LCAP Overview[1]

The LCAP is a three-year plan that describes the goals, actions, services, and expenditures to support positive student outcomes that address state and local priorities. The LCAP provides an opportunity for local educational agencies (LEAs) to share their stories of how, what, and why programs and services are selected to meet their local needs. The components of the LCAP for the 2022–2023 LCAP year must be posted as one document assembled in the following order:

- LCFF Budget Overview for Parents
- Supplement to the Annual Update to the 2021–22 LCAP
- Plan Summary
- Engaging Educational Partners
- Goals and Actions
- Increased or Improved Services for Foster Youth, English Learners, and Low-income students
- Action Tables
- Instructions

The Federal Addendum to this LCAP is not required to be part of this single document, and is viewable here.
The Local Performance Indicator Quick Guide is not required to be part of this single document, and is viewable here.

[1] From CDE website February 7, 2022: https://www.cde.ca.gov/re/lc/

Budget Overview for Parent

LCFF Budget Overview for Parents Template

Local Educational Agency (LEA) Name: Urban Montessori Charter

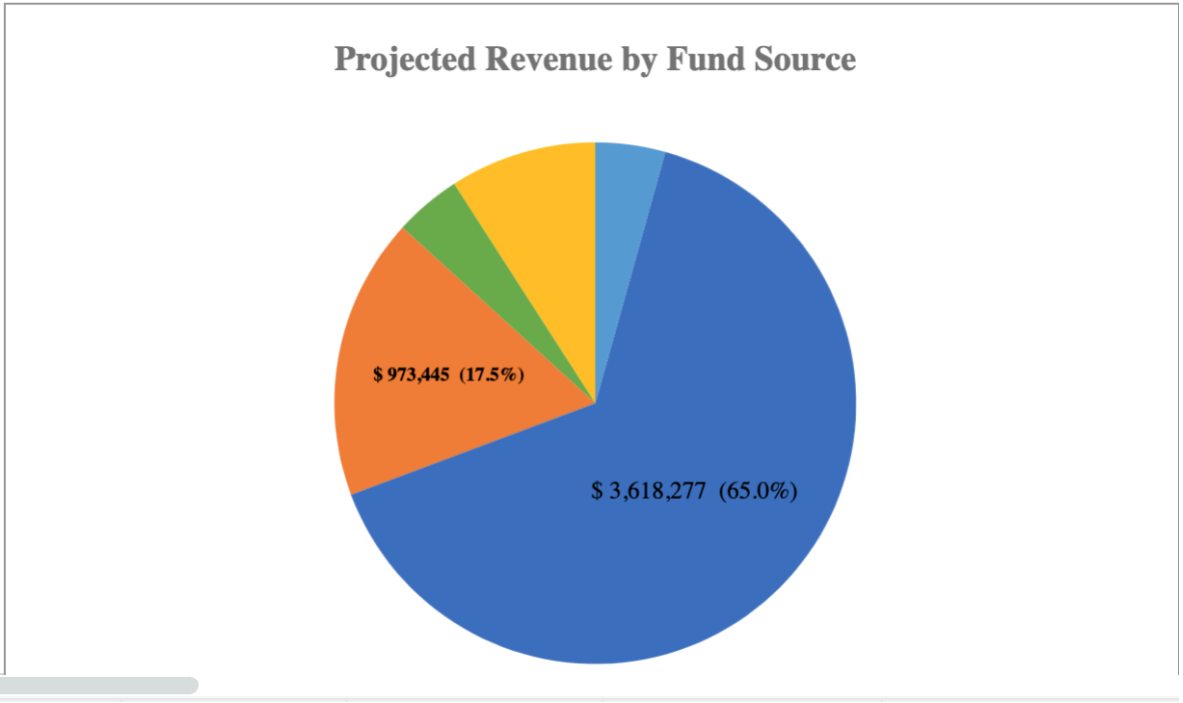
CDS Code: 01 10017 0125567

School Year: 2022 – 23

LEA contact information: Krishna Feeney, (510) 842-1181, krishnaf@urbanmontessori.org

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

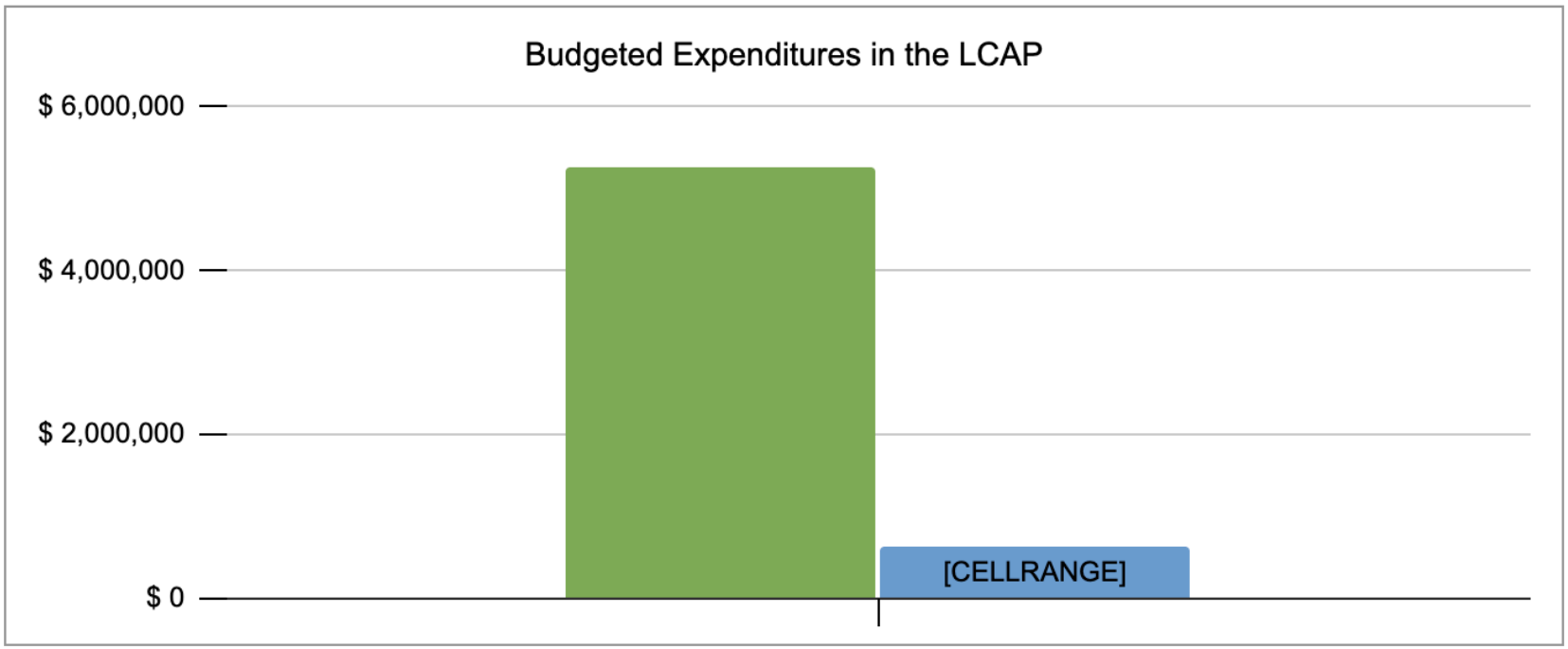
Budget Overview for the 2022 – 23 School Year



This chart shows the total general purpose revenue Urban Montessori Charter expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Urban Montessori Charter is $5,570,685.00, of which $3,859,802.00 is Local Control Funding Formula (LCFF), $973,445.00 is other state funds, $230,736.00 is local funds, and $506,702.00 is federal funds. Of the $3,859,802.00 in LCFF Funds, $241,525.00 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

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 Urban Montessori Charter plans to spend for 2022 – 23. It shows how much of the total is tied to planned actions and services in the LCAP.

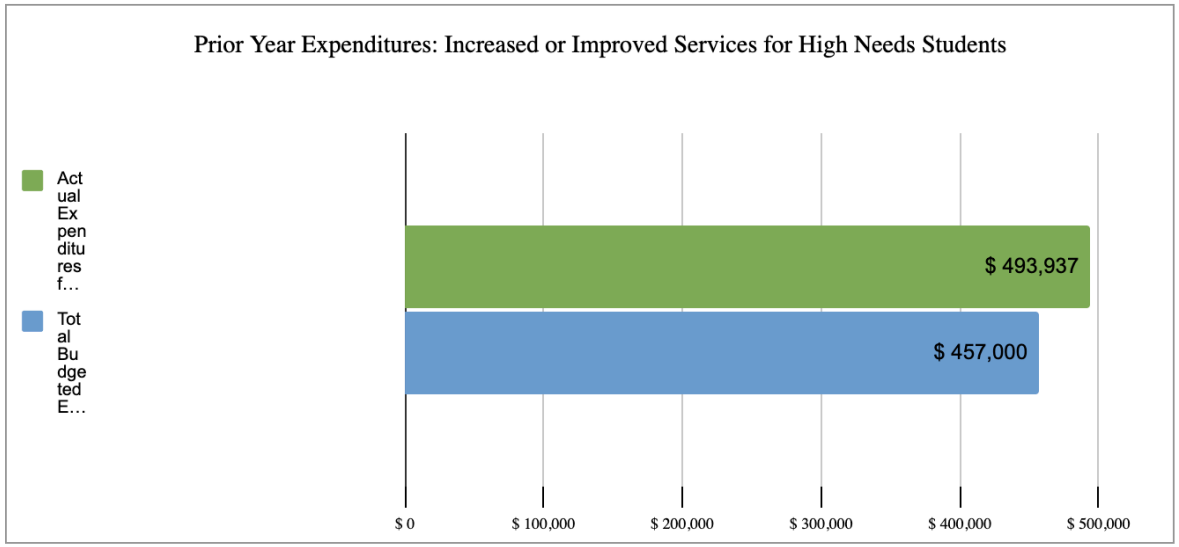
The text description of the above chart is as follows: Urban Montessori Charter plans to spend $5,269,647.00 for the 2022 – 23 school year. Of that amount, $617,000.00 is tied to actions/services in the LCAP and $4,652,647.00 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

Personnel, Benefits, Facilities use and Maintenacne, Finacial and copliance support

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

In 2022 – 23, Urban Montessori Charter is projecting it will receive $241,525.00 based on the enrollment of foster youth, English learner, and low-income students. Urban Montessori Charter must describe how it intends to increase or improve services for high needs students in the LCAP. Urban Montessori Charter plans to spend $468,000.00 towards meeting this requirement, as described in the LCAP.

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



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

The text description of the above chart is as follows: In 2021 – 22, Urban Montessori Charter's LCAP budgeted $457,000.00 for planned actions to increase or improve services for high needs students. Urban Montessori Charter actually spent $493,936.54 for actions to increase or improve services for high needs students in 2021 – 22.

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Urban Montessori Charter School	Krishna Feeney, Head of School	krishnaf@urbanmontessori.org 510-842-1181

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

A description of how and when the LEA engaged, or plans to engage, its educational partners on the use of funds provided through the Budget Act of 2021 that were not included in the 2021–22 Local Control and Accountability Plan (LCAP).

Additional funds received that were not included in the 2021-2022 Local Control and Accountability Plan (LCAP) include the Expanded Learning Opportunities Program, Educator Effectiveness Grant, Special Education - Learning Recovery, and Special Education - Alternative Dispute Resolution. The LEA engaged, and plans to engage, its educational partners on the use of these funds through a combination of outreach, meetings, and online engagement. All of our engagement opportunities are always shown and recorded on our school calendar, which is at urbanmontessori.org/school_calendar. Our Board and its committees work and meet every month, with public access and comments. Staff are engaged directly by school administration at regular meetings, Level meetings, and 1:1 check-ins. Our Family Advisory Council meets at least monthly and has regular sync meetings with school administration.

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

Does not apply.

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

All of our engagement opportunities are always shown and recorded on our school calendar, which is at urbanmontessori.org/school_calendar. Prior to the adoption of the original budget and LCAP for 2021-2022, the school hosted regular Board meetings and committee meetings, staff meetings, and Family Advisory Council meetings (FAC). This year, our ELAC also meets, and administrators host office hours where families can share and also ask questions. Our LCAP and this supplement to our LCAP is made available to the public for e-comment through our public Board agendas. The school also sends out weekly communications to all families each Friday sharing information on how families can provide further input.

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

So far this year our greatest success has been ensuring that school remains open all school year long for in-person instruction. This has required a herculean effort from all staff, particularly recently during the omicron surge, when our staff has been stretched very thin. Another major success has been organizing weekly COVID-19 testing available to all students, families, staff, and community members every Friday at the end of the school day. Challenges include finding and hiring adequate staffing – we have had a few staff leave in the middle of the school year and have been able to make one new hire, and shift other existing staff duties to cover everything. We would love to hire additional substitutes to help and be available.

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

UMCS is using funds to ensure adequate staffing so that school can remain open for in-person instruction and students have access to small group in instruction and lessons to support target, accelerated learning. Support teachers help ensure small student:teacher ratios, and help us ensure adequate staffing if other staff members are ill themselves. A major component of how we are utilizing fiscal resources for 2021-22 school year is maintaining our current three Primary Classrooms (TK + K), even though enrollment in TK/K is lower this school year, and we technically could consider closing one classroom space. Doing so, however, would be 1) dramatically destabilizing to the school and impacted staff; 2) increase class size and thus decreasing average physical distance available for our classrooms with our youngest students, many of whom have been ineligible for COVID-19 vaccines for much of the year. Additionally, the school has prioritized masks, making tests available for students and staff, outdoor furniture/shade, updated HVAC infrastructure and air filters, as well as technology for students in need.

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

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

Introduction

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

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

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

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

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

- The Instructions for the LCAP Template

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

Instructions

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

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

Prompt 1: "*A description of how and when the LEA engaged, or plans to engage, its* educational partners *on the use of funds provided through the Budget Act of 2021 that were not included in the 2021–22 Local Control and Accountability Plan (LCAP).*"

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

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

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

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

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

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

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

Describe how and when the LEA engaged its educational partners on the use of one-time federal funds it received that are intended to support recovery from the COVID-19 pandemic and the impacts of distance learning on students. See the COVID-19 Relief Funding Summary Sheet web page (https://www.cde.ca.gov/fg/cr/relieffunds.asp)for a listing of COVID-19 relief funding and the Federal Stimulus Funding web page (https://www.cde.ca.gov/fg/cr/) for additional information on these funds. The LEA is not required to describe engagement that has taken place related to state funds.

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

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

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

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

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

California Department of Education
November 2021

Local Control and Accountability Plan

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Urban Montessori Charter School	Krishna Feeney, Head of School	krishnaf@urbanmontessori.org 510-842-1181

Plan Summary 2022-2023

General Information

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





Urban Montessori is a public charter school serving TK through 8th grade children located in Oakland and aims to maximize the diversity and beauty of our vibrant urban community. We serve a socioeconomically, racially, and culturally diverse community of children because we believe that children learn about different backgrounds and perspectives by living and working with people from those backgrounds and perspectives. In addition, our long-term goal is to open a Montessori preschool program that allows us to provide a free and public Montessori preschool option to families who currently cannot access a private Montessori preschool option. In this way, we will provide a complete Montessori experience to our children.

Urban Montessori Charter School's mission is to develop self-directed and engaged learners who are academically, socially and emotionally prepared to succeed in any high school. Nurturing the innovators of tomorrow to creatively meet the challenges of today's world with confidence, compassion and grace, Urban Montessori cultivates individual curiosities and strengths, while holding children to a high standard of excellence. At Urban Montessori, children deepen their understanding of what it means to live responsibly in a diverse urban community.

Our intention is to enroll a diverse student body, reflective of our city as a whole. The following summarizes our 2021-2022 enrollment.

Total # of Students: 353

#/% of students who are English Learners: 53 / 15%

#/% of students who are socioeconomically disadvantaged: 40 / 11.3%

#/% of students who are foster youth: 0 / 0.5%

#/% of students who are homeless: 2 / 0.0%

#/% of students who have an Individual Education Plan: 43 / 12.2%

#/% of students who have a 504 Plan: 8 / 2.2%

#/% of unduplicated students receiving supplemental support: 120 / 34%

Enrollment by race/ethnicity information from 2021-2022 California School Dashboard:

African American - 73 / 20.6%

American Indian or Alaska Native - 1 / 0.2%

Pacific Islander - 1 / 0.2%

Hispanic or Latino - 110 / 31.2%

Filipino - 1 / 0.3%

Asian - 24 / 6.8%

Two or More Races - 52 / 14.7%

White - 107 / 30.3%

In addition to working to enroll a student body reflective of our city, we also strive to hire a staff, particularly our Lead Teachers, who collectively roughly represent our students' backgrounds.

CURRENT STATUS: UMCS Lead Teachers "roughly mirror" the backgrounds of our students. We can still do a bit better.

Race/Ethnicity	STUDENT[2] #	STUDENT %	TEACHER[3] #	TEACHER %	DIFFERENCE in Percent	Within 10%?
American Indian	1	0.3%	0	0%	~0 percentage points	Roughly represented
Pacific Islander	1	0.3%	0	0%	~0 percentage points	Roughly represented
Hispanic	110	29.9%	3	18.75%	1.3 percentage points	Roughly represented
Filipino	1	0.3%	0	0%	~0 percentage point	Roughly represented
Asian	24	6.5%	0	0%	6.5 percentage points	Roughly represented
Two or More Races	52	14.0%	2	12.5%	1.5 percentage points	Roughly represented
White	107	28.9%	8	50.0%	21.1 percentage points	Overly represented
African American	73	19.8%	3	18.75%	1 percentage points	Roughly represented

Our aim is for children who attend Urban Montessori to be well-educated and able to use their knowledge flexibly in novel contexts. Students have effective teachers, trained in Montessori methods, national and state standards, current research and best practices. Children attending

Urban Montessori enjoy learning to think creatively and critically through all subject areas, including math, language arts, science, history/social studies, world language, physical education, music, arts, and design. Children have extended blocks of uninterrupted learning time that allow for concentration and practice. Moreover, they collaborate with other children regularly on Design Challenges that make problem solving and creative thinking an integral part of the Urban Montessori experience.

Other characteristics of Urban Montessori include:

• Multi-age classrooms that enhance peer tutoring and modeling opportunities, provide the developmental time to master learning goals, and build strong learning communities

• Individualized lessons that support differentiated instruction and opportunities for practice in a carefully prepared classroom environment

• Use of proven learning materials and manipulatives that drive curiosity, teach respect, and provide opportunities for children to engage in authentic tasks

• Low adult-to-child ratio to maximize opportunities for differentiation and self-directed learning

• Music, Visual Arts and Design Challenges integrated across the curriculum

• Authentic and varied assessments, including state-mandated tests

• Curriculum and assessments designed to foster and evaluate deep understanding of content and ideas

• Technology integration that sets children up for success in the 21st century

• Teacher collaboration that facilitates improved learning for children

Reflections: Successes

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

A review of Fall 2019 California Dashboard Reports show that our school made year-over-year progress in the following areas for the following student groups:

Chronic Absenteeism:

• African American students, and students who identify as Two or More Races both had year-over-year declines

Suspension:

• Latinx students declined year-over-year and have a Low suspension rate

• White students, All students, and students who identify as Two or More Races each Maintained. Students who identify as Two or More Races had a Very Low rate.

English Language Arts:

• White students performed in the Blue -- Very High / Maintained

Mathematics:

• Students who are Socioeconomically Disadvantaged Increased

• White students performed in the Green -- High / Maintained

No English Learner Progress indicator was generated by the state of California for the Fall 2019 Dashboard.

Additionally, since the pandemic began in March 2020, UCMS has implemented a successful *Learning Everywhere!* program, and supported families' access to food, internet and device access, and other social services. In 2021, UMCS started bringing back small groups of students for targeted in-person instruction. UMCS maintained a distance-only option for families, and the majority of students returned to school for in-person instruction in April 2021. The school also moved campuses during Summer 2020.

Instructionally, the school launched a teacher coaching program with cycles of inquiry just before moving to distance-only instruction in early 2020, and was able to grow and strengthen the work this year. It's important to support teachers to have what they need instructionally so that they can focus on and deliver quality for students, and we saw this happen much more at our school. In our return to in-person instruction students struggled academically with Black and LantinX student data indicating a continued academic acheivement gap.

We also continued our partnership with and for staff around anti-racism with a best-in-class facilitator and extended this work with families, including a parent education opportunities and book club readings focused on ABAR work.

In addition to state indicators, we survey students, families, and staff locally. Urban Montessori conducts an annual survey with both families and staff to assess strengths and identify areas of growth. Key indicators of the strength of the Urban Montessori program, as surveyed in spring 2022, are as follows:

- 95% of families feel welcome and appreciated
- 91% of families feel Urban Montessori teachers create a safe school environment where all children can learn
- 75% of lead teachers are expected to return for the 2022-23 school year, with the majority of staff reporting they can see themselves staying longer than two more years.

We have been working this year across our LCAP goals to build on the successes named above. Specifically, the actions we took this current school year on behalf of African American Students have lessened the achievement gap for these students in Math and ELA. We will continue this work into next year and years to come!

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.

Our greatest needs have now shifted from the prior year and prior Dashboard results. Per the Fall 2019 California Dashboard, these are the following indicators and student groups where performance was in the “Red” or “Orange”.

Chronic Absenteeism:

- English Learners, students who are Socioeconomically Disadvantaged, Students with Disabilities, Latinx students each perform Red Very High / Increased
- All Students perform Orange High / Increased
- African American students declined, but perform in the Orange Very High / Declined
- White students perform Orange Medium / Increased

Steps already taken in 2019-2020 and 2020-2021 to address high Chronic Absenteeism for the above subgroups:

- Ensure internet and device access for all students in need during the pandemic.

• Leverage online learning and platforms to share information and communicate daily with families.

• Align lessons across levels to support quality, consistency, and access when a teacher is absent.

• Use of Google Calendars to support students to stay on track and attend everyday participating fully.

Suspension:

• Students with Disabilities perform Red Very High / Increased. The gap between this subgroup and All Students was two performance levels.

• African American students perform Orange High / Increased

• English Learners and students who are Socioeconomically Disadvantaged perform Orange Medium / Increased

Steps already taken in 2019-2020 and 2020-2021 to address high Suspension for the above subgroups:

• Zero students have been suspended in 2020/2021.

• Implemented the Nautilus program (preventive behavioral supports) with our return to in-person instruction.

    • Suspensions for 2021/2022 have increased, though the Nautilus program has been supportive

English Language Arts:

• African American students perform Red Very Low / Declined Significantly

• Latinx students perform Orange Low / Declined Significantly

• All Students and students who are Socioeconomically Disadvantaged perform Orange Low / Declined

• English Learner students perform Orange Low / Maintained

Steps already taken in 2019-2020 and 2020-2021 to address low performance in English Language Arts for the above subgroups:

• Access to online learning resources and reading materials during the pandemic.

• Daily small group live instruction with teachers.

• Regular assessment

• Small group pull-out instruction
• regular and on-going instructional coaching

Mathematics:
• African American students perform Red Very Low / Declined Significantly
• Latinx students perform Orange Low / Declined Significantly
• All Students perform Orange Low / Declined
• English Learner students perform Orange Low / Maintained
• Students who are Socioeconomically Disadvantaged perform Orange Very Low / Increased

Steps already taken in 2019-2020 and 2020-2021 to address low performance in Mathematics for the above subgroups:
• Access to online learning resources and mathematics materials during the pandemic.
• Daily small group live instruction with teachers.
• Regular assessment
• Small group pull-out instruction
• regular and on-going instructional coaching

No English Learner Progress indicator was generated by the state of California for the Fall 2019 Dashboard.

Steps already taken in 2019-2020 and 2020-2021 to support English Learner Progress:
• Access to online learning resources and reading materials during the pandemic.
• Daily small group live instruction with teachers.
• Regular assessment
• Small group pull-out instruction

• Integrated and designated English Language Development instruction

• Active and engaged English Language Advisory Council of families

Local Indicator Needs

All Local Indicator standards were met. Due to the tremendous energy and effort of heroic volunteer families, the Family Advisory Council has continued and gained momentum even during the pandemic. The FAC continues to work to support with school to home communication, the identification of problems needing attention and resolution, and in coordinating volunteer efforts across school events and daily functions. The FAC hasembraced the use of our new online communications platform ParentSquare, which supports communications, volunteer coordination, and fundraising.

LCAP Highlights

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

Our 2022-2023 LCAP continues with four goals:

1. Focus - a full, strong, safe return to campus for in-person instruction.

2. Broad - support student subgroups to achieve accelerated academic growth.

3. Broad - support the school to implement a high-fidelity Montessori model, including support for all staff and teachers

4. Maintenance - build-on and strengthen anti-racist practices, including engagement with staff and families.

Major actions across the four goals include:

1. investment in our facility and materials related to COVID-19 safety and regulations, student wellness, and expanded learning opportunities to support students to complete unfinished learning due to the pandemic.

2. investment in small group instruction and in class and pull-out intervention, and training for teachings on meeting specialized needs.

3. investment in instructional standards leadership, coaching, and professional development for teachers, and classroom instructional materials.

4. investments in facilitation for staff and family engagements, communication and technology platforms, and translation services.

Goals are generally measured using publicly available data on the CA School Dashboard, NWEA MAP data, and school community and survey information.

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.

Urban Montessori Charter School

Support for Identified Schools

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

We are a single-site charter-run school and a standalone LEA. Our updated LCAP is our CSI plan.

Monitoring and Evaluating Effectiveness

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

We will measure progress by looking at each specific LCAP goal identified below and progress monitoring metrics described in each goal. Our school board, school leadership team, family advisory council, and administrative team will need to at least monthly review planned activities and investments, and monitor progress on the metrics delineated for each of our four goals.

Engaging Educational Partners

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

As a small school, we always work to be well engaged with and in community with all our stakeholder groups. We are:

- Students
- Families
- Teachers, Staff, and Administration (employees)
- Board of Directors

UMCS Administration, with support from the Board, are the main authors and editors of the LCAP document itself. Since this document was created in February 2022, it has had “Suggest” and “Comment” access turned on for any member of the public to use if that is their preferred method of engagement.

Throughout Spring 2022, our Board of Directors met regularly, as did the various committees of the Board. LCAP development was on the agenda of the Board and Committees starting in March 2022 through the Board’s vote on the motion to adopt the LCAP in June 2022. At each meeting, Board members were given an opportunity to ask questions, offer suggestions, or clarify something in the plan. All of these Board and Committee meetings are publicly available, with opportunities for public comment. All meetings, including information on how to attend, are posted publicly on the school’s website and school calendar. Additionally, multiple current parents of students serve on the Board of Directors.

Teachers and Staff are engaged through the school’s internal calendar of staff meetings and professional development. Teacher and Staff representatives also come together with Administration to form the School Leadership Team (SLT). The SLT specifically engaged with the LCAP process on 2/18/22, and all staff were invited to comment on draft goals and suggest investments to support unduplicated students.

Families are engaged in LCAP development in multiple ways, including meeting with the two main family leadership bodies: the English Learner Advisory Council (ELAC) and the Family Advisory Council (FAC). Each meets monthly, and Administration specifically sought input into the LCAP at the following meetings: 4/20/22, 5/18/22. Additionally, families complete school-wide Culture and Climate surveys multiple

times per school year. This information is used by Administration to help understand where to focus effort for further school improvement and inform our LCAP development.

Students complete Social Emotional Learning surveys, and also Culture and Climate surveys, multiple times per year.

A summary of the feedback provided by specific educational partners.

• Students:

Through surveys, students reported wanting to return when it was safe for them, and to have fun and learn with other students in-person as much as possible.

• Families

Through ELAC, families reported a desire to see extra support for social emotional needs of students, for example enrichment activities offered by our school counselor (art therapy etc). Additionally our ELAC is interested in the development of a shared vocabulary between home and school that will further connect our daytime work to our greater community through parent education and ongoing collaboration. ELAC requested Extended learning in math through summer or afterschool opportunities, and continued focus on recruitment of diverse student populations. They also identified a continued need to access translation services and communication from school and teachers, and needing students to be safe at school.

Through FAC, families reported ongoing attendance at workshops around topics of race and anti-racism indicate a continued interest in these workshops.

Through surveys, families reported improved communication and more frequent communication.

• Teachers, Staff, and Administration (employees)

Through general staff meetings, teachers and staff reported a clear need to ensure the physical campus and classrooms meet all required local, state, and federal health and safety guidelines.

Through the SLT, teachers and staff reported a desire to invest in professional development of teachers and other student facing staff to support with specific focus on training support staff for instructional lead positions and paying our Lead teachers a living wage in Oakland.

• Board of Directors

Through Board and Committee meetings, members reported wanting to ensure that the LCAP encompasses all required State and Local priorities; include only a few (or one) Broad Goals; include clear Maintenance Goals that build on and honor the hard improvement work the school has already been doing for the past few years; and specifically names Focus Goals where Community wants to do

something specific in the 2021-2024 school years for a specific group of children. The Board concerned itself with the overall LCAP development process, including asking questions about how the Administration engaged with everyone else, and what was learned from each of those engagements. The Board additionally wanted a final LCAP that included all required elements, aligned to the vision and mission of the school, and work laid out in our Charter.

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

All aspects of our LCAP are influenced and shaped by specific stakeholder input. In particular our increased investment in staff professional development was influenced by staff and family feedback. Additionally, feedback from our ELAC support continued focus on best practices for integrated and designated ELD services including our SLD specialist position.

Goals and Actions

Goal 1

Goal #	Description
1 **FOCUS**	By Fall 2021, Fully return to in-person instruction while ensuring COVID-19 safety on campus; prepare for any *required* distance accommodations; attend to student unfinished learning; attend to student and staff physical, mental, and emotional needs. LCFF State Priorities: 1, 2, 5, 6

An explanation of why the LEA has developed this goal.

Our top priority after a year of uncertainty is to maintain all of our students back for in-person instruction. This will position us to address learning loss, support student mental health and partner with our community for improved outcomes for all.

Measuring and Reporting Results

Metric	Baseline SY 2020-21	Year 1 Outcome SY 2021-22	Year 2 Outcome SY 2022-23	Year 3 Outcome SY 2023-24	Desired Outcome for SY 2024–25
In-person is the default mode of instruction.	% in-person in 2020-2021 Full Day: 15% Half Day: 52% Distance Only: 33%	% in-person in 2021-2022 Full Day: 100% Half Day: 0% Distance Only: 0%	[Insert outcome here]	[Insert outcome here]	100%
# of students being served directly by school psychologist (2022 2023 or school counselor)	0%	12%	[Insert outcome here]	[Insert outcome here]	30%

Metric	Baseline SY 2020-21	Year 1 Outcome SY 2021-22	Year 2 Outcome SY 2022-23	Year 3 Outcome SY 2023-24	Desired Outcome for SY 2024–25
# of students served at no-cost or subsidized in extended school day.	0	12	[Insert outcome here]	[Insert outcome here]	40%
# of students served at no-cost or subsidized in extended school year.	55	0			80
% Students and staff feel their mental health needs are being met (Panorama Survey Data)	Staff: 82% Students: 79%	Staff: 83% Students: 69%			90%

Actions

Action #	Title	Description	Total Funds	Contributing
1	Facility Environment	Procure augmented outdoor seating, fencing, playground upkeep, shade, and other equipment	$50,000	N
~~2~~	~~COVID-19 Safety Equipment~~	~~Procure supply of air filters; water stations and water filters; sanitizer; and masks~~	~~$10,000~~	~~N~~
3	COVID-19 Safety Operations	Augmented capacity to support COVID-safe operations and including compliance administration.	$45,000	N
4	Student Wellness	School Psychologist and counselor to support student mental health and response to pandemic learning loss and social-emotional learning concerns (or contract services in the event that we are unable to hire)	$90,000	Y

Action #	Title	Description	Total Funds	Contributing
5	Technology for students	Chromebooks for Students	$10,000	Y
6	Instructional Materials	Classroom materials	$10,000	Y
7	Assessment	Universal literacy and dyslexia screeners - material, training, time for administration. NWEA MAP testing and data analysis	$6,000	Y
8	Extended Learning	Outdoor learning and multi-day learning excursions	$50,000	N

Goal Analysis for 2021-2022

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

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

There were no substantive differences in planned actions and implementation for the 2021/2022 school year.

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

There were no substantive differences in planned expenditures and actual expenditures for the 2021/2022 school year.

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

Our student Panorama data indicates a decline in well-being and sense of belonging this year. The return to in person instruction proved challenging particularly for our 4-6th grade students and while the additional school psychologist support was helpful for individuals it was targeted towards a smaller percentage of high need students and a much larger subset of students could benefit from increased support.

We were successful in operating in-person instruction for all students all year (with no COVID-related closures!) and maintaining ongoing safety guidelines to minimize the spread of COVID-19 and keep students and staff safely learning and working on campus!

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

While we will continue to utilize school psychologist's services in support of our students with exceptional needs, we will lessen the quantity of services offered by this role and re-allocate the additional funds to counseling services and whole school SEL supports such as additional group counseling, guidance lessons from our counselor or contracted specialists and whole staff professional development in support of classroom SEL practices, trauma informed teaching and learning and de-escalation techniques.

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

Goal 2

Goal #	Description
2 **BROAD**	Black students, students with IEPs, and students contributing to our unduplicated count achieve accelerated growth in both math and reading and meet grade-level standards. LCFF State Priorities: 1, 2, 4, 5, 6, 7

An explanation of why the LEA has developed this goal.

Measuring and Reporting Results

Metric	Baseline SY 2020-21	Year 1 Outcome SY 2021-22	Year 2 Outcome SY 2022-23	Year 3 Outcome SY 2023-24	Desired Outcome for SY 2023–24
Percent of students achieving their Winter-to-Winter Growth Target rate using NWEA: Reading, Black students	54.35%, NWEA 2021 T2	34.78%, NWEA 2022 T2	[Insert outcome here]	[Insert outcome here]	70%
Percent of Black students who score average or above average in Reading as measured by NWEA	60%, NWEA 2021 T2	36.96%, NWEA 2022 T2	[Insert outcome here]	[Insert outcome here]	64%

Metric	Baseline SY 2020-21	Year 1 Outcome SY 2021-22	Year 2 Outcome SY 2022-23	Year 3 Outcome SY 2023-24	Desired Outcome for SY 2023–24
Percent of students achieving their Winter-to-Winter Growth Target rate using NWEA: Mathematics, Black students	53.49%, NWEA 2021 T2	28.26%, NWEA 2022 T2	[Insert outcome here]	[Insert outcome here]	100%
Percent of Black students who score average or above average in Math as measured by NWEA	49.18, NWEA 2021 T2	28.26%, NWEA 2022 T2			50%
Percent of students achieving their Winter-to-Winter Growth Target rate using NWEA: Reading, SED students	37.14%, NWEA 2021 T2	23.81%, NWEA 2022 T2			100%
Percent of students who are SED who score average or above average in Reading as measured by NWEA	34.17%, NWEA 2021 T2	28.57%, NWEA 2022 T2			50%

Metric	Baseline SY 2020-21	Year 1 Outcome SY 2021-22	Year 2 Outcome SY 2022-23	Year 3 Outcome SY 2023-24	Desired Outcome for SY 2023–24
Percent of students achieving their Winter-to-Winter Growth Target rate using NWEA: Mathematics, SED students	48.48%, NWEA 2021 T2	38.1%, NWEA 2022 T2			100%
Percent of students who are SED who score average or above average in Math as measured by NWEA	35.9%, NWEA 2021 T2	38.1%, NWEA 2022 T2			50%
Percent of students achieving their Winter-to-Winter Growth Target rate using NWEA: Reading, EL students	53.33%, NWEA 2021 T2	28.95%, NWEA 2022 T2			100%

Actions

Action #	Title	Description	Total Funds	Contributing
1	School Leadership Team	The site Leadership teams meet twice a month to develop ongoing professional development for all staff, accountability systems for students and staff and more.	$24,000 (Budget reference 1103)	Y

Action #	Title	Description	Total Funds	Contributing
2	Reading Intervention	Reading intervention specialist position that supports small group instruction using reading intervention curriculum and assessments.	$64,000 (Budget reference 2105)	Y
3	MTSS PD to Support Students with Special Needs	Provide teachers with professional development that supports alignment of Montessori with a Multi Tier System of Support to aid all students, particularly those with an identified special need.	$10,000 (Budget reference 5863)	Y
4	RTI Support for Students with Special Needs	Provide training and coaching for Response To Intervention (RTI) team members to develop systems that consistently monitor student progress aligned with IEP goals.	$10,000 (Budget reference 1148)	Y
5	English Language Development Specialist	English Language Learner specialist position.	$32,000 (Budget reference 1100)	Y

Goal Analysis for 2021-2022

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

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

There were no substantive differences in planned actions and implementation for the 2021/2022 school year.

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

There were no substantive differences in planned expenditures and actual expenditures for the 2021/2022 school year.

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

While the return from distance learning showed marked drops in achievement and growth data, we are confident that the additional supports and interventions that we offer are necessary to support students in a return to in-person learning and rigorous academic growth.

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.

We will continue this goal, the metrics, desired outcomes and actions for 2022/2023. In focusing on these goals we have teacher leaders that will be planning year long professional development, scheduled data meetings, and a focus on child and lesson study to specifically address the needs of our most vulnerable students including our African American and Latinx students.

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

Goal 3

Goal #	Description
3 **BROAD**	All UMCS staff receive regular coaching and mentoring and feel sustained in their roles, every classroom has a fully trained Montessori teacher, and classrooms are each a fully prepared learning environment. LCFF State Priorities: 1, 2, 4, 5, 6

An explanation of why the LEA has developed this goal.

In order to maintain high fidelity Montessori Learning environments, we must ensure that our teachers and staff are highly trained and highly supported, and our learning environments are prepared to the standards set by our rigorous pedagogy.

Measuring and Reporting Results

Metric	Baseline SY 2020-21	Year 1 Outcome SY 2021-22	Year 2 Outcome SY 2022-23	Year 3 Outcome SY 2023-24	Desired Outcome for SY 2023–24
Percentage of classrooms with a fully Montessori trained lead teacher.	85%	84%	[Insert outcome here]	[Insert outcome here]	100%
Percentage of classrooms with 90% of full inventory of a Montessori environment.	33%	46%	[Insert outcome here]	[Insert outcome here]	100%
Percentage of Lead teachers receiving coaching and support.	100%	100%	[Insert outcome here]	[Insert outcome here]	100%

Metric	Baseline SY 2020-21	Year 1 Outcome SY 2021-22	Year 2 Outcome SY 2022-23	Year 3 Outcome SY 2023-24	Desired Outcome for SY 2023–24
Percentage of Support teachers receiving coaching and support.	0%	0%			100%
Percent of Staff who feel our school is a supportive and inviting place for staff to work (panorama Survey)	95%	100%			99%

Actions

Action #	Title	Description	Total Funds	Contributing
1	Instructional Coaching	Every Lead Teacher engages in instructional coaching cycles with the Assistant Head of School, including professional development activities specific to English learners. Assistant Head of School position also supports curriculum, instruction, and assessment with a focus on serving unduplicated students.	$106,000 (Budget reference 1311)	Y
2	Professional Development	Provide teachers with professional development that supports alignment of Montessori and California standards in English Language Arts and Mathematics.	$20,000 (Budget reference 5863)	Y
3	Novice Teacher Professional Development	Provide beginning teachers with induction professional development that supports alignment of Montessori and California standards in English Language Arts and Mathematics and to help them clear their CA Multiple Subject credential.	$10,000 (Budget reference 5863)	Y

Action #	Title	Description	Total Funds	Contributing
4	Teacher Wellness Support	Staff are supported with specific wellness opportunities and training, as well as regular appreciation and recognition.	$5,000	Y
5	Instructional Materials	Purchase of maintenance and expanded Montessori materials, and reading intervention and English Language Development instructional materials.	$20,000 (Budget reference 4100)	Y
6	Technology for Staff	Chromebooks, Monitors and work space setup for Staff	$5,000	Y

Goal Analysis for 2021-2022

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

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

There were no substantive difference in planned actions and Implementation of these actions.

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

There were no substantive difference in planned expenditures and and actual expenditures for these improved services.

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

These specific actions were some of the most effective actions we made this year. Consistent coaching was mentioned by nearly all Lead teachers as a significant support of their work and growth in 1:1 check in with Administration.

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.

We have made some minor changes to the expenditures in this goal based on COLA increases for staff and will continue to implement these actions in 2022 - 2023.

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

Goal 4

Goal #	Description
4 **MAINTENANCE OF PROGRESS GOAL**	Continue to build a strong anti-racist, engaged, and collaborative school community LCFF State Priorities: 3

An explanation of why the LEA has developed this goal.

Our school intentionally works at ensuring we are welcoming to each family and student, and that each student and staff member feels that they belong. We have begun this work over two years ago, and must continue to invest to maintain our progress to date and push further. This work requires professional development; facilitation for staff and families; communication and attendance support; other workshops and time for families to engage with the school.

Measuring and Reporting Results

Metric	Baseline SY 2020-21	Year 1 Outcome SY 2021-22	Year 2 Outcome SY 2022-23	Year 3 Outcome SY 2023-24	Desired Outcome for SY 2023–24
Black student average daily attendance	94.69%	90.80%	[Insert outcome here]	[Insert outcome here]	97.7% (1 percentage point increase each year)
Chronic absence	13.32% (5/18/21 data pull)	31.9	[Insert outcome here]	[Insert outcome here]	3% lower chronic absence than baseline year
School policies or procedures are reviewed and addressed annually.	1 specific policy updated by staff teams	2	[Insert outcome here]	[Insert outcome here]	Two school policies or procedures are reviewed and addressed per year

Metric	Baseline SY 2020-21	Year 1 Outcome SY 2021-22	Year 2 Outcome SY 2022-23	Year 3 Outcome SY 2023-24	Desired Outcome for SY 2023–24
Family/caregiver workshops are provided annually.	6 family/caregiver workshops are provided annually.	7			At least six family/caregiver workshops are provided per year with content based on community input

Actions

Action #	Title	Description	Total Funds	Contributing
1	Anti-racist and anti-bias Professional Development	Provide teachers and staff with professional development that supports alignment of Montessori and anti-racist and anti-bias training and school culture-building.	$10,000 (Budget reference 5863)	Y
2	Attendance Tracking and Communications	Student Information System that provides updated and clear attendance reporting and trends. Also provides systems for communication with families to support positive attendance and school engagement.	$15,000 (Budget reference 5881)	Y
3	Attendance Support	Staff time to conduct virtual or in-person home visits for chronically absent students.	$1,000 (Budget reference 1100)	Y
4	Family engagement technology support	Purchase technology platform Seesaw to connect families across over 55 languages to see student work and celebrate progress.	$3,000	Y
5	Communication	Weekly all-school communication, Teacher, Admin and operation office hours, etc.	$10,000	Y
6	Staff and Family Support	Professional facilitation to support staff and family affinity conversations and book discussions.	$5,000	Y

Action #	Title	Description	Total Funds	Contributing
7	Family Engagement Workshops	Provide at least six family/caregiver workshops that are aligned with Montessori education, literacy development, and social emotional learning to support family engagement	$4,000 (Budget reference 1322, 1300)	N
8	Translation services	Organize and provide translation services (Spanish) for all family/caregiver workshops to support family engagement	$2,000 (Budget reference 2100)	Y

Goal Analysis for 2021-2022

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.

While time was provided for staff to meet with families of Chronically absent students, lack of school-wide protocols led to inconsistent implementation.

There were no substantive differences in the remaining planned actions and Implementation of these actions.

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

There were no substantive differences in Budgeted Expenditures and Actual Expenditures.

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

While I believe that our efforts and actions supported the outcomes we targeted, the return from Distance Learning and the ongoing nature of the COVID-19 Pandemic created a very challenging climate for student attendance.

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

We will continue this goal, actions and metrics in 2022 - 2023.

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

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

Projected LCFF Supplemental and/or Concentration Grants	Projected Additional LCFF Concentration Grant (15 percent)
$241,525	$0

Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
7%	0%	$0	7%

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

Required Descriptions

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

We are a small school and invest in a variety of roles that serve across the entire school, which includes serving our students contributing to our unduplicated counts. For these actions, we consider first the needs of students contributing to our unduplicated count and what their most recent holistic academic outcomes show. Then we frame what their acceleration and success must look like such that the entire student body would meet our school-wide goals. We include disaggregated outcome metrics (above, Goal #2 for example) to help us be specific and measurable. Teachers, in particular, are invited to consider and plan for the specific actions they and others need to take to fully wrap around these particular subgroups of students, and then other key subgroups of students needing further academic acceleration. Our recent history shows that our prior investments in teacher coaching, training, professional development, response to intervention, and other actions are creating higher academic outcomes for students. For next year, we are strengthening many of those prior actions to sustain that progress and then adding in new professional learning to keep meeting new student needs. The associated investment amounts of actions above that appear to apply schoolwide only reflect the contributing amount of that action that supports unduplicated students beyond what any student would normally receive.

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

Students contributing to our unduplicated count will receive improved or increased services as compared to the services we provide to all other students in a variety of ways, including no-cost or subsidized extended school day opportunities after school; no-cost or subsidized extended school year opportunities in summer; designated English Language Development instruction and instructional materials; response to intervention small group instruction; focused professional development and training for their teachers about their specific needs and corresponding instructional strategies; augmented engagement with their families; and additional access to internet and computers, as well as online learning subscriptions and licenses.

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

NA

Staff-to-student ratios by type of school and concentration of unduplicated students	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of classified staff providing direct services to students	1:25	[Provide ratio here]
Staff-to-student ratio of certificated staff providing direct services to students	1:18	[Provide ratio here]

Action Tables

The complete spreadsheet is available here: Action Tables. Below are screenshots of the same information.

2022-2023 Total Planned Expenditures Table

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
Totals	$ 557,000	$ 70,000	$ -	$ -	627,000

Goal #	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds
1	1	Facility Environment	All	$ 50,000	$ -
1	2	COVID-19 Safety Equipment	All	$ 10,000	$ -
1	3	COVID-19 Safety Operations	All	$ 45,000	$ -
1	4	Student Wellness	All	$ 90,000	$ -
1	5	Technology for Students	All	$ 10,000	$ -
1	6	Instructional Materials	All	$ 10,000	$ -
1	7	Assessment	All	$ 6,000	$ -
1	8	Extended Learning	All	$ -	$ 50,000
2	1	School Leadership Team	All	$ 24,000	$ -
2	2	Reading Intervention	All	$ 64,000	$ -
2	3	MTSS PD to Support Students with Special Needs	SPED	$ 10,000	$ -
2	4	RTI Support for Students with Special Needs	SPED	$ 10,000	$ -
2	5	English Language Development Specialist	All	$ 32,000	$ -
3	1	Instructional Coaching	All	$ 106,000	$ -
3	2	Professional Development	All	$ -	$ 20,000
3	3	Novice Teacher Professional Development	All	$ 10,000	$ -

3	4	Teacher Wellness Support	All	$ 5,000	$ -
3	5	Instructional Materials for ELD and Reading Intervention	All	$ 20,000	$ -
3	6	Technology for Staff	All	$ 5,000	$ -
4	1	Anti-racist and anti-bias Professional Development	All	$ 10,000	$ -
4	2	Attendance Tracking and Communications	All	$ 15,000	$ -
4	3	Attendance Support	All	$ 1,000	$ -
4	4	Family Engagement Technology Support	All	$ 3,000	$ -
4	5	Communication	All	$ 10,000	$ -
4	6	Staff and Family Support	All	$ 5,000	$ -
4	7	Family Engagement Workshops	All	$ 4,000	$ -
4	8	Translation Services	All	$ 2,000	$ -

2022-2023 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
$ 3,833,476	$ 248,979	6.49%	0.00%	6.49%	$ 448,000	0.00%	11.69%	Total:	$ 448,000
								LEA-wide Total:	$ 448,000
								Limited Total:	$ -
								Schoolwide Total:	$ -

Goal #	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group (s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1	Facility Environment	No	LEA-wide		All Schools	$ -	0.00%
1	2	COVID-19 Safety Equipment	No	LEA-wide		All Schools	$ -	0.00%
1	3	COVID-19 Safety Operations	No	LEA-wide		All Schools	$ -	0.00%
1	4	Student Wellness	Yes	LEA-wide	All	All Schools	$ 90,000	0.00%
1	5	Technology for Students	Yes	LEA-wide	All	All Schools	$ 10,000	0.00%
1	6	Instructional Materials	Yes	LEA-wide	All	All Schools	$ 10,000	0.00%
1	7	Assessment	Yes	LEA-wide	All	All Schools	$ 6,000	0.00%
1	8	Extended Learning	No	LEA-wide		All Schools	$ -	0.00%
2	1	School Leadership Team	Yes	LEA-wide	All	All Schools	$ 24,000	0.00%
2	2	Reading Intervention	Yes	LEA-wide	All	All Schools	$ 64,000	0.00%
2	3	MTSS PD to Support Students with Special	Yes	LEA-wide	All	All Schools	$ 10,000	0.00%
2	4	RTI Support for Students with Special Needs	Yes	LEA-wide	All	All Schools	$ 10,000	0.00%
2	5	English Language Development Specialist	Yes	LEA-wide	All	All Schools	$ 32,000	0.00%
3	1	Instructional Coaching	Yes	LEA-wide	All	All Schools	$ 106,000	0.00%
3	2	Professional Development	Yes	LEA-wide	All	All Schools	$ -	0.00%
3	3	Novice Teacher Professional Development	Yes	LEA-wide	All	All Schools	$ 10,000	0.00%
3	4	Teacher Wellness Support	Yes	LEA-wide	All	All Schools	$ 5,000	0.00%
3	5	Instructional Materials for ELD and Reading	Yes	LEA-wide	All	All Schools	$ 20,000	0.00%
3	6	Technology for Staff	Yes	LEA-wide	All	All Schools	$ 5,000	0.00%
4	1	Anti-racist and anti-bias Professional Develo	Yes	LEA-wide	All	All Schools	$ 10,000	0.00%
4	2	Attendance Tracking and Communications	Yes	LEA-wide	All	All Schools	$ 15,000	0.00%
4	3	Attendance Support	Yes	LEA-wide	All	All Schools	$ 1,000	0.00%
4	4	Family Engagement Technology Support	Yes	LEA-wide	All	All Schools	$ 3,000	0.00%
4	5	Communication	Yes	LEA-wide	All	All Schools	$ 10,000	0.00%
4	6	Staff and Family Support	Yes	LEA-wide	All	All Schools	$ 5,000	0.00%
4	7	Family Engagement Workshops	No	LEA-wide		All Schools	$ -	0.00%
4	8	Translation Services	Yes	LEA-wide	All	All Schools	$ 2,000	0.00%

2022-2023 Annual Update Table

Totals:	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Actual Expenditures (Total Funds)
Totals:	$ 625,000.00	$ -

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1	Facility Environment	No	$ 50,000	$ -
1	2	COVID-19 Safety Equipment	No	$ 10,000	$ -
1	3	COVID-19 Safety Operations	No	$ 45,000	$ -
1	4	Student Wellness	Yes	$ 90,000	$ -
1	5	Technology for Students	Yes	$ 10,000	$ -
1	6	Instructional Materials	Yes	$ 10,000	$ -
1	7	Assessment	Yes	$ 6,000	$ -
1	8	Extended Learning	No	$ 50,000	$ -
2	1	School Leadership Team	Yes	$ 24,000	$ -
2	2	Reading Intervention	Yes	$ 64,000	$ -
2	3	MTSS PD to Support Students with Special Needs	Yes	$ 10,000	$ -
2	4	RTI Support for Students with Special Needs	Yes	$ 10,000	$ -
2	5	English Language Development Specialist	Yes	$ 32,000	$ -
3	1	Instructional Coaching	Yes	$ 106,000	$ -
3	2	Professional Development	Yes	$ 20,000	$ -
3	3	Novice Teacher Professional Development	Yes	$ 10,000	$ -
3	4	Teacher Wellness Support	Yes	$ 5,000	$ -
3	5	Instructional Materials for ELD and Reading Intervention	Yes	$ 20,000	$ -
3	6	Technology for Staff	Yes	$ 5,000	$ -
4	1	Anti-racist and anti-bias Professional	Yes	$ 10,000	$ -
4	2	Attendance Tracking and Communications	Yes	$ 15,000	$ -
4	3	Attendance Support	Yes	$ 1,000	$ -
4	4	Family Engagement Technology Support	Yes	$ 1,000	$ -
4	5	Communication	Yes	$ 10,000	$ -
4	6	Staff and Family Support	Yes	$ 5,000	$ -
4	7	Family Engagement Workshops	No	$ 4,000	$ -
4	8	Translation Services	Yes	$ 2,000	$ -

2022-2023 Contributing Actions Annual Update Table

6. Estimated Actual LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Actual Percentage of Improved Services (%)	Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)
$ -	$ 448,000	$ -	$ 448,000	0.00%	0.00%	0.00% - No Difference

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1	Facility Environment	No	$ -	$ -	0.00%	0.00%
1	2	COVID-19 Safety Equipment	No	$ -	$ -	0.00%	0.00%
1	3	COVID-19 Safety Operations	No	$ -	$ -	0.00%	0.00%
1	4	Student Wellness	Yes	$ 90,000		0.00%	0.00%
1	5	Technology for Students	Yes	$ 10,000		0.00%	0.00%
1	6	Instructional Materials	Yes	$ 10,000		0.00%	0.00%
1	7	Assessment	Yes	$ 6,000		0.00%	0.00%
1	8	Extended Learning	No	$ -	$ -	0.00%	0.00%
2	1	School Leadership Team	Yes	$ 24,000		0.00%	0.00%
2	2	Reading Intervention	Yes	$ 64,000		0.00%	0.00%
2	3	MTSS PD to Support Students with Special Needs	Yes	$ 10,000		0.00%	0.00%
2	4	RTI Support for Students with Special Needs	Yes	$ 10,000		0.00%	0.00%
2	5	English Language Development Specialist	Yes	$ 32,000		0.00%	0.00%
3	1	Instructional Coaching	Yes	$ 106,000		0.00%	0.00%
3	2	Professional Development	Yes	$ -		0.00%	0.00%
3	3	Novice Teacher Professional Development	Yes	$ 10,000		0.00%	0.00%
3	4	Teacher Wellness Support	Yes	$ 5,000		0.00%	0.00%
3	5	Instructional Materials for ELD and Reading	Yes	$ 20,000		0.00%	0.00%
3	6	Technology for Staff	Yes	$ 5,000		0.00%	0.00%
4	1	Anti-racist and anti-bias Professional Development	Yes	$ 10,000		0.00%	0.00%
4	2	Attendance Tracking and Communications	Yes	$ 15,000		0.00%	0.00%
4	3	Attendance Support	Yes	$ 1,000		0.00%	0.00%
4	4	Family Engagement Technology Support	Yes	$ 3,000		0.00%	0.00%
4	5	Communication	Yes	$ 10,000		0.00%	0.00%
4	6	Staff and Family Support	Yes	$ 5,000		0.00%	0.00%
4	7	Family Engagement Workshops	No	$ -	$ -	0.00%	0.00%
4	8	Translation Services	Yes	$ 2,000		0.00%	0.00%

2022-2023 LCFF Carryover Table

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

Instructions

Plan Summary

Engaging Educational Partners

Goals and Actions

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

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

Introduction and Instructions

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

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

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

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

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

- Demonstrating that LEAs are increasing or improving services for foster youth, English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (*EC* Section 52064[b][4-6]).
- Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (*EC* sections 52064[b][1] and [2]).
- Annually reviewing and updating the LCAP to reflect progress toward the goals (*EC* Section 52064[b][7]).

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

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

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

Reflections: Identified Need – Referring to the Dashboard, identify: (a) any state indicator for which overall performance was in the "Red" or "Orange" performance category or any local indicator where the LEA received a "Not Met" or "Not Met for Two or More Years" rating AND (b) any state indicator for which performance for any student group was two or more performance levels below the "all student*"* performance. What steps is the LEA planning to take to address these areas of low performance and performance gaps? An LEA that is required to include a goal

to address one or more consistently low-performing student groups or low-performing schools must identify that it is required to include this goal and must also identify the applicable student group(s) and/or school(s). Other needs may be identified using locally collected data including data collected to inform the self-reflection tools and reporting local indicators on the Dashboard.

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

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

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

Engaging Educational Partners

Purpose

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

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

Statute and regulations specify the educational partners that school districts and COEs must consult when developing the LCAP: teachers, principals, administrators, other school personnel, local bargaining units of the LEA, parents, and students. Before adopting the LCAP, school districts and COEs must share it with the Parent Advisory Committee and, if applicable, to its English Learner Parent Advisory Committee. The

superintendent is required by statute to respond in writing to the comments received from these committees. School districts and COEs must also consult with the special education local plan area administrator(s) when developing the LCAP.

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

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

Requirements and Instructions

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

> **Local Control and Accountability Plan:**
> For county offices of education and school districts only, verify the LEA:
>
> a) Presented the local control and accountability plan to the parent advisory committee in accordance with Education Code section 52062(a)(1) or 52068(a)(1), as appropriate.
>
> b) If applicable, presented the local control and accountability plan to the English learner parent advisory committee, in accordance with Education Code section 52062(a)(2) or 52068(a)(2), as appropriate.
>
> c) Notified members of the public of the opportunity to submit comments regarding specific actions and expenditures proposed to be included in the local control and accountability plan in accordance with Education Code section 52062(a)(3) or 52068(a)(3), as appropriate.
>
> d) Held at least one public hearing in accordance with Education Code section 52062(b)(1) or 52068(b)(1), as appropriate.
>
> e) Adopted the local control and accountability plan in a public meeting in accordance with Education Code section 52062(b)(2) or 52068(b)(2), as appropriate.

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

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

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

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

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

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

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

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

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

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

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

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

Focus Goal(s)

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

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

Broad Goal

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

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

Maintenance of Progress Goal

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

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

Required Goals

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

Consistently low-performing student group(s) criteria: An LEA is eligible for Differentiated Assistance for three or more consecutive years based on the performance of the same student group or groups in the Dashboard. A list of the LEAs required to include a goal in the LCAP

based on student group performance, and the student group(s) that lead to identification, may be found on the CDE's Local Control Funding Formula web page at https://www.cde.ca.gov/fg/aa/lc/.

- **Consistently low-performing student group(s) goal requirement:** An LEA meeting the consistently low-performing student group(s) criteria must include a goal in its LCAP focused on improving the performance of the student group or groups that led to the LEA's eligibility for Differentiated Assistance. This goal must include metrics, outcomes, actions, and expenditures specific to addressing the needs of, and improving outcomes for, this student group or groups. An LEA required to address multiple student groups is not required to have a goal to address each student group; however, each student group must be specifically addressed in the goal. This requirement may not be met by combining this required goal with another goal.

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

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

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

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

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

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

Measuring and Reporting Results:

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

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

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

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

Complete the table as follows:

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

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

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

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

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

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

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

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

Goal Analysis:

Enter the LCAP Year.

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

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

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

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

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

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

Purpose

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

Requirements and Instructions

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

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

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

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

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

Total Percentage to Increase or Improve Services for the Coming School Year: Add the Projected Percentage to Increase or Improve Services for the Coming School Year and the Proportional LCFF Required Carryover Percentage and specify the percentage. This is the LEAs

percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year, as calculated pursuant to 5 *CCR* Section 15496(a)(7).

Required Descriptions:

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

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

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

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

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

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

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

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

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

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

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

For School Districts Only:

Actions Provided on an LEA-Wide Basis:

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

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

Actions Provided on a Schoolwide Basis:

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

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

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

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

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

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

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

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

Provide the following descriptions, as applicable to the LEA:

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

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

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

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

Complete the table as follows:

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

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

Action Tables

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

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

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

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

Data Entry Table

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

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

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

- **LCFF Carryover — Percentage:** Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table from the prior LCAP year. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).
- **Total Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected Percentage to Increase or Improve Services for the Coming School Year and the LCFF Carryover — Percentage. This is the percentage by which the LEA must increase or improve services for unduplicated pupils as compared to the services provided to all students in the coming LCAP year.
- **Goal #**: Enter the LCAP Goal number for the action.
- **Action #**: Enter the action's number as indicated in the LCAP Goal.
- **Action Title**: Provide a title of the action.
- **Student Group(s)**: Indicate the student group or groups who will be the primary beneficiary of the action by entering "All," or by entering a specific student group or groups.
- **Contributing to Increased or Improved Services?:** Type "Yes" if the action **is** included as contributing to meeting the increased or improved services; OR, type "No" if the action is **not** included as contributing to meeting the increased or improved services.
- If "Yes" is entered into the Contributing column, then complete the following columns:
    - **Scope**: The scope of an action may be LEA-wide (i.e., districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.
    - **Unduplicated Student Group(s)**: Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.
    - **Location**: Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate "All Schools." If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter "Specific Schools" or "Specific Grade Spans." Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades transitional kindergarten through grade five), as appropriate.

- **Time Span**: Enter “ongoing” if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter “1 Year,” or “2 Years,” or “6 Months.”
- **Total Personnel**: Enter the total amount of personnel expenditures utilized to implement this action.
- **Total Non-Personnel**: This amount will be automatically calculated based on information provided in the Total Personnel column and the Total Funds column.
- **LCFF Funds**: Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA’s total LCFF target (i.e., base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).
    - **Note:** For an action to contribute towards meeting the increased or improved services requirement it must include some measure of LCFF funding. The action may also include funding from other sources, however the extent to which an action contributes to meeting the increased or improved services requirement is based on the LCFF funding being used to implement the action.
- **Other State Funds**: Enter the total amount of Other State Funds utilized to implement this action, if any.
- **Local Funds**: Enter the total amount of Local Funds utilized to implement this action, if any.
- **Federal Funds**: Enter the total amount of Federal Funds utilized to implement this action, if any.
- **Total Funds**: This amount is automatically calculated based on amounts entered in the previous four columns.
- **Planned Percentage of Improved Services**: For any action identified as contributing, being provided on a Limited basis to unduplicated students, and that does not have funding associated with the action, enter the planned quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%). A limited action is an action that only serves foster youth, English learners, and/or low-income students.
    - As noted in the instructions for the Increased or Improved Services section, when identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

      For example, an LEA determines that there is a need to analyze data to ensure that instructional aides and expanded learning providers know what targeted supports to provide to students who are foster youth. The LEA could implement this action by hiring

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

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

- **6. Estimated Actual LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on of the number and concentration of unduplicated students in the current school year.
- **Estimated Actual Expenditures for Contributing Actions**: Enter the total estimated actual expenditure of LCFF funds used to implement this action, if any.

- **Estimated Actual Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis only to unduplicated students, and that does not have funding associated with the action, enter the total estimated actual quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%).
    - Building on the example provided above for calculating the Planned Percentage of Improved Services, the LEA in the example implements the action. As part of the annual update process, the LEA reviews implementation and student outcome data and determines that the action was implemented with fidelity and that outcomes for foster youth students improved. The LEA reviews the original estimated cost for the action and determines that had it hired additional staff to collect and analyze data and to coordinate supports for students that estimated actual cost would have been $169,500 due to a cost of living adjustment. The LEA would divide the estimated actual cost of $169,500 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Estimated Actual Percentage of Improved Services for the action.

LCFF Carryover Table

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

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

Calculations in the Action Tables

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

Contributing Actions Table

- 4. Total Planned Contributing Expenditures (LCFF Funds)
    - This amount is the total of the Planned Expenditures for Contributing Actions (LCFF Funds) column

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

Contributing Actions Annual Update Table

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

- 6. Estimated Actual LCFF Supplemental and Concentration Grants
    - This is the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on of the number and concentration of unduplicated students in the current school year.
- 4. Total Planned Contributing Expenditures (LCFF Funds)
    - This amount is the total of the Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)
- 7. Total Estimated Actual Expenditures for Contributing Actions
    - This amount is the total of the Estimated Actual Expenditures for Contributing Actions (LCFF Funds)
- Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)
    - This amount is the Total Estimated Actual Expenditures for Contributing Actions (7) subtracted from the Total Planned Contributing Expenditures (4)
- 5. Total Planned Percentage of Improved Services (%)

- This amount is the total of the Planned Percentage of Improved Services column

- 8. Total Estimated Actual Percentage of Improved Services (%)
  - This amount is the total of the Estimated Actual Percentage of Improved Services column
- Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)
  - This amount is the Total Planned Percentage of Improved Services (5) subtracted from the Total Estimated Actual Percentage of Improved Services (8)

LCFF Carryover Table

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

    The amount of LCFF funds is calculated by subtracting the Estimated Actual Percentage to Increase or Improve Services (11) from the Estimated Actual Percentage of Increased or Improved Services (10) and then multiplying by the Estimated Actual LCFF Base Grant (9). This amount is the amount of LCFF funds that is required to be carried over to the coming year.
- 13. LCFF Carryover — Percentage (12 divided by 9)
  - This percentage is the unmet portion of the Percentage to Increase or Improve Services that the LEA must carry over into the coming LCAP year. The percentage is calculated by dividing the LCFF Carryover (12) by the LCFF Funding (9).