating Expenditures Supplemental 639.75</p>
Provide Home-to-School transportation service to ensure equal access to our school for all CUSD in-district students, regardless of economic status.	<p>Contracted Transportation Services</p> <p>5000-5999: Services And Other Operating Expenditures Supplemental \$88,982</p>	<p>5000-5999: Services And Other Operating Expenditures Supplemental 92350.28</p>
Continue to staff and improve Homework Club for students needing homework assistance and 1 day a week Math intervention for 5 – 8th grade students.	<p>Homework Club Stipend included in MTSS Lead Stipends 1000-1999: Certificated Personnel Salaries Supplemental \$0</p>	
Continue to decrease chronic absenteeism using preventative practices 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. Assign MTSS Lead Teachers to Leadership role with Attendance to support student motivation, follow through and further outreach.	<p>No cost</p> <p>No Cost</p>	
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.	<p>SchoolWise Parent Portal 5000-5999: Services And Other Operating Expenditures Supplemental \$1,000</p>	<p>5000-5999: Services And Other Operating Expenditures Supplemental 1200</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Increase community/parent volunteers and use of interns for early reading and basic math skill programs to improve student success. Maintain % of volunteer time for basic skill support.	No Cost	
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 Cost	
Continue pull-out honors program for 6-8th grades. Pull out GATE for 2-5th graders.	Honors and GATE Instruction 1000-1999: Certificated Personnel Salaries Federal Funds \$5,600	0
Continue 5 week summer tutoring service for 5-8th grade students and summer emergent reader support program.	Teacher Stipend - Summer Intervention 1000-1999: Certificated Personnel Salaries Supplemental \$500	0
Add 6 week after school emergent reader program that splits time between Forest Ranch and Chico.	Teacher Stipend - Emergent Reader 1000-1999: Certificated Personnel Salaries Supplemental \$500	0
Provide PD that supports individual teacher goals for implementation of CCSS and NGSS.	Conferences and Trainings for Teachers/Admin 5000-5999: Services And Other Operating Expenditures Supplemental \$4000	5000-5999: Services And Other Operating Expenditures Supplemental 1858.78

Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

There was an increased cost for Home to School Transport as extra fees were added for additional services and more time during inclement weather per our contract. Gate and Honors services were provided by salaried and intervention staff. Less was also spent on aides for intervention due to staffing challenges and absences, and less spent on conferences training due to the abundance of free training provided during the Covid pandemic and the cancellation of some of the intended conferences. Some of these funds were spent on additional costs related to supporting students and families during the Covid pandemic in spring of 2020.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

Most Actions/Services were implemented with the exception of GATE/Honors for part of the year and last year Summer Intervention and Emergent Reader Programs. GATE/Honors was delivered for much of last year (19/20) but stopped when the Covid pandemic hit due to challenges with mixing cohorts and a focus on delivering more service directly through the classroom teacher to simplify services. Summer actions (19/20) were not completed due to lack of time and ability last summer with Covid restrictions. The afterschool Emergent Reader program was also not delivered in spring of 2020 due to Covid pandemic. Faculty and staff worked hard to implement other actions/services as fully as possible, sometimes in a modified format due to Covid related challenges. Homework Club changed to Zoom teacher tutoring the last trimester, and intervention/attendance support services were delivered on-line, over the phone and through other creative means. Many services were delivered throughout most of the year including i-Ready diagnostics and instruction; tech support/internet; home to school transport through mid March; PD; CCSS development, with extensive modifications in last trimester; and student recognition activities. We also saved money on our internet costs and faculty PD due to an abundance of free/low cost trainings and conferences.

Goal 2

Increase efficiency and effectiveness of campus-wide Positive Behavior Support program to provide a safe, caring environment for all learners.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 1: Basic (Conditions of Learning)
 Priority 3: Parental Involvement (Engagement)
 Priority 6: School Climate (Engagement)

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
Metric/Indicator Referrals - computerized referral system 19-20 • Maintain number of students referred Baseline Students referred - 28	18/19 - 35; 19/20 - data incomplete (Covid pandemic); 20/21 - 18 (included her as it was not included in LCP)
Metric/Indicator Teacher Self Assessment - PBIS Behavior Support Strategies 19-20 • Improve self evaluation scores on faculty target goal by .5 from prior year Baseline Teacher average PBIS Target rating - 4.07	Not completed for 19/20 due to pandemic
Metric/Indicator Training Logs 19-20 • 100% of all staff/faculty who work with students will attend PBS training	All regular staff but one hired late in the year received PBS training; that staff had worked as a substitute and received training in prior years

Expected	Actual
Baseline 100% of Faculty/Staff trained in basic PBIS Metric/Indicator Suspension Rate - Schoolwise Suspension Data 19-20 • Maintain suspension rate of less than 3% Baseline Suspension Rate - Less than 3%	19/20 - 1 in school suspension
Metric/Indicator Expulsion Rate - Schoolwise Data 19-20 • Maintain expulsion rate at or near 0% Baseline Expulsion Rate - 0%	0% expulsions all years

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Provide physically safe environment/facilities inspections and custodial staffing	2000-2999: Classified Personnel Salaries General Funds \$12,000 Teacher Stipend - Facilities Coordinator 1000-1999: Certificated Personnel Salaries Supplemental \$1,500	2000-2999: Classified Personnel Salaries General Funds 11374 1000-1999: Certificated Personnel Salaries Supplemental 1500
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 Cost	
Implement more advanced training series for faculty/staff that have completed initial PBIS training. Choose one target goal and track improvement across campus.	No Cost	

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Continue to implement computerized tracking of referrals.	SchoolWise SIS 5000-5999: Services And Other Operating Expenditures Supplemental \$1,100	5000-5999: Services And Other Operating Expenditures Supplemental 1200
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 monthly Elementary Town Hall meetings surrounding climate/LifeSkills.	No Cost	
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.	No Cost	
Continue use of new Second Step SEL materials for K-5 teachers to support use of Mind Yeti and classroom LifeSkill Program. 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.	No Cost No Cost	
Meet regularly with MTSS Implementation Team 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. Create new MTSS Lead positions at Elementary and M.School.	Teacher Stipends - MTSS Leads 1000-1999: Certificated Personnel Salaries Supplemental \$4000	1000-1999: Certificated Personnel Salaries Supplemental 4000

Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

All actions/services were implemented

A description of the successes and challenges in implementing the actions/services to achieve the goal.

Faculty/staff delivered an array of services both on-line and in-person to support a healthy campus climate and check in with students learning at home. Social supports were provided to students on and off campus through check ins, Town Halls and use of multiple wellness and SEL instructional resources. Counseling was provided to a few students; both in-person and on-line when necessary. Our MTSS/PBIS Team worked hard to modify BIP's to meet new Covid related challenges during the last trimester and worked extensively supporting families to help their student be successful on site or at home. We had significant decreases in number of referrals and no out of school suspensions prior to moving to DL for the last trimester. As we did not complete the school year in person it is unclear if we would have met our PBIS goals of reduced referrals and suspensions for the 19/20 school year but mid year data suggests we were on track. Our greatest challenge during the Covid pandemic in the spring was keeping students and families engaged and supported without adequate internet or on site services.

Annual Update for the 2020–21 Learning Continuity and Attendance Plan

The following is the local educational agency's (LEA's) analysis of its 2020-21 Learning Continuity and Attendance Plan (Learning Continuity Plan).

In-Person Instructional Offerings

Actions Related to In-Person Instructional Offerings

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Teacher Coordinator and Substitute teachers to support small group cohorts on site during physical closure (foster youth, struggling/at risk students, EL students, low income/low accessibility to tech.) \$7,500 Increased Aide Time - in person classes where they can't switch for math or other subjects and to support small group cohorts \$3000 Credentialed Admin. Asst. (Reengagement/Support)- to support campus supervision/safety, follow through on procedures when we return to school and help support staff learning loss practices for all identified students \$1500 Sensory Path (to support hands off activities for increased cognitive functioning, learning and social/emotional learning/regulation on playground) materials/labor \$2000 On-line Art/Music Program Materials to support COVID safety protocols \$5000	\$19,000	19205.44	Yes

A description of any substantive differences between the planned actions and/or budgeted expenditures for in-person instruction and what was implemented and/or expended on the actions.

With the exception of the on-line Music program all actions were implemented as intended. Outside music was held part of the year in place of the on-line program.

Analysis of In-Person Instructional Offerings

A description of the successes and challenges in implementing in-person instruction in the 2020-21 school year.

Full time in-person instruction was started in the middle of October and continued throughout the rest of the year with the exception of a couple of pauses (to avoid high risk periods) during the holidays with no Covid cases due to campus exposure. While most families and students appreciated being back at school for the revised (lowered required minutes) full day. There were many challenges to continuous learning including frequent in and out of students due to quarantine/minor illnesses, middle school students still zooming while at school to keep cohorts small, loss of learning time due to increased time hand washing and dealing with other Covid procedures and apathy/strain of students due to loss of extracurricular, field trip and leadership type activities as well as considerable family challenges that effected student motivation.

Distance Learning Program

Actions Related to the Distance Learning Program

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
<p><u>Connectivity/Tech. Needs</u>- computers/tablets, head sets, Kajeet hot spots, speakers for outside assembly, doc. cameras, video equipment \$18,000</p> <p><u>Tech. Support</u> \$3,000</p> <p><u>Credentialed Admin. Asst.</u> - to support attendance tiered reengagement strategies, student SEL/support check ins, campus supervision/safety during distribution of materials \$1,500</p> <p><u>Increase aide time</u> to support small breakout groups, extra prep and support for students with unique needs (including EL/foster youth), support wellness checks and collection of phone survey data and to support virtual activities.\$3,000</p> <p><u>Zoom/Class Dojo/Kelvin/extend Reflex /Outschool /Canvas</u>- to allow for dial in service on Zoom, improve communication, create community building, student incentives, survey family wellness and need and provide extra enrichment \$3000</p> <p><u>Purchase new units/curriculum</u> for on-line learning and parent friendly packets</p> <p><u>Increased Printing/ink/paper costs</u> for packet work and color for extra engagement \$1000</p> <p><u>Incentives/prizes</u> (for motivation to meet goals, progress in plan) \$500</p> <p><u>Supply/Material Kits</u> for low income, foster youth, EL students \$500</p>	\$39,500	62702.29	Yes

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
<u>Science/Art/Math/ELA manipulatives</u> for at home use (all groups) \$4000 <u>Creation of Lending Library</u> (educational games, learning activities for foster youth, EL, low income families and others as needed) \$2000 <u>Distance Learning PD</u> for teachers (CUE Rockstar, The Toggled Term, Using UDL to design on-line instruction with limited connectivity) \$3000			

A description of any substantive differences between the planned actions and/or budgeted expenditures for the distance learning program and what was implemented and/or expended on the actions.

Significant additional funds were spent to support students learning from home with greater staffing, non-cap equipment/hotspots, and software platforms than were expected.

Analysis of the Distance Learning Program

A description of the successes and challenges in implementing each of the following elements of the distance learning program in the 2020-21 school year, as applicable: Continuity of Instruction, Access to Devices and Connectivity, Pupil Participation and Progress, Distance Learning Professional Development, Staff Roles and Responsibilities, and Support for Pupils with Unique Needs.

Faculty provided consistent curriculum, engaging lessons and support activities for students in person and at home with as little adjustment as possible when students had to transition back home for quarantine or illness. They used many materials that had both print and electronic options, received a great deal of training and spent much time creating detailed options. The primary challenge with continuity was that many students were in and out due to quarantine, minor illnesses or other family issues, additionally we had a few families that could not return to in person while we were in Purple Tier (for various reasons) and despite the many supports and resources the school provided were still inconsistent with distance learning due to significant family issues. By the last trimester we were able to reengage all families at a more consistent level.

All students had access to devices at home or at school and were provided multiple options for connectivity (use of school parking lot to access internet, small group cohort on campus when no in-person option or Kajeet Hot Spot). Despite this we still had a few families that could not access internet effectively at their homes. They were provided packets, phone and drive through check ins and instruction and offered the option to be on campus.

Teachers and support staff were provided with a range of professional development options in the summer and throughout the school year. The primary hindrance to PD was lack of time.

Staff roles and responsibilities were modified last summer for both DL and in-person options using data from what worked and didn't work last year. This led to smoother services in 20-21 than the end of 19-20. Our primary challenge was illness/quarantine at the beginning of the year into the holidays and support staff turnover in the second half of the year.

We were successful at customizing extra supports, providing high quality training and tech supports for staff and families, providing multiple connectivity options in a rural area with internet issues and providing 1/1 computing during the entire Covid situation. We struggled with getting compliance from some of our large and struggling families despite offering a great deal of support. It took much of the year and many supports to get all students participating at effective levels.

Pupil Learning Loss

Actions Related to the Pupil Learning Loss

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
<p>Learning Loss Mitigation Coordinator (to support intervention for struggling students including low income, foster youth, EL students) \$3000</p> <p>Credentialed Trainer/Tutor for Middle School - to support new teacher in the delivery of on-line math and help support struggling students including EL and foster students in writing and math \$3000</p> <p>School Psychology intern - to support various student learning needs 1 day a week No Cost</p> <p>Many of the services and supports listed under in-person and/or distance learning section will also contribute significantly to supporting learning loss.</p>	\$6,000	5349.68	Yes

A description of any substantive differences between the planned actions and/or budgeted expenditures for addressing pupil learning loss and what was implemented and/or expended on the actions.

All actions were implemented. Due to staff family emergency we had less time than anticipated from some of the services and used substitute staffing to make up the time when possible.

Analysis of Pupil Learning Loss

A description of the successes and challenges in addressing Pupil Learning Loss in the 2020-21 school year and an analysis of the effectiveness of the efforts to address Pupil Learning Loss to date.

Many efforts were made to mitigate pupil learning loss both in the classroom, through pull out services (in person and on-line) and through on-line/phone and material support to families remaining fully at home. Frequent MTSS Leadership and School Advisory Council meetings were held to analyze effectiveness of tiered supports and modify implementation as needed. Most students consistently participated and made progress throughout the year.

In Math, Middle School and second/third graders had greater challenges making adequate progress. Middle School continued to Zoom after returning to school in order to keep small cohorts while in Purple Tier. This was challenging to students and teachers. Additionally, the loss of dances, field trips, and many other enrichment activities lead to decreased motivation, despite adding alternative activities. In addition, 2/3rd graders needed more hands on than they were able to achieve with DL and in-person Covid modifications and also missed a great deal of foundational instruction due to many that had families who did not participate enough in the spring. Another challenge with math may have come from having beginning teachers working under challenging circumstances. In ELA, first graders had the greatest challenge initially (43% improved placement on i-Ready) but made significant gains by the end of the year (75% improved placement). For all of the school, frequent in and out due to quarantine or minor illness, loss of minutes due to the reduction and family challenges contributed to less than average progress. Many changes were made throughout the year to boost progress, including adding tangible incentives, special activities, 1/1 and small group tutoring, frequent parent support meetings/lending library, student clubs, fun challenges, and changing the middle school structure to more resemble our typical program (after we were out of Purple tier).

Analysis of Mental Health and Social and Emotional Well-Being

A description of the successes and challenges in monitoring and supporting mental health and social and emotional well-being in the 2020-21 school year.

While FRCS already had a strong system of student and family support in place, community building and wellness were prioritized for the 20/21 school year. The 20/21 year was started with all families in Distance Learning, shortly thereafter small groups started on campus and in October families that wanted were able to return to full time, In-Person Learning. Most of the year was spent with teachers providing in-person and distance learning for their students. Many services were put in place to provide continued mental health support and other services to promote positive social emotional well-being. These include staff/faculty training in SEL/Wellness and available resources for supporting students and families; Increased aide time to provide social/emotional/behavioral support and check ins; increased incentives and student recognition activities; Town Hall and student wellness/mindfulness activities/discussion; frequent family support and education services; additional staffing to support students struggling with attendance and motivation; activities like on-line art/materials, STEM, book clubs, learning games to support increased engagement; counseling services with our school psych. Intern; continuance of regular assemblies, Town Halls and other community building activities while in distance or in-person learning setting. Some difficulties we faced were significant attendance issues for a few families and lack of continuity of services for some students that were more frequently in and out due to quarantine and minor illnesses. We also dealt with significant apathy and frustration in our middle school students due to continued Covid practices and lack of typical incentive activities (dances, leadership events, whole school events, study field trips and overnight study trips). We increased communication with students and families to try multiple plans to improve middle school motivation. Adding engagement activities/outside field trips, changing the schedule and increasing leadership opportunities helped increase interest and motivation.

Analysis of Pupil and Family Engagement and Outreach

A description of the successes and challenges in implementing pupil and family engagement and outreach in the 2020-21 school year.

FRCS staff/faculty worked together with Administration, Reengagement Coordinator, and MTSS Lead Teachers to fully implement FRCS Reengagement Plan. While keeping students engaged and at school posed many challenges all listed activities were completed to work towards meeting this challenge. Most students participated regularly in DL or in-person learning. Some families had considerable challenges with regular school attendance or adequate work completion. Continued strategies were used and all families improved performance by the last trimester.

Analysis of School Nutrition

A description of the successes and challenges in providing school nutrition in the 2020-21 school year.

Meals were served all days that FRCS was in session either remote or in person to all students that requested them. Covid precautions were put in place and modified as required by Butte County Public Health.

Additional Actions and Plan Requirements

Additional Actions to Implement the Learning Continuity Plan

Section	Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Pupil Learning Loss	Teacher stipends to support LCAP activities such as MTSS Lead Teachers for Elementary and Middle School, Science and Math Intervention Support Teacher, Testing Coordinator, and Math Curriculum Development Stipend.	0	8175	Yes
Pupil Learning Loss	New Teacher Induction Program Supervisor wages	0	1800	Yes
Distance Learning Program	Technology Aides were repurposed to support distance learning activities for families not able to join us in person.	0	5593	Yes
In-Person Instructional Offerings	Home-to-School transportation program salaries, wages, and supplies to ensure all students have equal access to our educational program.	0	28220	Yes
Distance Learning Program (Access to Devices and Connectivity)	Purchase of noncap equipment to support LCAP goals.	0	2709	Yes
Pupil Learning Loss	Teacher conferences to support LCAP goals.	0	716	Yes
All	Retain our SIS program to ensure student engagement and parent access to student information during both in-person instruction and distance instruction.	0	2420	Yes
Pupil Learning Loss	Retain iReady assessment program and Learning A-Z intervention program to monitor and increase student academic progress.	0	7523	Yes

Section	Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
All	Retain gigabit internet connection to facilitate assessments, in-person learning, and distance teaching.	0	4492	Yes

A description of any substantive differences between the planned actions and budgeted expenditures for the additional plan requirements and what was implemented and expended on the actions.

When developing the LCP many of our standard LCAP goal supports were not taken into account. These items are detailed here.

Overall Analysis

An explanation of how lessons learned from implementing in-person and distance learning programs in 2020-21 have informed the development of goals and actions in the 2021–24 LCAP.

An explanation of how pupil learning loss continues to be assessed and addressed in the 2021–24 LCAP, especially for pupils with unique needs.

A description of any substantive differences between the description of the actions or services identified as contributing towards meeting the increased or improved services requirement and the actions or services implemented to meet the increased or improved services requirement.

Overall Analysis of the 2019-20 LCAP and the 2020-21 Learning Continuity and Attendance Plan

A description of how the analysis and reflection on student outcomes in the 2019-20 LCAP and 2020-21 Learning Continuity and Attendance Plan have informed the development of the 21-22 through 23-24 LCAP.

LCAP actions were modified or stopped to respond to challenges created by the Covid pandemic in spring of 2020. Many actions from 2019/20 LCAP were carried into the 2020/21 school year. Most of these actions and the new actions in the 20/21 LCP were fully implemented to support academic/social/emotional growth and general well being of FRCS students. Most of these actions will be continued as regular LCAP actions in the 21/22 plan or continued as supplemental supports through use of ELO or ESSER funding.

Instructions: Introduction

The Annual Update Template for the 2019-20 Local Control and Accountability Plan (LCAP) and the Annual Update for the 2020–21 Learning Continuity and Attendance Plan must be completed as part of the development of the 2021-22 LCAP. In subsequent years, the Annual Update will be completed using the LCAP template and expenditure tables adopted by the State Board of Education.

For additional questions or technical assistance related to the completion of the LCAP template, please contact the local 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.

Instructions: Annual Update for the 2019–20 Local Control and Accountability Plan Year

Annual Update

The planned goals, state and/or local priorities, expected outcomes, actions/services, and budgeted expenditures must be copied verbatim from the approved 2019-20 Local Control and Accountability Plan (LCAP). Minor typographical errors may be corrected. Duplicate the Goal, Annual Measurable Outcomes, Actions / Services and Analysis tables as needed.

For each goal in 2019-20, identify and review the actual measurable outcomes as compared to the expected annual measurable outcomes identified in 2019-20 for the goal. If an actual measurable outcome is not available due to the impact of COVID-19 provide a brief explanation of why the actual measurable outcome is not available. If an alternative metric was used to measure progress towards the goal, specify the metric used and the actual measurable outcome for that metric.

Identify the planned Actions/Services, the budgeted expenditures to implement these actions toward achieving the described goal and the actual expenditures to implement the actions/services.

Goal Analysis

Using available state and local data and input from parents, students, teachers, and other stakeholders, respond to the prompts as instructed.

- If funds budgeted for Actions/Services that were not implemented were expended on other actions and services through the end of the school year, describe how the funds were used to support students, including low-income, English learner, or foster youth students, families, teachers and staff. This description may include a description of actions/services implemented to mitigate the impact of COVID-19 that were not part of the 2019-20 LCAP.

- Describe the overall successes and challenges in implementing the actions/services. As part of the description, specify which actions/services were not implemented due to the impact of COVID-19, as applicable. To the extent practicable, LEAs are encouraged to include a description of the overall effectiveness of the actions/services to achieve the goal.

Instructions: Annual Update for the 2020–21 Learning Continuity and Attendance Plan

Annual Update

The action descriptions and budgeted expenditures must be copied verbatim from the 2020-21 Learning Continuity and Attendance Plan. Minor typographical errors may be corrected.

Actions Related to In-Person Instructional Offerings

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to in-person instruction and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for in-person instruction and what was implemented and/or expended on the actions, as applicable.
- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in implementing in-person instruction in the 2020-21 school year, as applicable. If in-person instruction was not provided to any students in 2020-21, please state as such.

Actions Related to the Distance Learning Program

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to the distance learning program and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for the distance learning program and what was implemented and/or expended on the actions, as applicable.
- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in implementing distance learning in the 2020-21 school year in each of the following areas, as applicable:
 - Continuity of Instruction,
 - Access to Devices and Connectivity,

- Pupil Participation and Progress,
- Distance Learning Professional Development,
- Staff Roles and Responsibilities, and
- Supports for Pupils with Unique Needs, including English learners, pupils with exceptional needs served across the full continuum of placements, pupils in foster care, and pupils who are experiencing homelessness

To the extent practicable, LEAs are encouraged to include an analysis of the effectiveness of the distance learning program to date. If distance learning was not provided to any students in 2020-21, please state as such.

Actions Related to Pupil Learning Loss

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to addressing pupil learning loss and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for addressing pupil learning loss and what was implemented and/or expended on the actions, as applicable.
- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in addressing Pupil Learning Loss in the 2020-21 school year, as applicable. To the extent practicable, include an analysis of the effectiveness of the efforts to address pupil learning loss, including for pupils who are English learners; low-income; foster youth; pupils with exceptional needs; and pupils who are experiencing homelessness, as applicable.

Analysis of Mental Health and Social and Emotional Well-Being

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in monitoring and supporting Mental Health and Social and Emotional Well-Being of both pupils and staff during the 2020-21 school year, as applicable.

Analysis of Pupil and Family Engagement and Outreach

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges related to pupil engagement and outreach during the 2020-21 school year, including implementing tiered reengagement strategies for pupils who were absent from distance learning and the efforts of the LEA in reaching out to pupils and their parents or guardians when pupils were not meeting compulsory education requirements or engaging in instruction, as applicable.

Analysis of School Nutrition

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in providing nutritionally adequate meals for all pupils during the 2020-21 school year, whether participating in in-person instruction or distance learning, as applicable.

Analysis of Additional Actions to Implement the Learning Continuity Plan

- In the table, identify the section, the planned actions and the budgeted expenditures for the additional actions and the estimated actual expenditures to implement the actions, as applicable. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for the additional actions to implement the learning continuity plan and what was implemented and/or expended on the actions, as applicable.

Overall Analysis of the 2020-21 Learning Continuity and Attendance Plan

The Overall Analysis prompts are to be responded to only once, following an analysis of the Learning Continuity and Attendance Plan.

- Provide an explanation of how the lessons learned from implementing in-person and distance learning programs in 2020-21 have informed the development of goals and actions in the 2021–24 LCAP.
 - As part of this analysis, LEAs are encouraged to consider how their ongoing response to the COVID-19 pandemic has informed the development of goals and actions in the 2021–24 LCAP, such as health and safety considerations, distance learning, monitoring and supporting mental health and social-emotional well-being and engaging pupils and families.
- Provide an explanation of how pupil learning loss continues to be assessed and addressed in the 2021–24 LCAP, especially for pupils with unique needs (including low income students, English learners, pupils with disabilities served across the full continuum of placements, pupils in foster care, and pupils who are experiencing homelessness).
- Describe any substantive differences between the actions and/or services identified as contributing towards meeting the increased or improved services requirement, pursuant to *California Code of Regulations*, Title 5 (5 CCR) Section 15496, and the actions and/or services that the LEA implemented to meet the increased or improved services requirement. If the LEA has provided a description of substantive differences to actions and/or services identified as contributing towards meeting the increased or improved services requirement within the In-Person Instruction, Distance Learning Program, Learning Loss, or Additional Actions sections of the Annual Update the LEA is not required to include those descriptions as part of this description.

Overall Analysis of the 2019-20 LCAP and the 2020-21 Learning Continuity and Attendance Plan

The Overall Analysis prompt is to be responded to only once, following the analysis of both the 2019-20 LCAP and the 2020-21 Learning Continuity and Attendance Plan.

- Describe how the analysis and reflection related to student outcomes in the 2019-20 LCAP and 2020-21 Learning Continuity and Attendance Plan have informed the development of the 21-22 through 23-24 LCAP, as applicable.

Annual Update for the 2019–20 Local Control and Accountability Plan Year Expenditure Summary

Total Expenditures by Funding Source		
Funding Source	2019-20 Annual Update Budgeted	2019-20 Annual Update Actual
All Funding Sources	174,374.00	151,089.35
	0.00	0.00
Federal Funds	33,600.00	15,395.25
General Funds	12,000.00	11,374.00
Supplemental	128,774.00	124,320.10

* Totals based on expenditure amounts in goal and annual update sections.

Total Expenditures by Object Type		
Object Type	2019-20 Annual Update Budgeted	2019-20 Annual Update Actual
All Expenditure Types	174,374.00	151,089.35
	0.00	0.00
1000-1999: Certificated Personnel Salaries	17,100.00	10,500.00
2000-2999: Classified Personnel Salaries	44,680.00	30,059.30
5000-5999: Services And Other Operating Expenditures	112,594.00	110,530.05

* Totals based on expenditure amounts in goal and annual update sections.

Total Expenditures by Object Type and Funding Source			
Object Type	Funding Source	2019-20 Annual Update Budgeted	2019-20 Annual Update Actual
All Expenditure Types	All Funding Sources	174,374.00	151,089.35
		0.00	0.00
1000-1999: Certificated Personnel Salaries	Federal Funds	5,600.00	0.00
1000-1999: Certificated Personnel Salaries	Supplemental	11,500.00	10,500.00
2000-2999: Classified Personnel Salaries	Federal Funds	28,000.00	15,395.25
2000-2999: Classified Personnel Salaries	General Funds	12,000.00	11,374.00
2000-2999: Classified Personnel Salaries	Supplemental	4,680.00	3,290.05
5000-5999: Services And Other Operating Expenditures	Supplemental	112,594.00	110,530.05

* Totals based on expenditure amounts in goal and annual update sections.

Total Expenditures by Goal		
Goal	2019-20 Annual Update Budgeted	2019-20 Annual Update Actual
Goal 1	155,774.00	133,015.35
Goal 2	18,600.00	18,074.00

* Totals based on expenditure amounts in goal and annual update sections.

Annual Update for the 2020–21 Learning Continuity and Attendance Plan Expenditure Summary

Total Expenditures by Offering/Program		
Offering/Program	2020-21 Budgeted	2020-21 Actual
In-Person Instructional Offerings	\$19,000.00	\$19,205.44
Distance Learning Program	\$39,500.00	\$62,702.29
Pupil Learning Loss	\$6,000.00	\$5,349.68
Additional Actions and Plan Requirements		\$61,648.00
All Expenditures in Learning Continuity and Attendance Plan	\$64,500.00	\$148,905.41

Expenditures by Offering/Program (Not Contributing to Increased/Improved requirement)		
Offering/Program	2020-21 Budgeted	2020-21 Actual
In-Person Instructional Offerings		
Distance Learning Program		
Pupil Learning Loss		
Additional Actions and Plan Requirements		
All Expenditures in Learning Continuity and Attendance Plan		

Expenditures by Offering/Program (Contributing to Increased/Improved requirement)		
Offering/Program	2020-21 Budgeted	2020-21 Actual
In-Person Instructional Offerings	\$19,000.00	\$19,205.44
Distance Learning Program	\$39,500.00	\$62,702.29
Pupil Learning Loss	\$6,000.00	\$5,349.68
Additional Actions and Plan Requirements		\$61,648.00
All Expenditures in Learning Continuity and Attendance Plan	\$64,500.00	\$148,905.41

Local Control Accountability Plan

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Forest Ranch Charter School	Christia Marasco Director	cmarasco@forestranchcharter.org 530-891-3154

Plan Summary [2021-22]

General Information

A description of the LEA, its schools, and its students.

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 most recently for another five years in 2020. The school is chartered to serve transitional kindergarten through eighth grades, and currently serves 128 students in kindergarten through eighth grades. Of those 128 students, 56% are low income, 1.6% are English Language Learners and 2.4% are Foster Youth. For the 2021-22 school year we project an enrollment of 120. 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. 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 CDE Dashboard, significant growth has been made in ELA in ALL (Blue, increased 18.5pts.) and both significant subgroups, White, Socioeconomically Disadvantaged; in Math in ALL (Green, Increased 7.6 pts.) and the White subgroup. According to local measures we have had no out of school suspensions in the last two years (19/20 and 20/21).

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, improvement is needed in Math by the Socioeconomically Disadvantaged subgroup (Orange, 18/19); in Attendance for All (Orange, 18/19), Socioeconomically Disadvantaged (red, 18/19); and in Suspensions for All and Socioeconomically Disadvantaged (Orange, 18/19). While Dashboard scores were positive in ELA the data does not reflect the challenges of the last year and a half. According to local measures (i-Ready) students solidly at or above grade level have dropped from 42-38% in ELA.

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 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 ELA, scores for Low Income students in Math 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; providing i-Ready instruction for all; adding to Homework Club; using the portal in the last trimester to train fifth graders to monitor progress; increasing training/support for new teachers and providing customized PD opportunities to faculty to meet their goals. A few new actions were added. These include developing new ELA units; purchasing new supplementary software and print material for ELA and providing new curriculum and materials for NGSS.

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. 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.

For Next Year: Many prior services will be continued or reinstituted. Additionally, we will 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.

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.

Stakeholder Engagement

A summary of the stakeholder process and how the stakeholder 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. Due to lack of the ability to hold in person meetings most meetings, with the exception of student meetings, were held via Zoom. 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 21-22 school year.

Multiple sources of stakeholder data throughout the year were considered when developing LCAP goals.

A summary of the feedback provided by specific stakeholder groups.

Stakeholder feedback on a range of topics, including curriculum, staff and faculty training needs, campus climate, improvements in student social skills, improvements in nutrition services, concerns about Covid related procedures, electives, enrichment options, student intervention needs, equipment and communication were all noted. Most items were incorporated into either ELO, LCAP or ESSER planning goals and related actions.

A description of the aspects of the LCAP that were influenced by specific stakeholder input.

In the LCAP specifically, advanced PBIS training and support with BIP was increased to support concerns surrounding challenging student behaviors; new teacher support and materials were added based on feedback from new teachers and parents; a more systematic review of SEL/PBIS tiered supports was supported by input from parents and staff, and Homework Club and afterschool supports were discussed by faculty/students and parents

Goals and Actions

Goal

Goal #	Description
1	<p>Increase overall student achievement in core academic areas.</p> <p>Focus Goal 1: Improve performance of socioeconomically disadvantaged students in Math on local and state measures (Dashboard - Yellow or Green)</p> <p>Focus Goal 2: Improve schoolwide performance in ELA on local measures</p> <p>Focus Goal 3: Decrease Chronic Absenteeism to below 12% (Yellow on Dashboard)</p>

An explanation of why the LEA has developed this goal.

Currently FRCS needs improvement in Math for our Socioeconomically Disadvantaged Subgroup according to the Dashboard and needs improvement in most grades in ELA according to local measures. Additionally, as school minutes were reduced for the 20/21 school year we are anticipating lowered scores on the CAST.

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.)

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
CAASPP Smarter Balanced Scores (ELA, Math)	<p>ELA 17/18 - 56% - CA Dashboard Green for All Groups; 18/19 - 65.47 % Meeting or 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</p> <p>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</p>				Establish new baseline for 2020 - 21 and move up 1% every year with 2-3% increase in both ELA 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
	points below the standard and maintained by -1.7 pts.); No current data available				
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				ELA - 42% at or above grade level Math - 32% at or above grade level
CAST Scores (5th, 8th)	18/19 - 54% meeting or exceeding standards				Establish new baseline for 20/21 and then move up 1% each year.
Instructional Materials	20/21 -100% of all students had standards-aligned instructional materials in all core classes.				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				Maintain 100% of teachers appropriately assigned according to credential and expertise

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Facilities	<p>Maintenance and cleaning logs kept</p> <p>All items "good" or "excellent" on FIT inspection</p>				<p>Maintain regular maintenance and cleaning logs</p> <p>as well as maintain good or excellent in all areas of FIT inspection</p>
Chronic Absenteeism	<p>CA Dashboard shows 12.4% (Orange) for 17/18; 18.9% (Orange) for 18/19</p>				<p>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</p>
Middle School Drop Out Rates	<p>16-17 Data Quest - 0% Drop Out rate</p> <p>17-18 Schoolwise SIS 0%</p> <p>18-19 Schoolwise SIS 0%</p>				<p>Maintain a 0% Middle School Drop Out Rate</p>
Parent Engagement	<p>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</p>				<p>50% of parents will volunteer and/or attend scheduled meetings, school sponsored family events, and/or workshops.</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	until a total of 50% of parent involvement is reached.				
Parent Involvement - Unduplicated Students	20/21 - 100% parents of unduplicated students and students with exceptional needs will be contacted at least once a trimester to provide varied information, training and support.				Maintain 100% parents of unduplicated students 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 21-211 as 19/20 and 20/21 had atypical attendance data. Prior target goal was 95%.				21-22 - new baseline will be established with increases each year until it reaches 95.5% at which point that attendance rate will be at least maintained.

Actions

Action #	Title	Description	Total Funds	Contributing
1	Internet and Tech. Support	<ul style="list-style-type: none"> Maintain bandwidth at 1GB and provide faculty development in technology and target implementation with evaluation built into ITSP plan as well as Tech. Teacher Support for students and teachers Bandwidth - 4,000; Tech Aide – 14,340.00 	\$18,340.00	Yes

Action #	Title	Description	Total Funds	Contributing
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 1-5th grades in ELA/Math and individuals or cohorts that need extra support in 6-8th grades. 6,830	\$6,830.00	Yes
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. Review and purchase new literacy units and ELA materials and software. Provide time for coaching/mentoring of less experienced (ELA/Math) teachers during team meetings. Send new teachers with new grade math assignments to PD including Induction and Support. Print materials – 5,800; Software – 3,493; BTSA 10,800 (7,200 county fees, 1800 stipend, 1800 pay)	\$20,093.00	Yes
4	NGSS - New Curriculum/Materials	Purchase new curriculum and materials aligned with NGSS. Track teacher implementation and student progress through classroom observation, self- assessment rubrics, student grades on test and CAST scores.5,500	\$5,500.00	Yes
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

Action #	Title	Description	Total Funds	Contributing
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. 45,440 (37,440 salaries; 6,000 supplies; 2,000 services)	\$45,440.00	Yes
7	Homework Club	Offer Homework Club for students needing homework assistance.500	\$500.00	Yes
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. 9,720 ELO (not contributing)	\$9,720.00	No
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	\$1,200.00	Yes
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

Action #	Title	Description	Total Funds	Contributing
11	CCSS/NGSS PD	Provide PD that supports individual teacher goals for implementation of CCSS and NGSS, particularly new goals surrounding accelerated learning and UDL. 3,000	\$3,000.00	Yes
12	ELD Teacher Coordinator	Assign a teacher to act as EL Test Coordinator and provide ELD program support to other teachers on campus.	\$500.00	Yes

Goal Analysis [2021-22]

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

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

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

A report of the Estimated Actual Expenditures for last year's actions may be found in the Annual Update Expenditures 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.

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.

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 year so a pre-emergency baseline of 28 (17/18) will be used)				Maintain a rate of no more than 25 students receiving a referral and less than 10 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.				Year 1 establish baseline, Year 2 .5% increase in positive scores, Year 3 additional .5% increase in positive scores.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	New baselines established in 21/22 school Year as last two years were disrupted by pandemic.				
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				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 suspensions of any kind				Maintain suspension rate of less than 2.5%
Expulsion Rate Maintain expulsion rate of at or near 0%	19-20 0% 20-21 0%				Maintain expulsion rate at or near 0%

Actions

Action #	Title	Description	Total Funds	Contributing
1	Physically Safe - Janitorial/Inspections	Provide physically safe environment aligned to Covid needed modifications/facilities inspections and custodial staffing	\$3,300.00	Yes
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
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. Choose one target goal and track improvement across campus.		Yes
4	Data Collection	Implement computerized tracking of referrals with detailed information to track progress. 1200	\$1,200.00	Yes
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

Action #	Title	Description	Total Funds	Contributing
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.		No
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		No
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. Continue MTSS Elementary and Middle School Lead Teacher positions.3000	\$3,000.00	Yes

Goal Analysis [2021-22]

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

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

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

A report of the Estimated Actual Expenditures for last year’s actions may be found in the Annual Update Expenditures Table.

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2021-22]

Percentage to Increase or Improve Services	Increased Apportionment based on the Enrollment of Foster Youth, English Learners, and Low-Income students
10.62%	103,907

The Budgeted Expenditures for Actions identified as Contributing may be found in the Increased or Improved Services Expenditures 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 were in our small group cohorts (required internet on campus) 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 ELA units/materials, 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.

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.

G1A7 - On the CA Dashboard our significant subgroup, socioeconomically disadvantaged students (L-I) was Orange in Math performance where as the whole school group was Green. 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.

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-1. Much of the training also involves increased use of 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.

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.

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.

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 22.1 and an estimated enrollment of 120 pupils with an unduplicated pupil count of 62, we estimate our 2021/22 LCFF funding to be \$1,081,940 with \$103,907 in Supplemental funding. This LCAP proposes spending in excess of \$103,907 in support of foster youth, English learners, and low-income students, thereby meeting the increased services requirement.

Total Expenditures Table

LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
\$108,903.00	\$9,720.00			\$118,623.00

Totals:	Total Personnel	Total Non-personnel
Totals:	\$72,400.00	\$46,223.00

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1	English Learners Foster Youth Low Income	Internet and Tech. Support	\$18,340.00				\$18,340.00
1	2	English Learners Foster Youth Low Income	i-Ready Diagnostic and Instruction	\$6,830.00				\$6,830.00
1	3	English Learners Foster Youth Low Income	Quality CCSS aligned Curric./Asses. and Teacher Training	\$20,093.00				\$20,093.00
1	4	English Learners Foster Youth Low Income	NGSS - New Curriculum/Materials	\$5,500.00				\$5,500.00
1	5	All Students with Disabilities	MTSS - Academic Interventions					
1	6	English Learners Foster Youth Low Income	Home to School Transport	\$45,440.00				\$45,440.00
1	7	English Learners Foster Youth Low Income	Homework Club	\$500.00				\$500.00
1	8	All Students with Disabilities	Chronic Absenteeism and Reengagement Plan		\$9,720.00			\$9,720.00

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	9	English Learners Foster Youth Low Income	Parent Notification and Parent/Student Portal	\$1,200.00				\$1,200.00
1	10	All	Student Academic Recognition					
1	11	English Learners Foster Youth Low Income	CCSS/NGSS PD	\$3,000.00				\$3,000.00
1	12	English Learners Foster Youth Low Income	ELD Teacher Coordinator	\$500.00				\$500.00
2	1	English Learners Foster Youth Low Income	Physically Safe - Janitorial/Inspections	\$3,300.00				\$3,300.00
2	2	All Students with Disabilities	Parent Education Opportunities					
2	3	English Learners Foster Youth Low Income	Faculty/Staff Training					
2	4	English Learners Foster Youth Low Income	Data Collection	\$1,200.00				\$1,200.00
2	5	All	Town Hall and LifeSkill Student Recognition					
2	6	All	Counseling/Social Skills Training and Support for Students					
2	7	All	Tiered SEL/LifeSkills and Wellness Programs					
2	8	English Learners Foster Youth Low Income	MTSS/Reengagement Leadership Team - Program Evaluation	\$3,000.00				\$3,000.00

Contributing Expenditures Tables

Totals by Type	Total LCFF Funds	Total Funds
Total:	\$108,903.00	\$108,903.00
LEA-wide Total:	\$0.00	\$0.00
Limited Total:	\$0.00	\$0.00
Schoolwide Total:	\$108,903.00	\$108,903.00

Goal	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
1	1	Internet and Tech. Support	Schoolwide	English Learners Foster Youth Low Income	All Schools Specific Schools: Forest Ranch Charter	\$18,340.00	\$18,340.00
1	2	i-Ready Diagnostic and Instruction	Schoolwide	English Learners Foster Youth Low Income	All Schools Specific Schools: Forest Ranch Charter 1-8th	\$6,830.00	\$6,830.00
1	3	Quality CCSS aligned Curric./Asses. and Teacher Training	Schoolwide	English Learners Foster Youth Low Income	All Schools Specific Schools: Forest Ranch	\$20,093.00	\$20,093.00
1	4	NGSS - New Curriculum/Materials	Schoolwide	English Learners Foster Youth Low Income	All Schools Specific Schools: Forest Ranch Charter	\$5,500.00	\$5,500.00
1	6	Home to School Transport	Schoolwide	English Learners Foster Youth Low Income	All Schools Specific Schools: Forest Ranch Charter	\$45,440.00	\$45,440.00
1	7	Homework Club	Schoolwide	English Learners Foster Youth Low Income	All Schools Specific Schools: Forest Ranch Charter	\$500.00	\$500.00

Goal	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
1	9	Parent Notification and Parent/Student Portal	Schoolwide	English Learners Foster Youth Low Income	All Schools Specific Schools: Forest Ranch Charter	\$1,200.00	\$1,200.00
1	11	CCSS/NGSS PD	Schoolwide	English Learners Foster Youth Low Income	All Schools Specific Schools: Forest Ranch Charter	\$3,000.00	\$3,000.00
1	12	ELD Teacher Coordinator	Schoolwide	English Learners Foster Youth Low Income	All Schools Specific Schools: Forest Ranch Charter	\$500.00	\$500.00
2	1	Physically Safe - Janitorial/Inspections	Schoolwide	English Learners Foster Youth Low Income	All Schools Specific Schools: Forest Ranch Charter	\$3,300.00	\$3,300.00
2	3	Faculty/Staff Training	Schoolwide	English Learners Foster Youth Low Income	All Schools Specific Schools: Forest Ranch Charter		
2	4	Data Collection	Schoolwide	English Learners Foster Youth Low Income	All Schools Specific Schools: Forest Ranch Charter	\$1,200.00	\$1,200.00
2	8	MTSS/Reengagement Leadership Team - Program Evaluation	Schoolwide	English Learners Foster Youth Low Income	All Schools Specific Schools: Forest Ranch Charter	\$3,000.00	\$3,000.00

Annual Update Table Year 1 [2021-22]

Annual update of the 2021-22 goals will occur during the 2022-23 update cycle.

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Total Planned Expenditures	Total Estimated Actual Expenditures
			Totals:	Planned Expenditure Total	Estimated Actual Total
			Totals:		

Instructions

[Plan Summary](#)

[Stakeholder Engagement](#)

[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 LCAP template, please contact the local 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 LEAs to engage their local stakeholders in an annual planning process to evaluate their progress within eight state priority areas encompassing all statutory metrics (COEs have ten state priorities). LEAs document the results of this planning process in the Local Control and Accountability Plan (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] 52064(e)(1)). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. Local educational agencies (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 Stakeholder Engagement:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful stakeholder engagement (EC 52064(e)(1)). Local stakeholders possess valuable perspectives and insights about an LEA's programs and services. Effective strategic planning will incorporate these perspectives and insights in order to identify potential goals and actions to be included in the LCAP.
- **Accountability and Compliance:** The LCAP serves an important accountability function because aspects of the LCAP template require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:
 - Demonstrating that LEAs are increasing or improving services for foster youth, English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (EC 52064(b)(4-6)).
 - Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (EC 52064(b)(1) & (2)).
 - Annually reviewing and updating the LCAP to reflect progress toward the goals (EC 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 stakeholders 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 stakeholder engagement tool.

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 stakeholders and the public.

At its most basic, the adopted LCAP should attempt to distill not just what the LEA is doing, but also allow stakeholders 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 stakeholders 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 stakeholder engagement functions:

Given present performance across the state priorities and on indicators in the California School Dashboard, how is the LEA using its budgetary resources to respond to 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 or a set of actions that the LEA believes, based on input gathered from stakeholders, research, and experience, will have the biggest impact on behalf of its 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 students and community. 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, stakeholder input, 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? 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.

Stakeholder Engagement

Purpose

Significant and purposeful engagement of parents, students, educators, and other stakeholders, 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 stakeholder engagement should support comprehensive strategic planning, accountability, and improvement across the state priorities and locally identified priorities (EC 52064(e)(1)). Stakeholder engagement is an ongoing, annual process.

This section is designed to reflect how stakeholder engagement influenced the decisions reflected in the adopted LCAP. The goal is to allow stakeholders that participated in the LCAP development process and the broader public understand how the LEA engaged stakeholders 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 stakeholder groups 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 stakeholder 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 stakeholder engagement 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 stakeholder process and how the stakeholder engagement was considered before finalizing the LCAP.”

Describe the stakeholder engagement process used by the LEA to involve stakeholders in the development of the LCAP, including, at a minimum, describing how the LEA met its obligation to consult with all statutorily required stakeholder groups 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 stakeholders. A response may also include information about an LEA’s philosophical approach to stakeholder engagement.

Prompt 2: “A summary of the feedback provided by specific stakeholder groups.”

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

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

A sufficient response to this prompt will provide stakeholders and the public clear, specific information about how the stakeholder 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 stakeholder feedback described in response to Prompt 2. This may include a description of how the LEA prioritized stakeholder requests 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 stakeholder 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 stakeholders 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 stakeholders 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 stakeholders. 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 stakeholders, 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.

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 2020–2021 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 .

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 expenditure 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 expenditure 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. Minor variances in expenditures 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 stakeholders. 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 stakeholders with a comprehensive description, within a single dedicated section, of how an LEA plans to increase or improved services for its unduplicated students as compared to all students 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 stakeholders 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

This section must be completed for each LCAP year.

When developing the LCAP in year 2 or year 3, copy the "Increased or Improved Services" section and enter the appropriate LCAP year. Using the copy of the section, complete the section as required for the relevant LCAP year. Retain all prior year sections for each of the three years within the LCAP.

Percentage to Increase or Improve Services: Identify the 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).

Increased Apportionment based on the enrollment of Foster Youth, English Learners, and Low-Income Students: Specify the estimate of the amount of funds apportioned on the basis of the number and concentration of unduplicated pupils for the LCAP year.

Required Descriptions:

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

For 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% 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% 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%: For school districts with an unduplicated pupil percentage of 55% 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%: For school districts with an unduplicated pupil percentage of less than 55%, 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% 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% 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. 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.

Expenditure Tables

Complete the Data Entry table for each action in the LCAP. The information entered into this table will automatically populate the other Expenditure Tables. All information is entered into the Data Entry table. Do not enter data into the other tables.

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

- Table 1: Actions
- Table 2: Total Expenditures
- Table 3: Contributing Expenditures
- Table 4: Annual Update Expenditures

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, provide the following information for each action in the LCAP for the relevant 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.
- **Increased / Improved:** 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 K-5), 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”.
- **Personnel Expense:** This column will be automatically calculated based on information provided in the following columns:
 - **Total Personnel:** Enter the total amount of personnel expenditures utilized to implement this action.
 - **Total Non-Personnel:** This amount will be automatically calculated.
- **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).
- **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.