LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Compass Charter Schools of San Diego

CDS Code: 37 68213 0127084

School Year: 2023-24
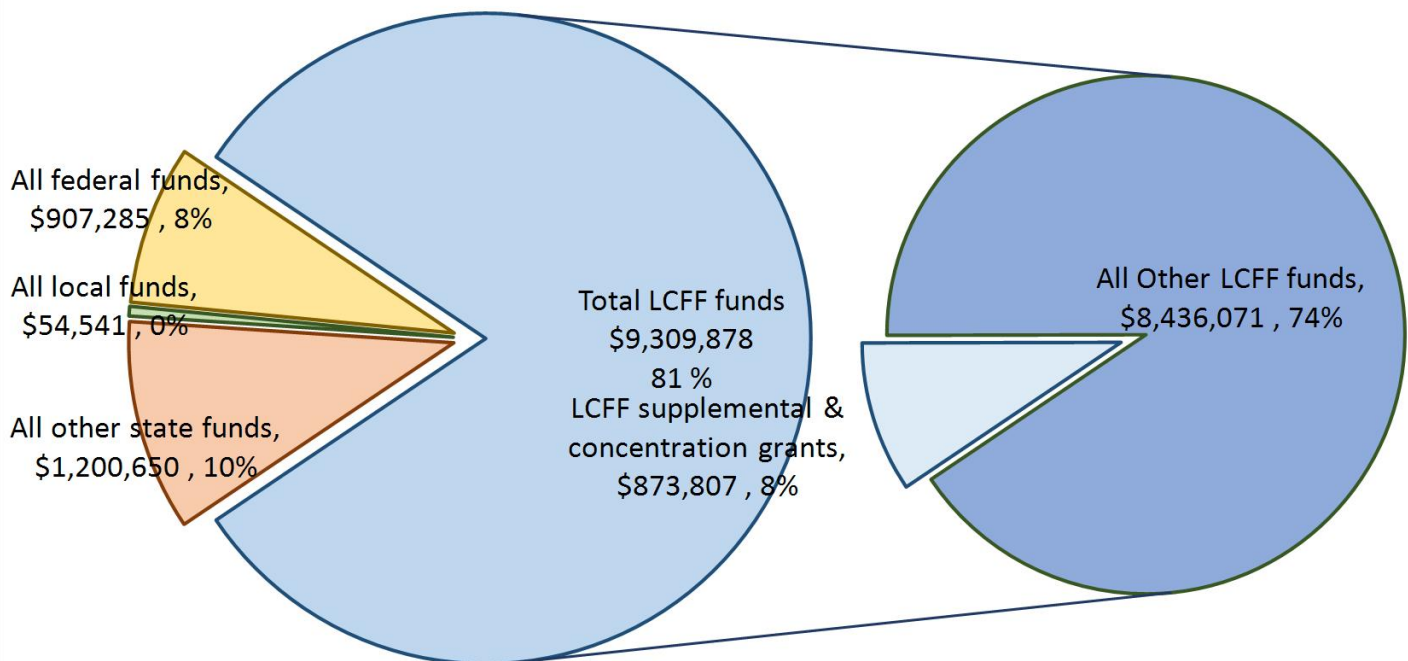
LEA contact information:

Elizabeth Brenner

Superintendent & CEO

(805)358-4761

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

Budget Overview for the 2023-24 School Year

Projected Revenue by Fund Source

- All federal funds, $907,285 , 8%
- All local funds, $54,541 , 0%
- All other state funds, $1,200,650 , 10%
- Total LCFF funds $9,309,878 81 %
- LCFF supplemental & concentration grants, $873,807 , 8%
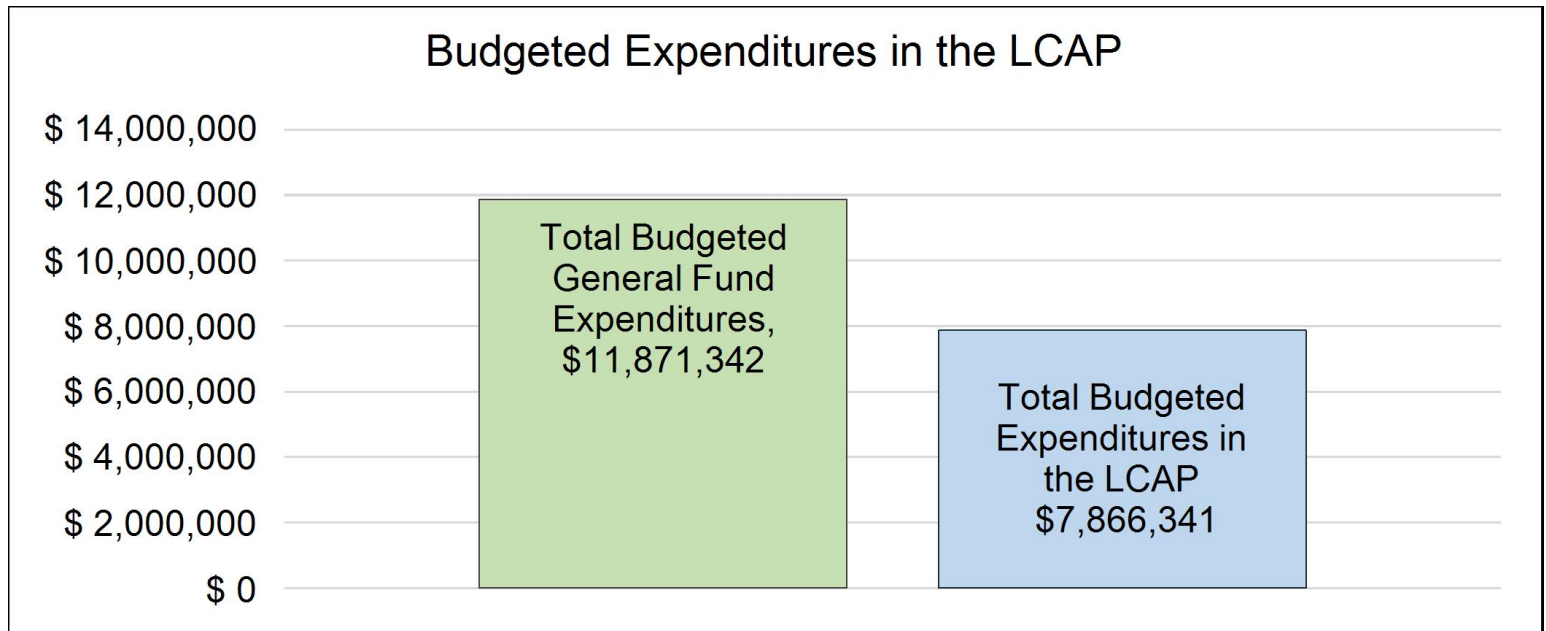- All Other LCFF funds, $8,436,071 , 74%

This chart shows the total general purpose revenue Compass Charter Schools of San Diego 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 Compass Charter Schools of San Diego is $11,472,353.63, of which $9,309,878.00 is Local Control Funding Formula (LCFF), $1,200,649.55 is other state funds, $54,541.41 is local funds, and $907,284.67 is federal funds. Of the $9,309,878.00 in LCFF Funds, $873,807.00 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

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

Budgeted Expenditures in the LCAP

Total Budgeted General Fund Expenditures, $11,871,342

Total Budgeted Expenditures in the LCAP $7,866,341

This chart provides a quick summary of how much Compass Charter Schools of San Diego plans to spend for 2023-24. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Compass Charter Schools of San Diego plans to spend $11,871,341.84 for the 2023-24 school year. Of that amount, $7,866,341.00 is tied to actions/services in the LCAP and $4,005,000.84 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

Expenditures not included in the LCAP include accounting, administrative, audit, legal and other general operational costs.
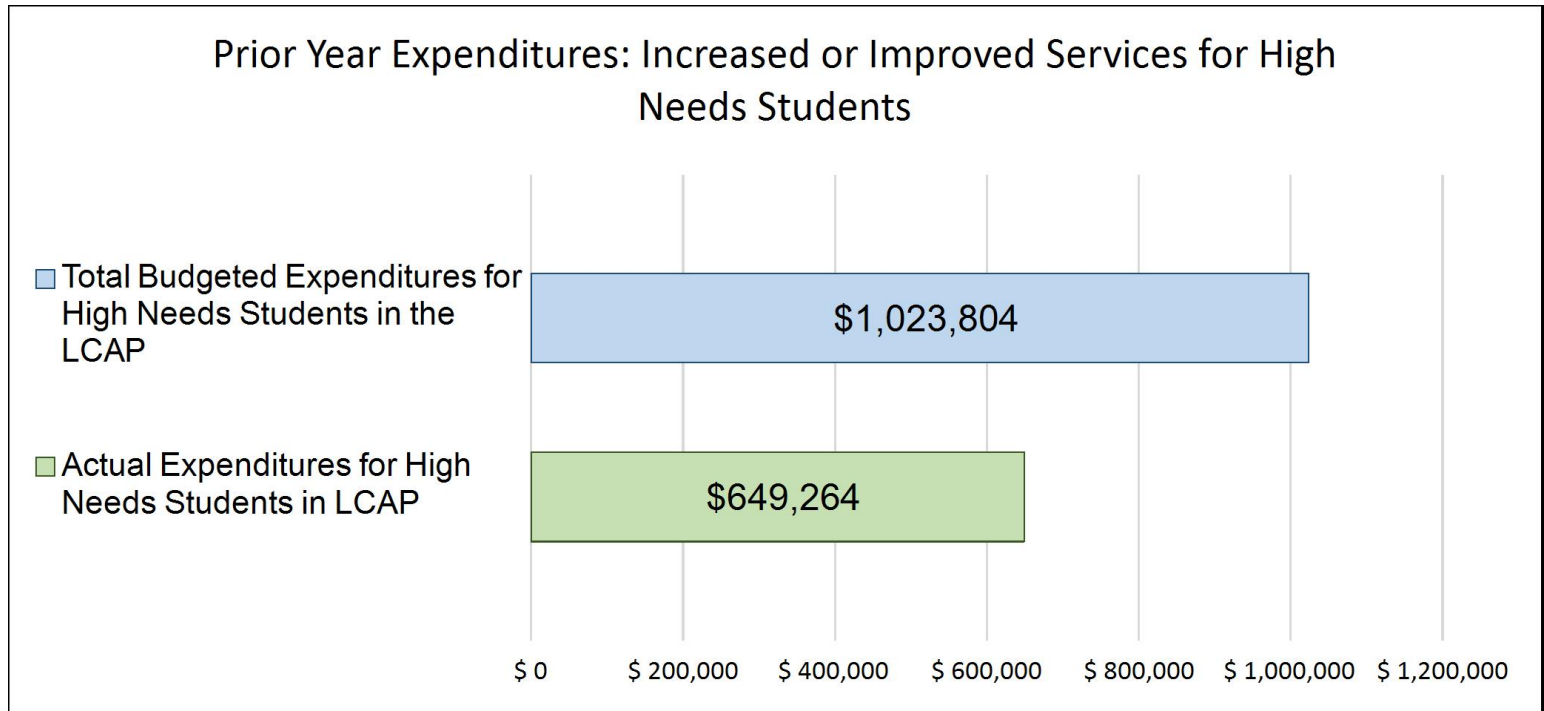
Increased or Improved Services for High Needs Students in the LCAP for the 2023-24 School Year

In 2023-24, Compass Charter Schools of San Diego is projecting it will receive $873,807.00 based on the enrollment of foster youth, English learner, and low-income students. Compass Charter Schools of San Diego must describe how it intends to increase or improve services for high needs students in the LCAP. Compass Charter Schools of San Diego plans to spend $390,829.00 towards meeting this requirement, as described in the LCAP.

Compass strives to serve our high-needs scholars through a variety of supports. Each high-needs scholar has a personalized learning plan tailored to his/her needs. We provide live synchronous classes and office hours to ensure these scholars have the support they need. We have increased our direct support sessions for English Learners and adopted a research-based supplemental curriculum for our structured English Language Development classes. We have a full time McKinney

LCFF Budget Overview for Parents

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

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

Total Budgeted Expenditures for High Needs Students in the LCAP: **$1,023,804**

Actual Expenditures for High Needs Students in LCAP: **$649,264**

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

The text description of the above chart is as follows: In 2022-23, Compass Charter Schools of San Diego's LCAP budgeted $1,023,804.00 for planned actions to increase or improve services for high needs students. Compass Charter Schools of San Diego actually spent $649,264.00 for actions to increase or improve services for high needs students in 2022-23.

The difference between the budgeted and actual expenditures of $374,540.00 had the following impact on Compass Charter Schools of San Diego's ability to increase or improve services for high needs students:

This is year to date spend as of May 9, 2022 and a portion of this includes summer school expenses which have not yet been incurred.

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
Compass Charter Schools of San Diego	Elizabeth Brenner Superintendent & CEO	ebrenner@compasscharters.org (805)358-4761

Plan Summary [2023-24]

General Information

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

Compass Charter Schools of San Diego (Compass) is a free, nonclassroom-based, public charter school which is directly funded by the State of California and the federal government. Compass provides 21st century online and home study learning programs authorized by Mountain Empire USD for scholars (students) in grades TK-12 who reside in San Diego county and its adjacent counties and wish to pursue high-quality, and rigorous instructional programs via virtual learning. Scholars attend school primarily from home, supervised by a learning coach (LC), following a Personalized Learning Plan (PLP) that integrates technology and standards-aligned curriculum under the supervision of professional, fully qualified, certificated Supervising Teachers (ST).

The academic program provides choices for families who enroll. The Online Learning Program is a virtual program where scholars use Accelerate Education as their curriculum. A credentialed supervising teacher supports the scholar and provides live, online learning labs once a week. The weekly live labs are 1-hour long per content area. These labs are held once a day and are recorded for scholars to access if they cannot attend the live session. In our Options Learning Program, the learning coach (parent or guardian) is the primary instructor for their scholars and commits to providing a well-rounded education for their child. A credentialed supervising teacher guides the learning coach with curricular options, order requests, and academic progress. In both programs, each scholar is assigned an appropriately credentialed, Supervising Teacher who helps provide support to the scholar and learning coach on their educational journey. The supervising teacher is there to provide support as needed to scholars and as the family's go-to person for all the scholars' educational needs. The enrollment on Census day, 2022 was 997 scholars across grades TK through 12. Similar to the authorizing district, as of Census Day 2022 Compass serves 44.2% Socioeconomically Disadvantaged, 16% homeless, 0% foster youth, 14.2% English Learners,7.7% Students with Disabilities.

The mission of Compass is to inspire and develop innovative, creative, self-directed learners, one scholar at a time. Our vision is to create a collaborative virtual learning community, which inspires scholars to appreciate the ways in which arts and sciences nurture a curiosity for life-

long learning, and prepare scholars to take responsibility for their future success. We support our scholars, learning coaches, teachers, staff and community through our core values of Achievement, Respect, Teamwork, Integrity, and Communication (ARTIC).

According to the California Department of Education, Independent Study is a different way of learning. In independent study, a scholar is guided by a ST but usually does not take classes with other scholars every day. The scholar works independently. Scholars who participate in independent study take the same courses as scholars in traditional public schools. Some reasons why scholars choose Independent study programs are because:

? benefits scholars who have health issues
? scholars who are parenting,
? scholars qualified as gifted and/or talented,
? scholars may require more time in certain subjects,
? scholar activities such as acting, dancing, and athletics require time during the normal school day,
? scholars who are working,
? scholars in need of an educational program with flexibility,
? scholars who find regular classroom settings do not meet their needs, or
? scholars seeking to learn in a secure and safe environment.

Independent study is a viable option for many because it offers scholars the freedom to explore various subjects, free from the confines of a classroom. Additionally, the self-paced learning environment allows scholars to go as quickly or slowly as they need to for standard mastery. In the Online Learning Program, the state-standard aligned curriculum is provided through texts and online platforms, and progress is supervised by both the credentialed course instructor and the Assistant Superintendent and Chief Academic Officer. In the Options Learning Program, families use instructional funds and choose their curriculum(s) from our approved vendor list, with support and progress supervised by both the credentialed ST and the Assistant Superintendent and Chief Academic Officer.

It is important to note that many high school scholars whose families choose an independent study charter school because the scholar was not successful in comprehensive high schools. This is important because many of the scholars in the high school program will come to us deficient in credits required to graduate, so we will make high school courses and credit recovery an option for all scholars who are deficient in credits.

Reflections: Successes

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

Compass uses the Renaissance STAR Assessment as a local measure for scholar academic achievement in Math and Reading for its scholars in grades 1-12. Scholars in TK-2 first take the Early Literacy Assessment to determine if their levels indicate they are ready to take

the STAR assessment. During the 2021-2022 school year, participation rates in these assessments were below 75%. The school implemented policies that encourage participation in these assessments and participation rates increased significantly in the Fall and Winter test administrations. The participation rates in all local assessments exceeds 95% for the 2022-2023 school year.

Compass scholars increased in their academic achievement on the CAASPP assessments in several areas when comparing the 2019 results to the 2022 results. In ELA, the percentage of scholars whose achievement was at or above standard in grades 3-8 increased from 28% to 45% and grades 11 scholars increased from 42% to 43%. Socioeconomically disadvantaged scholars in grades 3-8 increased their achievement level from 25% to 31%. Our English learners also increased their achievement levels from 6% to 12.5%.

In Math, scholar achievement in grades 3-8 increased from 11% at or above standard to 31%, and scholars in grade 11 increased from 15% to 22%. Socioeconomically disadvantaged scholars in grades 3-8 increased their achievement level from 9% to 19% and grade 11 scholars increased from 0% to 23%. Our English learners also increased their achievement levels from 3% to 8%. These achievement levels are indicators of the effectiveness of the implementation and expansion of targeted supports that mitigated learning loss during the pandemic.

The percentage of English Learner scholars making progress towards proficiency increased from 33% in 2019 to 43% in 2022. The percentage of scholars who decreased one ELPI level in 2022 decreased from 28% in 2019 to 16%.

The cohort graduation rate increased from 46.7% in 2019 to 63.8% in 2022 and the school is on track to exceed the 70% graduation rate goal for the 2022-2023 school year. Socioeconomically disadvantaged scholars graduated at a higher rate than the school wide percentage at 71%.

Compass maintained a low rate of chronic absenteeism at 3.1% and a 0% suspension rate.

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.

While scholars identified as socioeconomically disadvantaged in grades 3-8 increased in their achievement levels on the CAASPP assessments in ELA and Math, they are still achieving at lower rates when compared with all scholars. Our English language learners also saw an increase in achievement, but are below the school wide rate.

The achievement levels identified are not a true representation of the achievement of the scholars who completed the CAASPP because they have been impacted by the LOSS penalty for participation below 95%. The participation rate of 86% is largely a result of parents who choose to opt out of the state testing. An analysis of the local assessment scores of scholars whose families choose to opt out shows that if they had participated, their scores would most likely have been higher than the scores assigned to them through the LOSS penalty. The school will continue its efforts to increase the participation rate, but as long as the state allows parents to opt out, we will most likely not reach the 95% rate required.

Although progress has been made in the overall graduation rate, English learners and Hispanic scholars are graduating at rates below the school wide rate.

LCAP Highlights

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

As the Local Control and Accountability Plan (LCAP) is a three-year plan that is designed and meant to provide full transparency at the local level and encourage valuable input from all stakeholders in the community, Compass Charter Schools of San Diego (Compass) engaged all stakeholders (see "Stakeholder Engagement" for more information) to review and revise the three-year plan aligned to the California Eight State Priorities.

Based on the feedback from our stakeholders, Compass will continue to focus on achieving the following LCAP goals for the 2023-24 academic years:

1. Increase scholar academic achievement in core academic subjects.

2. Increase scholar and parent engagement/involvement.

3. Increase college and career readiness for scholars.

4. Ensure that at-promise scholars are making progress toward earning a high school diploma.

Compass also ensured to include actions in response to the lessons learned from the COVID-19 pandemic and the lingering impacts from the on-going pandemic challenges such as social-emotional/well-being and pupil learning loss.

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.

Compass Charter Schools of San Diego was identified for CSI Graduation on January 31, 2020. The graduation rate for 2019 was 46.7% which was a decline of 3.8%

Support for Identified Schools

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

Compass Charter Schools of San Diego (Compass) was identified for Comprehensive Support and Improvement (CSI) on January 31, 2020 because of the low Graduation rate of 46.7%, In order to support the increase of the graduation rate to over 67%, Compass has implemented a school-wide Wildly Important Goal (WIG): by focusing on scholar engagement, 100% of our eligible scholars will graduate by the end of the 2023-24 school year. Through this school-wide WIG, all departments have developed their own aligned WIG that guide the goals of our Supervising Teachers (STs) and data collection. Lead and lag measures determine the development and data reporting for this WIG. This WIG data, at the department level, will be shared bimonthly to provide a compelling scoreboard to indicate the lead and lag measures. To further involve the stakeholders in the implementation and progress of the WIG, the goal will provide the focus for all collaborative ideation and work completed in staff committees, divisions and departments, the Parent Advisory Council (PAC), and the Scholar Leadership Council (SLC).

During the 2022-203 school year, the school completed the WASC self-study process. In response to feedback from the visiting team, the school has also added the goal of exceeding the 70% graduation rate in 2022-2023 on the CA Dashboard and achieving a 90% graduation rate by 2028.

The school has contracted with Learner Centered Collaborative to provide professional development and coaching to all leadership staff to support the development and implementation of goals that will result in an increased graduation rate.

In order to ensure that scholars remain on-track for graduation, Compass continues with the implementation of our tutoring program under the MTSS framework. Scholars are identified as needing tier 2 and tier 3 interventions based on diagnostic assessments. From these assessments, skill gaps are identified and an Individual Learning Path (ILP) curriculum will is assigned based on those gaps. The completion of this curriculum, which is used to fill learning gaps specific to reading and math, are monitored by the tutors under the MTSS framework and Supervising Teachers. Also, through our Positive Behavior Interventions and Support (PBIS) model, scholars who show engagement and improvement through this curriculum will be recognized with rewards. The incentives through our PBIS model have contributed to scholar growth and academic achievement, as well as improvement to our school-wide recognition program.

These efforts all support the goal of identifying scholars who need additional support and ensuring that they stay on track for graduation at every level.

Monitoring and Evaluating Effectiveness

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

Compass Charter Schools of San Diego (Compass) will monitor the implementation of the CSI plan to support scholars and school-wide improvement by partnering with Learner Centered Collaborative. Through monthly meetings, the Compass Leadership Team and the Learner Centered Collaborative have built capacity in the instructional systems through and annual growth plan tailored to each staff member. Compass will continue to include all stakeholders in the monitoring process by holding various Leadership Team meetings to review data collected thus far, monthly Town Halls to provide updates and allow time for questions to be asked by staff and answered by our

Superintendent. Teams regularly review scholar status and scholars are identified as on-watch or needing intervention based on assessment scores and curriculum progress. We will also continue to hold monthly leadership council meetings led by our scholars, learning coaches (parents) and staff to examine data, propose initiatives, and receive feedback.

Staff have access to a Graduation Cohort report that includes all scholars in grades 9-11 and provides important information about scholar progress towards graduation. Scholars who leave Compass before graduating are provided with support in transitioning to another educational environment. The records department ensures that families are contacted in order to verify that scholars have enrolled in other school and are not disconnected from their education.

Compass has a comprehensive Multi-Tiered System of Supports (MTSS) framework, supported by the Advancement Via Individual Determination (AVID) mindset, whereby scholars needing Tier 2 or Tier 3 support are invited to tutoring sessions to address math and reading skill gaps whereby tutors use supplemental curriculum through to address scholar needs. Scholars qualify for Tier 2 and 3 supports based on data gathered through diagnostic assessments and observations by the instructional staff and learning coaches. Tier 1 includes all core instruction held in various subjects for all grade levels. Progress is monitored at regular intervals and referrals for additional assessments or interventions are made as needed. The effectiveness is determined by course progress and improvement on supplemental assessments and benchmark data. The Assessment Coordinator provides the data from each diagnostic assessment to the ST, Scholar Success Coordinator, and tutors. Tutors under the MTSS framework provide targeted, 30-minute synchronous sessions that target specific skill gaps, as indicated in the diagnostic assessment and ILP supplemental curriculum to provide additional support and instruction to address needs.

As a result of these interventions, the graduation rate increased to 63.8% for all scholars and socioeconomically disadvantaged scholars graduated at a rate of 71% in 2022.

Engaging Educational Partners

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

Leadership Team Meeting (January 24, 2023). During this leadership meeting, the leadership team reviewed the LCAP timeline and current data collection and analysis procedures.

Parent Advisory Council (March 17, 2023). During this month's meeting, we discussed the mid-year LCAP update. Parents reviewed the current metrics and actions for each goal and provided feedback on how the school might increase parent engagement by recruiting parents to serve on the council.

Board of Directors Meeting (March 25, 2023). During this Board of Directors meeting, the mid-year LCAP update was shared with the board and discussed. The feedback was positive regarding the increase in dashboard measures and the board supports maintaining the current goals.

Annual Planning Survey (April 3-14, 2023). The annual planning survey was distributed to all education partners. We had over 200 responses.The results from the survey were used to inform the update of the LCAP.

Leadership Team Meeting (April 25th, 2023). During this leadership meeting, the team reviewed and discussed the annual planning survey results. They broke into teams to focus on each goal and provided recommendations for adjustments to the plan based on the feedback collected in the survey..
Monday Morning Memo (May 8, 2023) The superintendent recorded a video that reviewed the responses to the annual planning survey. This was distributed to all families and added to the school's Youtube channel.

Scholar Leadership Council (May 9, 2023). During this month's meeting, we discussed the Annual Planning survey results. Scholars provided ideas to increase engagement, including more in-person activities and clubs. They also provided ideas of how scholars can connect virtually and share ideas in a safe space.

Parent Advisory Council (May 12, 2023). During this meeting, we reviewed the annual planning survey results. Parents discussed ways to increase in-person opportunities through regular park days, coffee with the Superintendent, and possibly changing the scholar club days to avoid holidays.They also discussed increasing offerings at the school store and encouraging families to wear school logos in their community.

Board of Directors Public Hearing (May 20, 2023). During this Board of Directors Public Hearing, we reviewed and discussed the goals and actions set for the LCAPs. Board members inquired about the process for getting into the actions and for reaching the goals established in the LCAPs.

Board of Directors Meeting (June 24, 2023). Final Local Control and Accountability Plan approval.

A summary of the feedback provided by specific educational partners.

Feedback from parents and scholars was focused on increasing engagement by offering more in-person opportunities and increasing the ways that parents and scholars can connect virtually outside of the regular school schedule.

Staff feedback included suggestions for increasing participation in standardized testing and in scholar participation in support services. The data shows the support services that are being offered are effective when scholars take advantage of them. The school's dashboard measures in ELA and Math are severely impacted by the LOSS penalty due to low participation rates.

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

A participation metric for CAASPP has been added to Goal 1 to ensure that education partners understand the impact of low participation on the Dashboard.

No additional changes have been made to the goals, metrics and activities becasue they support the feedback.

Goals and Actions

Goal

Goal #	Description
1	Increase scholar academic achievement in core academic subjects.

An explanation of why the LEA has developed this goal.
To ensure all scholars have access to rigorous curricula to prepare them for the demands of state standards, as well as a system of assessment to monitor progress and inform instruction and the implementation of responsive interventions to meet each scholar's needs.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Maintain ample Standards-aligned curricula and resources	Standards-aligned: 5 of 5 subjects	Standards-aligned: 5 of 5 subjects	Standards-aligned: 5 of 5 subjects		Standards-aligned: 5 of 5 subjects
State-mandated Assessments (School-wide, SED, EL, Latino) • SBAC ELA - Grades 3-8, 11 (Meet/Exceed) • SBAC Math - Grades 3-8, 11 (Meet/Exceed) • CAST- (Meet/Exceed)	Compass Grades 3-8, 11 Scholars (2019) Schoolwide • SBAC ELA (3-8) 28% • SBAC ELA (11) 42% • SBAC Math (3-8) 11% • SBAC Math (11) 15% • CAST 30% SED	Compass Grades 3-8, 11 Scholars (2022) Schoolwide • SBAC ELA (3-8) 44.7% • SBAC ELA (11) 43.24% • SBAC Math (3-8) 31% • SBAC Math (11) 22% • CAST 32% SED • SBAC ELA (3-8) 31%	TBD		SBAC Grades 3-8, 11 Scholars Schoolwide • SBAC ELA (3-8) 39% • SBAC ELA (11) 49% • SBAC Math (3-8) 27% • SBAC Math (11) 21% • CAST 37% SED • SBAC ELA (3-8) 37%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	• SBAC ELA (3-8) 25% • SBAC ELA (11) 42% • SBAC Math (3-8) 9% • SBAC Math (11) 0% • CAST 15% EL • SBAC ELA 6% • SBAC Math 3% • CAST 3% Latino • SBAC ELA (3-8) 28% • SBAC ELA (11) 23% • SBAC Math (3-8) 9% • SBAC Math (11) 7% • CAST 18%	• SBAC ELA (11) 38% • SBAC Math (3-8) 31% • SBAC Math (11) 22% • CAST 27% EL • SBAC ELA - 13% • SBAC Math - 8% • CAST 0% Latino • SBAC ELA (3-8) 31% • SBAC ELA (11) 42% • SBAC Math (3-8) 19% • SBAC Math (11) 32% • CAST 21%			• SBAC ELA (11) 50% • SBAC Math (3-8) 22% • SBAC Math (11) 12% • CAST 27% EL • SBAC ELA (3-8) 18% • SBAC ELA (11) 18% • SBAC Math (3-8) 11% • SBAC Math (11) 11% • CAST 18% Latino • SBAC ELA (3-8) 40% • SBAC ELA (11) 41% • SBAC Math (3-8) 22% • SBAC Math (11) 22% • CAST 30%
Percent of scholars at/ above grade level and demonstrating growth on Spring Internal	Spring Internal ELA Assessment 2021-2022 SY Grades 3-8	Spring Internal ELA Assessment 2021-2022 SY Grades 3-8	Winter Internal ELA Assessment 2022-2023 SY Grades 3-8		Spring Internal ELA Assessment Grades 3-8

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
ELA assessments Grades 3-8 Grade 11	62% At/Above Grade-level 63% Demonstrated growth Grade 11 52% At/Above Grade-level" 82%Demonstrated growth	62% At/Above Grade-level 63% Demonstrated growth over previous year Grade 11 52% At/Above Grade-level" 82%Demonstrated growth over previous year	62.3% At/Above Grade-level - Demonstrated growth TBD Grade 11 52.2% At/Above Grade-level" %Demonstrated growth TBD		70% At/Above Grade-level 70% Demonstrated growth over previous year- Grade 11 60% At/Above Grade-level 80% Demonstrated growth over previous year-
Percent of scholars at/above grade level and demonstrating growth on Spring Internal Math assessments Grades 3-8 Grade 11	Spring Internal Math Assessment 2021-2022 SY Grades 3-8 59% At/Above Grade-level 57% Demonstrated growth Grade 11	Spring Internal Math Assessment 2021-2022 SY Grades 3-8 59% At/Above Grade-level 57% Demonstrated growth Grade 11	Winter Internal Math Assessment 2021-2022 SY Grades 3-8 58.6% At/Above Grade-level % Demonstrated growth TBD		Spring Internal Math Assessment Grades 3-8 70% At/Above Grade-level 70% Demonstrated growth over previous year

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	• 48% At/Above Grade-level • 59% Demonstrated growth	• 48% At/Above Grade-level • 59% Demonstrated growth	Grade 11 • 56.5% At/Above Grade-level • % Demonstrated growth TBD		Grade 11 • 60% At/Above Grade-level"- • 70% Demonstrated growth over previous year-
Chronic Absenteeism	2019 CA Dashboard 6.02%	2022 Dashboard 3.1%	As of 5/12/23 5.41%		Chronic Absenteeism (CA Dashboard) <4%
Decrease the Cohort Dropout Rate	2019 CA Dashboard 42.7%	2022 Dashboard 34.70%	As of 5/12/23 31%		Cohort Dropout Rate 15%
EL Reclassification Rate	EL Reclassification Rate (2019) • 33%	EL Reclassification Rate (2022) • 12.59%	EL Reclassification Rate (2022) • 12.63%		EL Reclassification Rate >25%
ELPI Status Level	ELPI Status Level • "Low" 33.3%	ELPI Status Level • Low 43.2%	TBD		ELs demonstrating progress as measured by ELPI "Medium" 45 to 54%
CAASPP Participation Rates		ELA- 86% Math- 86%	TBD		95% Participation rate for all assessments

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	1.1a Basic Services - Teachers	All scholars will have all access to supervising teachers who are appropriately credentialed, properly assigned to courses, and maintain the required 25:1 ADA to FTE ratio. (Funding Sources: LCFF)	$3,851,018.00	Yes
1.2	1.1b Basic Services - Common Core Curriculum	All scholars will have access to core curriculum which is Common Core-aligned. (Funding Sources: LCFF)	$68,896.00	No
1.3	1.1c Basic Services - Advancement Via Individual Determination (AVID)	All teachers will utilize AVID instructional strategies in their live synchronous sessions, as well as asynchronous sessions. (Funding Sources: LCFF)	$4,000.00	Yes
1.4	1.2a Multi-Tiered System of Supports (MTSS) and Positive Behavior Interventions & Supports (PBIS)	All scholars will be supported through the Multi-Tiered System of Supports (MTSS) framework, with a focus on Positive Behavioral Interventions and Supports (PBIS). (Funding Sources: LCFF)	$7,491.00	Yes
1.5	1.2b Multi-Tiered System of Supports (MTSS) and Response to Intervention (RtI)	All scholars will be supported through the Multi-Tiered System of Supports (MTSS) framework, with a focus on Response to Intervention (RtI). Scholars who are identified as needing Tier 2 and Tier 3 levels of support will have access to tutoring services. (Funding Sources: LCFF, ELO, ESSER III)	$64,754.00	No

Action #	Title	Description	Total Funds	Contributing
1.6	1.2c Multi-Tiered System of Supports (MTSS) and Social Emotional Learning (SEL) and Well-Being	All scholars will be supported through the Multi-Tiered System of Supports (MTSS) framework, with a focus on Social Emotional Learning (SEL) and well-being.	$0.00	No
1.7	1.3a Staff Development Onboarding	All new staff will participate in a 90-day onboarding program facilitated by the Human Resources Department. (Funding Sources: LCFF)	$50,015.00	No
1.8	1.3b Staff Development - Professional Learning	All staff will have access to professional learning through conferences, internal professional learning sessions, and workshops. (Funding Sources: CSI)	$109,805.00	No
1.9	1.3c Staff Development - Leadership Development	All staff in a leadership pipeline will be supported with a leadership development program. (Funding Sources: Educator Effectiveness Grant, Title II)	$53,380.60	No
1.10	1.4a Orientation - Scholar and Learning Coach	All scholars and learning coaches will be offered an orientation, which will include strategies to be successful in our program as well as resources to support their educational journey. (Funding Sources: LCFF)	$10,550.00	No
1.11	1.5a Supports for Unduplicated Scholars - Learning Coach	The Operations Department, through its McKinney-Vento Liaison, will make resources and programs available to scholars and their families experiencing homelessness and/or in foster care. (Funding Sources: Title I)	$23,580.00	Yes

Action #	Title	Description	Total Funds	Contributing
1.12	1.5b Supports for Unduplicated Scholars - Progress Monitoring and Program Improvement	The Operations Department will deploy its team to create and/or identify resources and programs for scholars identified as socially-economically disadvantaged.		Yes
1.13	1.6a Targeted Intervention English Learners	The English Language Learning Department will make supplemental resources and programs available to scholars to target increased English language acquisition/proficiency and academic achievement. (Funding Sources: Title I)	$62,005.00	Yes
1.14	1.6b Targeted Intervention - Students with Disabilities	The Special Education Department will make supplemental resources and programs accessible to scholars to target increased achievement in both English/Language Arts and mathematics. (Funding Sources: LCFF)	$1,923.00	No

Goal Analysis [2022-23]

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

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

There are no substantiative differences in planned actions and actual implementation of these actions.

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

The school determined that four of the actions (1.1a $1.864.759, 1.1c 3707.19, 1.2a $14,418, and 1.2b $137,830) that should have been labeled as contributing to increased and improved services were not. This will be corrected in the upcoming year. Allocation of funds for the AVID program were increased based on prior year spending.

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

As a result of the actions implemented in Goal 1, Compass scholars increased in their academic achievement on the CAASPP assessments in several areas when comparing the 2019 results to the 2022 results. In ELA, the percentage of scholars whose achievement was at or above standard in grades 3-8 increased from 28% to 45% and grades 11 scholars increased from 42% to 43%. Socioeconomically disadvantaged scholars in grades 3-8 increased their achievement level from 25% to 31%. Our English learners also increased their achievement levels from 6% to 12.5%.

In Math, scholar achievement in grades 3-8 increased from 11% at or above standard to 31%, and scholars in grade 11 increased from 15% to 22%. Socioeconomically disadvantaged scholars in grades 3-8 increased their achievement level from 9% to 19% and grade 11 scholars increased from 0% to 23%. Our English learners also increased their achievement levels from 3% to 8%. These achievement levels are indicators of the effectiveness of the implementation and expansion of targeted supports that mitigated learning loss during the pandemic.

The percentage of English Learner scholars making progress towards proficiency increased from 33% in 2019 to 43% in 2022. The percentage of scholars who decreased one ELPI level in 2022 decreased from 28% in 2019 to 16%.

The cohort graduation rate increased from 46.7% in 2019 to 63.8% in 2022 and the school is on track to exceed the 70% graduation rate goal for the 2022-2023 school year. Socioeconomically disadvantaged scholars graduated at a higher rate than the school wide percentage at 71%.

Compass maintained a low rate of chronic absenteeism at 3.1% and a 0% suspension rate.

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

A participation rate metric will be added to ensure that the school reaches the 95% participation rate.

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

Goals and Actions

Goal

Goal #	Description
2	Increase scholar and parent engagement/involvement.

An explanation of why the LEA has developed this goal.
The engagement of both scholars and parents is essential to the success of our community. Compass Charter Schools of San Diego (Compass) seeks to provide opportunities for parents to be meaningfully engaged in their scholar's educational journey and provide input on areas to improve the experience of scholars in alignment with the goals of the approved charter petition. Equally important is to maintain the engagement of our scholars to promote their academic growth, social-emotional wellness, and dedication to becoming self-motivated, life-long learners.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Attendance Rates (P2 Reporting)	Attendance Rates (P2 Reporting) • Track A - 95.43% ?\- Track S - 88.68%	- 97.04%	As of May 2023 94.59%		Attendance Rates (P2 Reporting) 95%
Suspension Rate	Suspension Rate 0%	- 0%	0%		Suspension Rate 0%
Engagement Offering Satisfaction	97.5%	97.5%	As of March 2023 96%		Satisfaction of Engagement Offerings Rate 85%
Parent Advisory Council Meetings	Parent Advisory Council Meetings: 4 per year	- 5 meetings	5		Parent Advisory Council Meetings: 4 per year

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Scholar Leadership Council Meetings	Scholar Leadership Council Meetings: 7 per year	- 10 meetings	10		Scholar Leadership Council Meetings: 7 per year
Parent Participation in Academic Monitoring Activities (i.e. Parent-Teacher Conferences, Connection meetings, etc.)	Percentage of Parents participating in academic monitoring activities: 69%	- 87%	98%		Percentage of Parents participating in academic monitoring activities: Between 90 - 100%
Scholar Participation in Academic Learning Activities (i.e. Learning Labs, Demonstration of Learning, etc.)	• 50% participation in 30% or more synchronous instruction and live interaction	• 50% participation in 30% or more synchronous instruction and live interaction	• 47% participation in 30% or more synchronous instruction and live interaction		Participation of Scholars participating in academic learning activities: Between 90 - 100%
Participation in Annual Satisfaction/LCAP Survey • Scholars • Parents • Staff	Participation in Annual Satisfaction/LCAP Survey • Scholars • Parents • Staff	• Scholars 32% • Parents 40% • Staff 38%	• Scholars 30% • Parents 33% • Staff 37%		Participation in Annual Satisfaction/LCAP Survey • Scholars • Parents • Staff
- Chronic Absenteeism	• Chronic Absenteeism	2022 CA Dashboard 3.1%	May 2023 5.41%		- Chronic Absenteeism (CA Dashboard) <4%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	(2019 CA Dashboard) 4.64%				

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	2.1a Learning Coach Academy	Compass will offer a Learning Coach Academy program that covers support topics of interest for learning coaches.		No
2.2	2.1b Summer Session	Compass will offer a Summer Session that utilizes online courses and/or academic subscriptions to increase K-8 scholar engagement. (Funding Sources: ESSER III)	$37.36	No
2.3	2.1c Scholar Attendance	All teachers will offer engaging live synchronous sessions, as well as asynchronous sessions. (Funding Sources: LCFF)	$7,715.00	No
2.4	2.1d Scholar Attendance Counseling	Compass will provide live Social Emotional Learning groups led by counselors to promote academic and enrichment engagement by addressing the social-emotional needs of scholars. Funding Sources: LCFF)	$111,836.00	No
2.5	2.2a Scholar Celebrations	Compass will provide end-of-year celebrations. (Funding Sources: LCFF)	$10,395.00	No

Action #	Title	Description	Total Funds	Contributing
2.6	2.2b Scholar Recognition	Compass will provide scholar recognition opportunities throughout the school year.		No
2.7	2.2c Parent Recognition	Compass will provide parent recognition opportunities throughout the school year.		No
2.8	2.3a Scholar Extracurricular Activities	Compass will provide a variety of extracurricular activities, such as field trips, virtual scholar workshops, and scholar-led clubs. (Funding Sources: LCFF)	$43,312.00	No
2.9	2.3b Community Service	Compass will provide a variety of community service opportunities to emboldened our scholars to be community leaders and for all staff to give back to our communities.		No
2.10	2.3c Scholar Enrichment	Compass will provide a variety of enrichment activities to encourage scholars to collaborate, learn, and further develop their educational experience. Funds allocated in 2.3a		No
2.11	2.3d Parent Enrichment	Compass will provide a variety of enrichment activities for parents to encourage parents to collaborate, learn, and further support their scholars educational experience.		No
2.12	2.4a School Communication	Compass will provide tools to support one and two way communications with its educational partners.	$0.00	No

Action #	Title	Description	Total Funds	Contributing
2.13	2.4b Technology Access	Compass will provide technology access to scholars who are unable to access required educational offerings.. (Funding Sources: Title IV)	$10,000.00	Yes
2.14	2.5 Staff Development - Professional Learning	All staff will have access to professional learning through conferences, internal professional learning sessions, and workshops. Funds allocated in 1.3b		No
2.15	2.6 Military Connected Support	Our dedicated Scholar Community Advocate will make resources and programs available to military families and scholars. These services will include transition support, enrollment, deployment support, and referrals to military community partners.		No

Goal Analysis [2022-23]

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

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

Planned actions were implemented without significant variation from the plan.

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

There were no material differences between budgeted and actual expenditures.

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

Scholar attendance has increased. Scholar participation in learning labs has increased. Parent and scholar participation in councils has continued. The suspension rate remains low.

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

No changes were made.

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

Goals and Actions

Goal

Goal #	Description
3	Increase college and career readiness for scholars.

An explanation of why the LEA has developed this goal.

Compass Charter Schools of San Diego scholars, as described in Goal 1, must have access to an instructional program which meets the requirements for post-secondary success, be that at an institute of higher learning or in a career of their choice. As such, all scholars must receive a high quality program which provides them with the requisite skills for success after graduation.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Graduation Rate (CA Dashboard)	Graduation Rate (2019 CA Dashboard): 46.7%	2022 Dashboard 63.8%	Projected 69%		Graduation Rate (CA Dashboard): 65%
Graduates A-G Course Completion(UC/CSU eligibility)	2019-2020 13.3%	17%	14%		30% A-G Course Completion
Concurrent Enrollment	2019-2020 Concurrent Enrollment 4.3%	29%	15%		20% of scholars will have enrolled into at least one concurrent course
Scholars "Prepared" for College/Career (CA Dashboard)	(2018-19 Dashboard) 7% Prepared	16%	Projected 15%		15% College Career Indicator "Prepared"

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	3.1a Summer Session	Compass will offer a Summer Session for high school scholars wishing to earn extra credits in online classrooms. (Funding Sources: LCFF, ESSER III)	$23,609.00	No
3.2	3.1b Summer Tutoring	Compass will offer access to a tutoring platform to support scholars with successful completion of Summer Session courses that lead to A-G course preparation or completion. (Funding Sources: A-G Completion Improvement Grant)		No
3.3	3.2a A-G Coursework	Compass will ensure all scholars have access to A-G approved courses, either through a preferred curriculum provider or through internally developed courses. (Funding Sources: LCFF, A-G Completion Improvement Grant)	$67,051.00	No
3.4	3.2b Dual Enrollment	Compass will partner with community colleges and Universities to incorporate dual enrollment in the 4-year plan for all high school scholars. (Funding Sources: LCFF)		No
3.5	3.2c AVID Elective	Compass will provide AVID courses to middle and high school scholars and provide the opportunity for them to earn the AVID Elective Digital Badge after completing the courses. (Funding Sources: LCFF)	$3,276.00	Yes

Action #	Title	Description	Total Funds	Contributing
3.6	Recognized ASCA Model Program (RAMP)	Compass will implement the ASCA model program and apply to become a RAMP School in the 2022-23 school year. (Funding Sources: LCFF, Educator Effectiveness Grant)	$2,000.00	No
3.7	3.4a Family College Awareness/Preparation	Compass will provide scholar and parent training and resources on a-g requirements, going to college, completing a college and career application, completing a FAFSA, applying for scholarships, and general college entrance exam information. Encourage all Seniors to apply to a college, university, career-based training institution, or military.		No
3.8	3.4b Partnerships with organizations for financial aid, college tours, etc.	Compass will partner with various providers to expand college readiness opportunities. (Funding Sources: LCFF)		No
3.9	3.5 Staff Development - Professional Learning	All staff will have access to professional learning through conferences, internal professional learning sessions, and workshops. Funds allocated in 1.3b		No

Goal Analysis [2022-23]

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

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

There were no substantive differences in planned and actual 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 material differences between budgeted and actual expenditures.

An explanation of how effective the specific actions were in making progress toward the goal.
The graduation rate has increased from 46.7% t0 63.8%. Scholar completion of A-G courses has increased from 13.3% to 17%. Scholar participation in dual enrolment has increased from 4.3% to 29%.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.
No changes were made to the plan.

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

Goals and Actions

Goal

Goal #	Description
4	Ensure that at-promise scholars are making progress toward earning a high school diploma

An explanation of why the LEA has developed this goal.
Compass Charter Schools of San Diego offers a unique model for addressing the current needs of scholars/families. This goal has been added to allow for continuous monitoring of our scholars who entered the Compass programs at various levels of high school with credit deficits and will enable our staff to develop strategic support systems to ensure these scholars persist to graduation albeit on an extended timeline. Compass Charter schools will monitor scholars identified as at-promise (including current scholars and late entrants) to develop strategic support systems to ensure these scholars persist to graduation albeit on an extended timeline.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Accelerated Course Options Program (ACOP)	2019-2020 47% of participation in ACOP for at-promise scholars	- 25%	TBD		60% participation in ACOP for at-promise scholars
Extended Graduation (5+ years to earn diploma)	2019-2020 5th Year Cohort 6.7%	- 4.3%	TBD		0% 5th Year Cohort

Actions

Action #	Title	Description	Total Funds	Contributing
4.1	4.1 At- Promise Interventions/Supports	Compass will use data from our benchmark assessments to identify potentially at-promise scholars and implement our MTSS tiered intervention framework to ensure they are supported.		No

Action #	Title	Description	Total Funds	Contributing
4.2	4.2 Summer Session	Compass will offer Summer Session for at-promise scholars who are deficient in credits for graduating within their cohort and for scholars who are at-promise for entering high school with a skill gap. Funds allocated in 3.1		Yes
4.3	4.3 Extended Graduation Plan	Compass will develop an extended graduation plan and program to ensure at-promise scholars have a realistic pathway and expectations for earning a high school diploma.		Yes
4.4	4.4 Staff Development - Professional Learning	All staff will have access to professional learning through conferences, internal professional learning sessions, and workshops. Funds allocated in 1.3b		No

Goal Analysis [2022-23]

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

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

There were no substantive differences in planned and actual 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 material differences between budgeted and actual expenditures.

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

The graduation rate has increased from 46.7% t0 63.8%. Scholar completion of A-G courses has increased from 13.3% to 17%. Scholar participation in dual enrolment has increased from 4.3% to 29%.

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

No changes were made to the plan.

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

Goals and Actions

Goal

Goal #	Description
5	

An explanation of why the LEA has developed this goal.

Measuring and Reporting Results

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

Actions

Action #	Title	Description	Total Funds	Contributing

Goal Analysis [2022-23]

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

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

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

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

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

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

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

Projected LCFF Supplemental and/or Concentration Grants	Projected Additional LCFF Concentration Grant (15 percent)
911176	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
10.50%	11.50%	$11,500.00	22.00%

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.

The Compass Charter Schools of San Diego (Compass) Leadership Team met several times throughout the year to review the goals they set for the LCAP. Everyone in the meeting representing various divisions and departments of the organization had input on adjusting the goals and actions and prioritized the needs of Foster Youth, English Learners, and Low-income scholars by hiring dedicated staff specifically to monitor and support these special populations including a McKinney-Vento Liaison and English Learner Tutors.

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

Our dedicated McKinney-Liaison will make resources and programs available to scholars and their families experiencing homelessness and/or are in foster care. The Liaison will continue to attend professional development training and PLC's to ensure all targeted services are the most current available. English learners will continue to receive direct support sessions via trained EL tutors and access to Lexia for increasing language fluency and increasing our reclassification rates. Low-income scholars will continue to have access to MTSS tutoring to close skill gaps and/or 24/7 access to an online tutoring system.

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.

Compass Charter Schools of San Diego did not receive any Projected Additional LCFF Concentration Grant (15 percent)

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	25:1 ADA to FTE ratio	
Staff-to-student ratio of certificated staff providing direct services to students	25:1 ADA to FTE ratio	

2023-24 Total Expenditures Table

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$4,260,899.00	$69,928.60		$255,821.36	$4,586,648.96	$4,120,494.36	$466,154.60

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1.1	1.1a Basic Services - Teachers	English Learners Foster Youth Low Income	$3,851,018.00				$3,851,018.00
1	1.2	1.1b Basic Services - Common Core Curriculum	All	$68,896.00				$68,896.00
1	1.3	1.1c Basic Services - Advancement Via Individual Determination (AVID)	Low Income	$4,000.00				$4,000.00
1	1.4	1.2a Multi-Tiered System of Supports (MTSS) and Positive Behavior Interventions & Supports (PBIS)	English Learners Foster Youth Low Income	$7,491.00				$7,491.00
1	1.5	1.2b Multi-Tiered System of Supports (MTSS) and Response to Intervention (RtI)	All	$64,754.00				$64,754.00
1	1.6	1.2c Multi-Tiered System of Supports (MTSS) and Social Emotional Learning (SEL) and Well-Being	All	$0.00				$0.00
1	1.7	1.3a Staff Development Onboarding	All	$50,015.00				$50,015.00
1	1.8	1.3b Staff Development - Professional Learning	All				$109,805.00	$109,805.00

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1.9	1.3c Staff Development - Leadership Development	All	$0.00	$26,595.60		$26,785.00	$53,380.60
1	1.10	1.4a Orientation - Scholar and Learning Coach	All	$10,550.00				$10,550.00
1	1.11	1.5a Supports for Unduplicated Scholars - Learning Coach	Foster Youth Low Income				$23,580.00	$23,580.00
1	1.12	1.5b Supports for Unduplicated Scholars - Progress Monitoring and Program Improvement	Low Income					
1	1.13	1.6a Targeted Intervention English Learners	English Learners				$62,005.00	$62,005.00
1	1.14	1.6b Targeted Intervention - Students with Disabilities	All	$1,923.00				$1,923.00
2	2.1	2.1a Learning Coach Academy	All					
2	2.2	2.1b Summer Session	All				$37.36	$37.36
2	2.3	2.1c Scholar Attendance	All	$7,715.00				$7,715.00
2	2.4	2.1d Scholar Attendance Counseling	All	$111,836.00				$111,836.00
2	2.5	2.2a Scholar Celebrations	All	$10,395.00				$10,395.00
2	2.6	2.2b Scholar Recognition	All					
2	2.7	2.2c Parent Recognition	All					

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
2	2.8	2.3a Scholar Extracurricular Activities	All	$43,312.00				$43,312.00
2	2.9	2.3b Community Service	All					
2	2.10	2.3c Scholar Enrichment	All					
2	2.11	2.3d Parent Enrichment	All					
2	2.12	2.4a School Communication	All				$0.00	$0.00
2	2.13	2.4b Technology Access	Low Income				$10,000.00	$10,000.00
2	2.14	2.5 Staff Development - Professional Learning	All					
2	2.15	2.6 Military Connected Support	All					
3	3.1	3.1a Summer Session	All				$23,609.00	$23,609.00
3	3.2	3.1b Summer Tutoring	All					
3	3.3	3.2a A-G Coursework	All	$25,718.00	$41,333.00			$67,051.00
3	3.4	3.2b Dual Enrollment	All					
3	3.5	3.2c AVID Elective	English Learners Foster Youth Low Income	$3,276.00				$3,276.00
3	3.6	Recognized ASCA Model Program (RAMP)	All		$2,000.00			$2,000.00
3	3.7	3.4a Family College Awareness/Preparation	All					
3	3.8	3.4b Partnerships with organizations for financial aid, college tours, etc.	All					
3	3.9	3.5 Staff Development - Professional Learning	All					

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
4	4.1	4.1 At- Promise Interventions/Supports	All					
4	4.2	4.2 Summer Session	English Learners Foster Youth Low Income					
4	4.3	4.3 Extended Graduation Plan	English Learners Foster Youth Low Income					
4	4.4	4.4 Staff Development - Professional Learning	All					

2023-24 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
8676218	911176	10.50%	11.50%	22.00%	$3,865,785.00	0.00%	44.56 %	**Total:**	$3,865,785.00
								LEA-wide Total:	$0.00
								Limited Total:	$3,276.00
								Schoolwide Total:	$3,862,509.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1.1	1.1a Basic Services - Teachers	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools	$3,851,018.00	
1	1.3	1.1c Basic Services - Advancement Via Individual Determination (AVID)	Yes	Schoolwide	Low Income	All Schools	$4,000.00	
1	1.4	1.2a Multi-Tiered System of Supports (MTSS) and Positive Behavior Interventions & Supports (PBIS)	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools	$7,491.00	
1	1.11	1.5a Supports for Unduplicated Scholars - Learning Coach	Yes	Schoolwide	Foster Youth Low Income	All Schools		
1	1.12	1.5b Supports for Unduplicated Scholars - Progress Monitoring and Program Improvement	Yes	Schoolwide	Low Income	All Schools		

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1.13	1.6a Targeted Intervention English Learners	Yes	Schoolwide	English Learners	All Schools		
2	2.13	2.4b Technology Access	Yes	Schoolwide	Low Income	All Schools		
3	3.5	3.2c AVID Elective	Yes	Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income		$3,276.00	
4	4.2	4.2 Summer Session	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools		
4	4.3	4.3 Extended Graduation Plan	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		

2022-23 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$0.00	$7,282,141.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1.1	1.1a Basic Services - Teachers	No		3,486,308
1	1.2	1.1b Basic Services - Common Core Curriculum	No		1,284,474
1	1.3	1.1c Basic Services - Advancement Via Individual Determination (AVID)	No		3,627
1	1.4	Multi-Tiered System of Supports (MTSS) and Positive Behavior Interventions & Supports (PBIS)	No		81,314
1	1.5	Multi-Tiered System of Supports (MTSS) and Response to Intervention (RtI)	No		310,004
1	1.6	1.2c Multi-Tiered System of Supports (MTSS) and Social Emotional Learning (SEL) and Well-Being	No		
1	1.7	1.3a Staff Development Onboarding			
1	1.8	1.3b Staff Development - Professional Learning			197,874
1	1.9	1.3c Staff Development - Leadership Development			17,340
1	1.10	1.4a Orientation - Scholar and Learning Coach	No		

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1.11	1.5a Supports for Unduplicated Scholars - Foster and Homeless Youth	Yes		
1	1.12	1.5b Supports for Unduplicated Scholars - Free and Reduced	Yes		
1	1.13	Targeted Intervention English Learners			77,180
1	1.14	1.6b Targeted Intervention - Students with Disabilities	No		425,376
2	2.1	2.1a Learning Coach Academy	No		
2	2.2	2.1b Summer Session	No		
2	2.3	2.1c Scholar Attendance	No		
2	2.4	2.1d Scholar Attendance Counseling	No		
2	2.5	2.2a Scholar Celebrations	No		
2	2.6	2.2b Scholar Recognition	No		
2	2.7	2.2c Parent Recognition	No		500
2	2.8	2.3a Scholar Extracurricular Activities	No		101,889
2	2.9	2.3b Community Service	No		
2	2.10	2.3c Scholar Enrichment	No		

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
2	2.11	2.3d Parent Enrichment	No		
2	2.12	2.4a School Communication	No		
2	2.13	2.4b Technology Access	Yes		
2	2.14	2.5 Staff Development - Professional Learning	No		
2	2.15	2.6 Military Connected Support			
3	3.1	3.1a Summer Session	No		11,570
3	3.2	3.1b Summer Tutoring	No		
3	3.3	3.2a A-G Coursework	No		1,284,474
3	3.4	3.2b Dual Enrollment	No		
3	3.5	3.2c AVID Elective	No		
3	3.6	3.3a Recognized ASCA Model Program (RAMP)	No		211
3	3.7	3.4a Family College Awareness/Preparation	No		
3	3.8	3.4b Partnerships with organizations for financial aid, college tours, etc.	No		

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
3	3.9	3.5 Staff Development - Professional Learning	No		
4	4.1	4.1 At- Promise Interventions/Supports	No		
4	4.2	4.2 Summer Session	Yes		
4	4.3	4.3 Extended Graduation Plan	Yes		
4	4.4	4.4 Staff Development - Professional Learning	No		

2022-23 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
10000	$0.00	$0.00	$0.00	0.00%	0.00%	0.00%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.11	1.5a Supports for Unduplicated Scholars - Foster and Homeless Youth	Yes				
1	1.12	1.5b Supports for Unduplicated Scholars - Free and Reduced	Yes				
2	2.13	2.4b Technology Access	Yes				
4	4.2	4.2 Summer Session	Yes				
4	4.3	4.3 Extended Graduation Plan	Yes				

2022-23 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
100,000	10000	1.5	11.50%	$0.00	0.00%	0.00%	$11,500.00	11.50%

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 services
- Determination of effectiveness of the specific actions to achieve the goal
- Determination of material differences in expenditures
- Determination of changes made to a goal for the ensuing LCAP year based on the annual update process
- Determination of challenges or successes in the implementation of actions

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Complete the table as follows:

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

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

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

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

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

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

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

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

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

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

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

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

Goal Analysis:

Enter the LCAP Year.

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

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

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

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

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

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

Purpose

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

Requirements and Instructions

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

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

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

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

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

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

Required Descriptions:

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

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

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

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

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

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

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

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

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

> After assessing the needs, conditions, and circumstances of our low-income students, we learned that the attendance rate of our low-income students is 7 percent lower than the attendance rate for all students. (Needs, Conditions, Circumstances [Principally Directed])
>
> In order to address this condition of our low-income students, we will develop and implement a new attendance program that is designed to address some of the major causes of absenteeism, including lack of reliable transportation and food, as well as a school climate that does not emphasize the importance of attendance. Goal N, Actions X, Y, and Z provide additional transportation and nutritional resources as well as a districtwide educational campaign on the benefits of high attendance rates. (Contributing Action[s])
>
> These actions are being provided on an LEA-wide basis and we expect/hope that all students with less than a 100 percent attendance rate will benefit. However, because of the significantly lower attendance rate of low-income students, and because the actions meet needs most associated with the chronic stresses and experiences of a socio-economically disadvantaged status, we expect that the attendance rate for our low-income students will increase significantly more than the average attendance rate of all other students. (Measurable Outcomes [Effective In])

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

For School Districts Only:

Actions Provided on an LEA-Wide Basis:

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

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

Actions Provided on a Schoolwide Basis:

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

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

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

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

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

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

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

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

Provide the following descriptions, as applicable to the LEA:

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

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

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

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

Complete the table as follows:

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

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

Action Tables

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

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

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

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

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

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

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

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

Data Entry Table

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

  - **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)

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

- 5. Total Planned Percentage of Improved Services

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

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

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

Contributing Actions Annual Update Table

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

- 6. Estimated Actual LCFF Supplemental and Concentration Grants

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

- 4. Total Planned Contributing Expenditures (LCFF Funds)

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

- 7. Total Estimated Actual Expenditures for Contributing Actions

  - This amount is the total of the Estimated Actual Expenditures for Contributing Actions (LCFF Funds)

- Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)

  - This amount is the Total Estimated Actual Expenditures for Contributing Actions (7) subtracted from the Total Planned Contributing Expenditures (4)

- 5. Total Planned Percentage of Improved Services (%)

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

- 8. Total Estimated Actual Percentage of Improved Services (%)

  - This amount is the total of the Estimated Actual Percentage of Improved Services column

- Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)

  - This amount is the Total Planned Percentage of Improved Services (5) subtracted from the Total Estimated Actual Percentage of Improved Services (8)

LCFF Carryover Table

- 10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)

  - This percentage is the Estimated Actual LCFF Supplemental and/or Concentration Grants (6) divided by the Estimated Actual LCFF Base Grant (9) plus the LCFF Carryover – Percentage from the prior year.

- 11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)

  - This percentage is the Total Estimated Actual Expenditures for Contributing Actions (7) divided by the LCFF Funding (9), then converting the quotient to a percentage and adding the Total Estimated Actual Percentage of Improved Services (8).

- 12. LCFF Carryover — Dollar Amount LCFF Carryover (Subtract 11 from 10 and multiply by 9)

  - If the Estimated Actual Percentage of Increased or Improved Services (11) is less than the Estimated Actual Percentage to Increase or Improve Services (10), the LEA is required to carry over LCFF funds.

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

- 13. LCFF Carryover — Percentage (12 divided by 9)

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

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