

LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Rising Sun Montessori School

CDS Code: 09 61838 0129965

School Year: 2022-23

LEA contact information:

Karl Zierhut

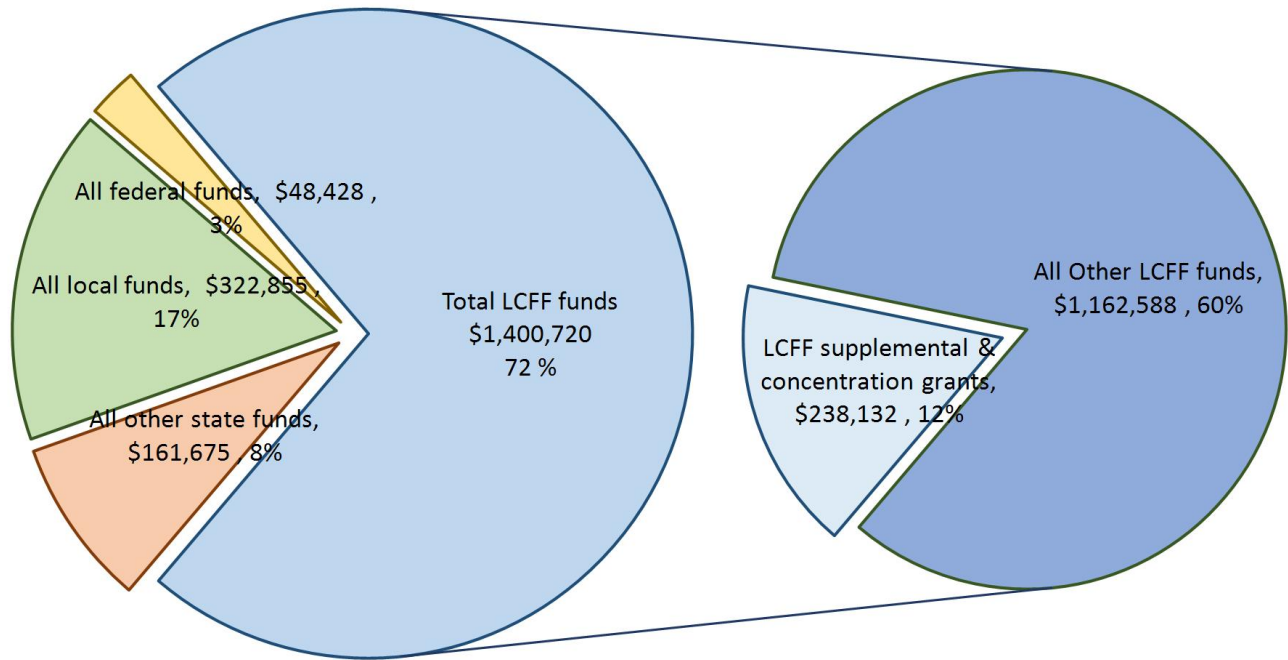
Head of School

(916) 936-2333

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 2022-23 School Year

Projected Revenue by Fund Source



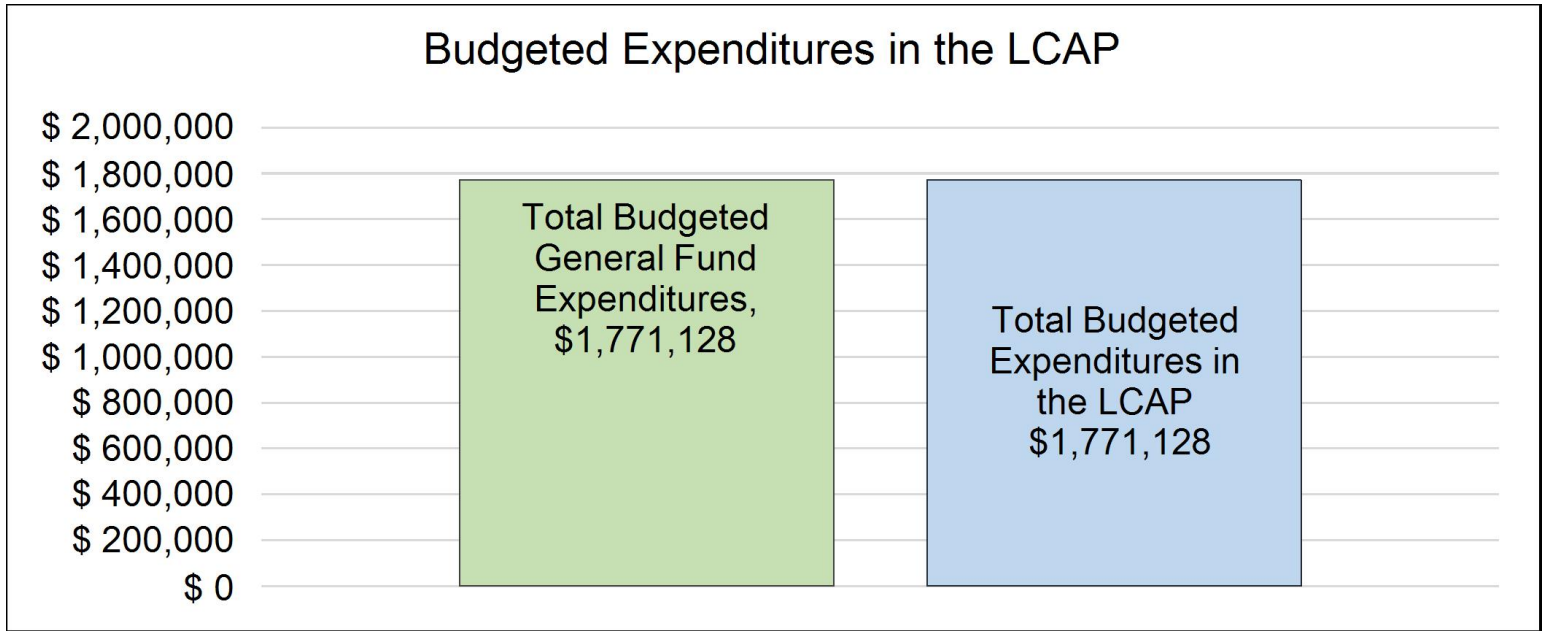
This chart shows the total general purpose revenue Rising Sun Montessori School expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Rising Sun Montessori School is \$1,933,678, of which \$1400720 is Local Control Funding Formula (LCFF), \$161675 is other state

funds, \$322855 is local funds, and \$48428 is federal funds. Of the \$1400720 in LCFF Funds, \$238132 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

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



This chart provides a quick summary of how much Rising Sun Montessori School plans to spend for 2022-23. It shows how much of the total is tied to planned actions and services in the LCAP.

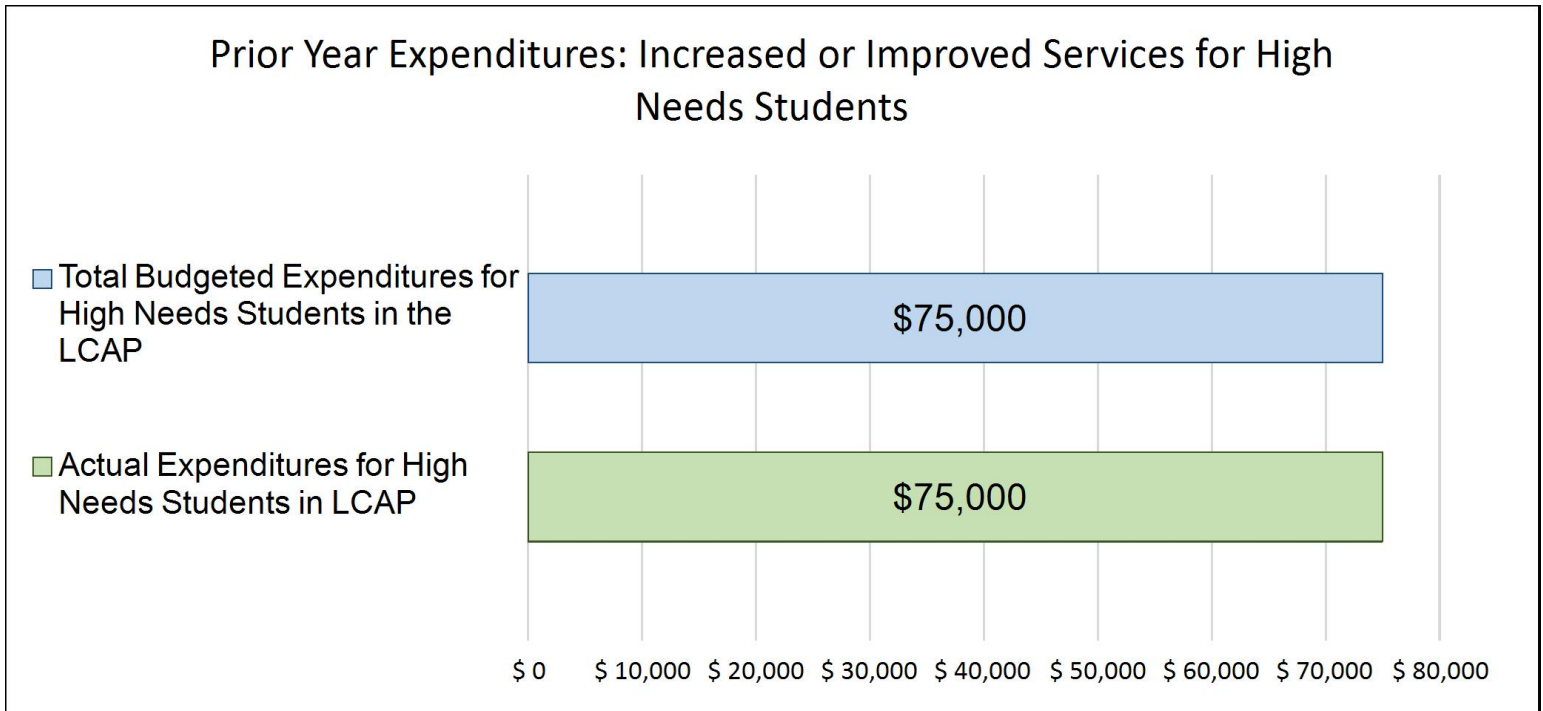
The text description of the above chart is as follows: Rising Sun Montessori School plans to spend \$1771128 for the 2022-23 school year. Of that amount, \$1771128 is tied to actions/services in the LCAP and \$0 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

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

In 2022-23, Rising Sun Montessori School is projecting it will receive \$238132 based on the enrollment of foster youth, English learner, and low-income students. Rising Sun Montessori School must describe how it intends to increase or improve services for high needs students in the LCAP. Rising Sun Montessori School plans to spend \$60000 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

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



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

The text description of the above chart is as follows: In 2021-22, Rising Sun Montessori School's LCAP budgeted \$75000 for planned actions to increase or improve services for high needs students. Rising Sun Montessori School actually spent \$75000 for actions to increase or improve services for high needs students in 2021-22.

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Rising Sun Montessori School	Karl Zierhut Head of School	kzierhut@risingsunmontessori.org 9169362333

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

A description of how and when the LEA engaged, or plans to engage, its educational partners on the use of funds provided through the Budget Act of 2021 that were not included in the 2020–21 Local Control and Accountability Plan (LCAP).

RSMS did receive some federal funding, which is covered in detail in a later section. As RSMS is not a Title 1 school, we did not receive ESSR III funding. As such we also did not qualify for the State Budget Act funding as we do not have an unduplicated student count of greater than 55%. Finally, RSMS was open for site-based instruction for the 2020-21 school year.

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

Rising Sun Montessori did not receive concentrations grant funding and does not have an unduplicated count of higher than 55%

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

Rising Sun was open for site-based instruction for the 2020-21 school year. Our one time federal dollars were spent on ensuring a well maintained and clean environment for students and staff. Barriers were purchased for classrooms, including the addition of plexiglass dividers for our middle school classroom. Air filtration was upgraded to m13 filtration. Cleaning crews were hired to ensure that the building was

routinely cleaned and sanitized to prevent the spread of Covid-19. These priorities and expenditures were established through a parent survey regarding school opening, where feedback was solicited and provided. In addition, RSMS consulted with county health officials and partnered with a variety of community based contractors to ensure that our cleaning supplies and PPE were more than adequate for both students and staff. Our Board of Directors also provided input during regularly scheduled board meetings as to the opening of the school and the adoption of the Safe Return to School policies as required by the CDE.

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

Rising Sun Montessori School did not receive ESSERIII funding, as we are not a Title 1 school.

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

Rising Sun established four key priorities for our 2021-22 LCAP. Our first priority was to ensure that all students with learning differences would have access to additional credentialed teaching staff to ensure that those students who were new to our school this year and had experienced learning loss through their previous schools being closed had access to a full range of supports. Rising Sun also increased Educationally Related Mental Health Services to ensure that all students who had suffered loss or isolation due to local and state lockdowns had the emotional supports in place to be healthy and academically successful as they reintegrated socially. As a charter school, Rising Sun Montessori school's new student population each year is a diverse group with diverse experiences prior to arriving at our school. We understand that the emotional toll on families due to the pandemic, lockdowns and political divisions over mandates has taken a toll on families and children. Our third goal was to reintegrate families to our school community by adoption of a volunteer policy, as well as the scheduling of outdoor community events through our parent committee and our staff liaisons. Finally, our LCAP prioritized the integration of EL students into the Montessori Curriculum through the purchase of new materials for classrooms to ensure that our EL students had more than adequate materials and resources required for learning.

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

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

Introduction

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

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

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

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

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

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

Instructions

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

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

a link to a web page), and where in the plan the information being referenced may be found.

Prompt 1: *“A description of how and when the LEA engaged, or plans to engage, its educational partners on the use of funds provided through the Budget Act of 2021 that were not included in the 2020–21 Local Control and Accountability Plan (LCAP).”*

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

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

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

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

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

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

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

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

Prompt 4: *“A description of how the LEA is implementing the federal American Rescue Plan Act and federal Elementary and Secondary*

School Emergency Relief expenditure plan, and the successes and challenges experienced during implementation.”

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

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

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

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

California Department of Education
November 2021

Local Control 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
Rising Sun Montessori School	Karl Zierhut Head of School	kzierhut@risingsunmontessori.org (916) 936-2333

Plan Summary [2022-23]

General Information

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

Rising Sun Montessori School (RSMS) provides a small-sized learning community for students in grades TK/K-8 with two staff members per classroom (one certified lead teacher and one assistant teacher), and individualized instruction for each student within the framework of the Montessori method of education.

RSMS aspires to high standards in both student behavior and academic achievement, significant student support with smaller class sizes and strong academic and social intervention programs, talented staff sustained by extensive professional development, and meaningful parent and community involvement. RSMS is committed to strengthening its students' critical thinking and problem-solving skills and encourages inquisitiveness, interaction and collaboration among student peers.

Rising Sun opened its doors with 75 students in grades 1-6 in 2014. Over the past seven years, we have grown to a total of 180 students in grades TK-8, based on fall 2021 enrollment projections.

The past 15 months has seen an emergency closure due to C19 in March of 2020, and a shift to distance learning. The technology adoption and adaptation required to execute this transition was significant.

The 2020 closure was followed by a reopening in August for both in person and distance learning options for parents.

Roughly 75% of our student population selected site based learning. This "dual model" presented unique challenges and opportunities for our staff and families.

Over this time, RSMS carefully reflected on policies and practices which were working and which ones required changes or elimination.

This was also a challenging year personally for our staff. The pandemic itself claimed the lives of at least three staff members' family members. In addition, the subsequent statewide restrictions took tolls on families and friends of our staff and students as well.

Through all of this adaptation, the teachers and classified staff of Rising Sun demonstrated resiliency and a love for children by providing services to all student groups through a rapidly changing and unfamiliar landscape.

Reflections: Successes

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

Rising Sun has shown improvement in most areas of the California School Dashboard. Rising Sun was able to offer both in person and distance learning opportunities for our families in 2020-21. This was an amazing success for our school, as roughly 75% of our students selected site based learning. For our distance learners, the creativity and dedication of our staff was instrumental in the incorporation of distance learners into the classroom for meetings, lessons, and even collaborative follow up work with peers who were on site. Distance learning for Montessori schools can be a particular challenge due to the constructive nature of the educational model. Moving from the concrete to the abstract requires hands-on materials and our teachers did an amazing job of accounting for this need for our distance learning community. One particular goal for improvement was in the area of suspension rate based on the California School Dashboard. While Dashboard information has been stagnant during the covid crisis, RSMS has seen from its own internal documentation and review that we have made significant progress in the area of Student Suspension rates which was a stated goal from the previous year.

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.

RSMS is constantly reviewing our own internal data and local indicators in addition to the eight state priorities to improve in key areas of both attendance of and services for our most at risk students. Student attendance rates for those with IEPs has been notably lower than the general student population. We have scheduled meetings with parents when concerns arise to stress the importance of attendance and we look forward to seeing the results of those meetings and interventions moving forward. Also, as a result of covid 19, opportunities for parent involvement were extremely limited. Our annual survey results indicate that 20% of our parent responders would like to see more opportunities for involvement with the school next year. We are hopeful that the continued vaccination of our student and parent population will allow for greater opportunities for their involvement with on-campus events and field trips next year. Finally, RSMS has offered summer enrichment to all interested students. We have staffing in place for a summer program which ends on July 9th.

LCAP Highlights

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

The 2021-22 LCAP has three primary goals as they related to the eight state priorities. Our first goal is measurable student achievement based on California State Standards. To this end, RSMS is offering Summer Enrichment for students who may have fallen behind academically during the pandemic closures. As a charter school, we have students who are "new" to our school each year and come from surrounding districts. Many of these districts were closed completely for over a year to in person learning. This closure has subsequently caused "gaps" in many of our "new" students. We are expecting about 20% of our student

population to take advantage of this additional learning opportunity which will be funded by one-time dollars from the State of California. As our school has grown, so has our student population with learning exceptionalism. We have a diverse group in terms of special education support needs and as such, we are hiring an additional staff member to meet these needs in Specialized Academic Instruction as well as Educationally Related Mental Health Services and other services as well.

Our second goal is to have meaningful community relationships with our stakeholders, including parents, local high schools into which our students feed, our neighboring schools and businesses with whom we collaborate, and our authorizer the Buckeye Union School District. Our parent committee is working regularly with our staff and our staff liaison to formulate ways to build community in 2021-22. One of the primary needs assessed based on our annual stakeholder survey in March was for more parent involvement in 2021-22. Rising Sun will be funding these events, as well as a stipend for the position of staff liaison to ensure seamless integration of this state goal of building community so our students, staff and families can establish stronger ties and relationships with one another. While RSMS prides itself on being a "small school" environment where relationships among staff and parents are strong, and trust is established, the pandemic has provided a significant road block to establishing these same types of relationships with our newer families. Rising Sun will use a portion of its one time state funding for this purpose.

Our third goal is to address the first two goals from the perspective of the whole child. Our students are young people who will grow into well educated, effective communicators who will interact collaboratively with their communities. In the process, we must identify and assist with barriers which be obstacles to the development of the whole child. From our approach to positive discipline and restorative processes to the physical and mental well being of our students, Rising Sun is empowering young students to have care about themselves, their classmates and those with whom they interact on a daily basis. Achieving this goal will require that each lead and assistant teacher in the classroom receive training from accredited Montessori Training Centers. Rising Sun will use one time state dollars to support our staff in their training as determined by individual reflection and self-study.

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.

None

Support for Identified Schools

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

Monitoring and Evaluating Effectiveness

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

Engaging Educational Partners

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

Over the course of summer, 2020, Rising Sun carefully collaborated with community health organizations, the county office of education, parents and staff members to formulate a plan which would allow us to open for in-person instruction in August. RSMS submitted a school-wide reopening plan, as well as an updated school-wide safety plan and a covid-19 prevention plan as a part of this process. It became clear to us that what parents wanted most was a choice. This is what we were able to offer our families. This information gathered over the summer was not from a "formal LPAC survey", per se, but rather was the result of significant stakeholder engagements over the summer in preparation for offering families a choice between in person instruction and distance learning. RSMS recognized that each family had unique circumstances and that it was our mission as a school to provide the flexibility required to meet those needs to the greatest extent possible. Opening for in person and distance learning in the fall of 2020 created a logistical and fiscal challenge, which we are happy to report was met with great success. Our LCAP was, therefore, an extension of that plan. The Learning Continuity and Attendance Plan was the initial bridge to cover the "gap" between previous LCAPs and this current one. This current LCAP is a direct outgrowth from the Learning Continuity and Attendance Plan, as well as the school-community stakeholder survey which went out in March of 2021. We also have a dedicated teacher who met with the parent committee virtually to ensure that our parent organization had a voice and an ear to what the school was planning for this upcoming year and beyond.

A summary of the feedback provided by specific educational partners.

The summary of feedback indicates that parents are seeking two things. The first of these is in person instruction without the need for masks or vaccines for C-19. Our staff, which is largely immunized would also like to return to work without the need for masks. Secondly, parents want more opportunities for involvement. The 2020-21 school year was a year without community events such as our Fall festival, or field trips which provide such amazing learning opportunities for our students. Our students also want more opportunities for they types of events which bring them together and help them learn. As of the writing of this document, there has been no formal guidance from the State or County Health Departments as to what next year will look like for students and families. It is also undetermined whether our Charter School will be able to continue to offer distance learning as an option in addition to site based learning as we did in the 2020-21 school year.

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

The biggest aspect of our LCAP is centered around the ability to meet the needs of a diverse group of learners and their families. Some have had significant health concerns and thus didn't (and don't) feel safe returning to in person instruction this year or next. We also have a population of special education students who have specific needs related to in person instruction and the limitations which masks can create especially for those who are receiving speech and language support and other therapies which require in person services and which can be hampered when a student cannot see or clearly hear a service provider.

Goals and Actions

Goal

Goal #	Description
1	Increase student achievement in math as determined by Star Math Assessments and reported on the Unified Scale through a series of actions identified below

An explanation of why the LEA has developed this goal.

In reviewing our annual assessments, it became clear that we had some students who were high achieving and made significant improvement in their math skills over this past year. We also identified some students who were not achieving at or above grade level in math but who had also made strong progress over the course of the school year. The concern is when a sub-group of lower performing students were observed to have made only minimal progress over the course of the year. Parents were consulted through virtual and in person meetings as well as through our annual LCAP survey and their input was valuable in the formulation of this plan. There are many factors which can lead to a lack of progress in a student over a given year, but RSMS leadership, in conjunction with teachers and parents gathered input to determine what supports and actions would be most effective in ensuring that those students who were not progressing would have access to opportunities and enhancements in their learning next year. To this end, RSMS has plans to take the following actions: A summer enrichment program is offered in an effort to mitigate the learning loss of students who were not able to physically attend school in person this year. Many of our new students this year were students whose school districts did not open during the past year (until May 2021 or later) and they had lost nearly one calendar year prior to joining our school. Many of these students have re-enrolled for next year and although RSMS offered them in person instruction, it was for a reduced number of hours compared to a regular school year, due to the closure of their previous schools. Second, in an effort to enhance the services provided to our learners with disabilities, RSMS will hire additional certificated and classified SPED support staff to ensure that our growing population of exceptional learners has their educational needs met. Third, RSMS will increase the budget for our McKinney-Vento support staff on site to ensure full communication with parents and guardians of students who are at risk due to homelessness or foster youth status. Fourth, Rising Sun will purchase new materials to increase access to the full curriculum for our anticipated EL population in the fall, with a focus on the lower grades where language is still emerging. Fifth, Rising Sun will continue its partnership with Renaissance Learning and the use of STAR assessments to ensure that formative assessments will continue to be used to monitor progress and inform instructional goals for each individual student. Sixth, RSMS will hire additional adults to support in the classroom for those students whose IEPs indicate that support is necessary for them to fully access the curriculum.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Math Grade Level Proficiency as Measured by STAR test Unified Scale	81% of students at or above grade level in math using Unified Scale Report in Star Math Assessment by Renaissance	80% of Students are at or above grade level in math using the Star Unified Scale Report in Star Math Assessments by Renaissance			87% of students assessed using STAR math by Renaissance will demonstrate proficiency on the Unified Scale Report

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Summer Enrichment Program	Six week Summer Enrichment course is offered to all students starting in June 2022	\$23,000.00	No
1.2	Hiring of Additional Special Education staff	Rising Sun has identified a need to hire additional teaching staff to provide support and learning opportunities in smaller settings for students with learning differences. This support is intended to increase the percentage of special education students who are demonstrating high growth/high proficiency as reported by Star Math assessments and determined using the Renaissance Unified scale.	\$55,000.00	No
1.3	Increase budget and time allotted for our Foster Youth Liaison	Rising Sun will allocate additional resources in staffing and budget to ensure that our capacity to fully engage what we predict will be a growing number of low income and foster youth students. The purpose of this engagement is to connect parents and students with the resources available to them to ensure that basic needs are met and that students are prepared for success in school on a daily basis	\$12,000.00	Yes
1.4	Early Education Curriculum for	Rising Sun will use one-time state dollars to purchase additional materials intended to help our youngest English Language Learners increase access to curriculum for math.	\$5,000.00	

Action #	Title	Description	Total Funds	Contributing
	English Language Learners			
1.5	Renaissance Star Math Assessments	Rising Sun will continue their partnership with Renaissance Learning by securing Star assessments and tracking for all students in grades three through eight	\$4,000.00	No
1.6	Additional Special Education Support Staff	Rising Sun will hire additional classified support staff to meet the growing needs of our student population and to ensure timely and effective strategies are implemented to meet goals of student IEPs	\$60,000.00	No
1.7	Response to Intervention 2 - Additional Supports	When students are in tier 2 interventions for Math, additional resources will be allocated to those students including but not limited to scheduling time for 1:1 lessons with teaching staff and implementation of additional practice opportunities at home through IXL math. The information gathered from IXL will further inform instructional strategies. Laptops will be provided to students who do not have access to the technology at home.	\$5,000.00	No

Goal Analysis [2021-22]

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

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

Rising Sun hired two additional student support personnel. One credentialed teacher and one classified employee. There were no substantive differences between planned actions and implementation of 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 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.

Our special education students increased in number from 2020-21 to 2021-22. The hiring of additional support staff has proven effective in relation to the goals being met on student IEPs.

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

There are no anticipated 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.

Goals and Actions

Goal

Goal #	Description
2	Increase student achievement on Star Reading Assessments through Summer Enrichment by offering this program to all students currently attending Rising Sun in the 2020-21 school year.

An explanation of why the LEA has developed this goal.

In reviewing our annual assessments, it became clear that we had some students who were high achieving and made significant improvement in their reading skills over this past year. We also identified some students who were not achieving at or above grade level in reading but who had also made strong progress over the course of the school year. The concern is when a sub-group of lower performing students were observed to have made only minimal progress over the course of the year. Parents were consulted through virtual and in person meetings as well as through our annual LCAP survey and their input was valuable in the formulation of this plan. There are many factors which can lead to a lack of progress in a student over a given year, but RSMS leadership, in conjunction with teachers and parents gathered input to determine what supports and actions would be most effective in ensuring that those students who were not progressing would have access to opportunities and enhancements in their learning next year. To this end, RSMS has plans to take the following actions: A summer enrichment program is offered in an effort to mitigate the learning loss of students who were not able to physically attend school in person this year. Many of our new students this year were students whose school districts did not open during the past year (until May 2021 or later) and they had lost nearly one calendar year prior to joining our school. Many of these students have re-enrolled for next year and although RSMS offered them in person instruction, it was for a reduced number of hours compared to a regular school year, due to the closure of their previous schools. Second, in an effort to enhance the services provided to our learners with disabilities, RSMS will hire additional certificated and classified SPED support staff to ensure that our growing population of exceptional learners has their educational needs met. Third, RSMS will increase the budget for our McKinney-Vento support staff on site to ensure full communication with parents and guardians of students who are at risk due to homelessness or foster youth status. Fourth, Rising Sun will purchase new materials to increase access to the full curriculum for our anticipated EL population in the fall, with a focus on the lower grades where language is still emerging. Fifth, Rising Sun will continue its partnership with Renaissance Learning and the use of STAR assessments to ensure that formative assessments will continue to be used to monitor progress and inform instructional goals for each individual student. Sixth, RSMS will hire additional adults to support in the classroom for those students whose IEPs indicate that support is necessary for them to fully access the curriculum.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Reading Grade Level Proficiency as Measured by STAR test Unified Scale	85% of Students are reading at or above grade level based on Star Reading assessments delivered to students in 20-21 school year as determined by the Star Unified Scale	73% of students are reading at or above grade level based on Star Reading assessments delivered to students in 20-21 school year as determined by the Star Unified Scale			91% of students will be at or above grade level for reading as determined by Star Reading assessments delivered to students in the 23-24 school year as determined by the Star Unified Scale.

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	Summer Enrichment Program	Our summer enrichment program is a six week program offered in June and July 2021 in an effort to assist all students with greater reading comprehension and literacy skills. This program will provide targeted interventions to those students requiring extra support and also provide enrichment for those students who would benefit from it.	\$13,000.00	No
2.2	Hiring of Additional Special Education Staff	Additional support staff are needed to ensure that those with learning exceptionalities are properly served in the area of reading comprehension and fluency.	\$55,000.00	No
2.3	Increase budget and time allotted for our Foster Youth Liaison	Rising Sun will allocate additional resources in staffing and budget to ensure that our capacity to fully engage what we predict will be a growing number of low income and foster youth students. The purpose of this engagement is to connect parents and students with the resources available to them to ensure that basic needs are met and that students are prepared for success in school on a daily basis	\$12,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
2.4	Early Education Curriculum for English Language Learners	Rising Sun will use one time state dollars to purchase additional TK/K - 3rd Grade reading and writing materials for our youngest EL students to access language and reading curriculum and the skill sets necessary for reclassification to ELP	\$4,000.00	Yes
2.5	Renaissance Star Reading Assessments	Rising Sun will continue its partnership with Renaissance learning for assessments for reading comprehension for all students in grades 3-8	\$4,000.00	No
2.6	Additional classified Special Education Support	Rising Sun will hire additional classified support staff to meet the growing needs of our student population and to ensure timely and effective strategies are implemented to meet goals of student IEPs	\$60,000.00	No
2.7	Response to Intervention 2 - Additional Supports	RSMS will implement the "Read Naturally" program for all students who have reached tier 2 RTI for reading fluency and comprehension	\$8,500.00	No

Goal Analysis [2021-22]

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

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

Rising Sun will focus on early intervention for readers beginning in grade one.

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 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.

Rising Sun hired an experienced Montessori Kindergarten teacher who has worked extensively with our TK/K population to assist them on the front-end of this goal to ensure that our students entering first grade are prepared to become full readers in first grade

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.

Rising Sun is planning on hiring a reading specialist for the 2022-23 school year to ensure that we have the staff required for both early intervention with all readers as well as targeted interventions with those students who are not progressing toward the goal of full readership by the end of first grade

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	Provide opportunities for students and their families to be active participants in their learning community, thereby building strong and trusting relationships between school and family and a sense of connectedness for students.

An explanation of why the LEA has developed this goal.

Rising Sun is very much a "community oriented" school. As a charter school with an open enrollment area, we understand that our families come from a variety of areas. Parental involvement is one of the key focus points for our school in the wake of the closures and restrictions brought about by the pandemic. As our school saw increased enrollment we also had students and families who were "new" to the school, but who also had limited opportunities to connect with our teaching and non-teaching staff. This sense of community, upon which RSMS was founded is a key focus area for this LCAP, both in 2021 and beyond. Having a sense of connectedness to school is a driving factor in student success. The more a student feels "at home" while at school, and the more involved parents can be in their students lives at school (both during school and on campus) the greater the chances are that a student will feel better about themselves and the more success they will experience. RSMS sees parental involvement at the center of the "whole" child approach to teaching and learning. We also see the value that parents and grandparents as well as other relatives can bring to the overall educational experience of all children. This goal was developed in consultation with teachers, administration, parent groups and local businesses. RSMS has partnered with local businesses to create "spirit night" events at local restaurants outside of school hours and off campus in an effort to build relationships with those local businesses and provide an opportunity to continue building community outside of the school campus. Local businesses have also supported RSMS with fundraising efforts which in turn allow for our parent committee to put on events such as our promotion ceremonies and our teacher appreciation weeks. Finally, as a stated goal of reduction of rates of suspension based on the CA school Dashboard, we believe that building strong relationships with families outside of the context of the classroom and the events which may lead to the need for disciplinary reviews and conferences creates a sense of trust between the school and the families which we serve. This allows for more restorative practices and preemption prior to problems occurring. Finally parents are a key stakeholder group and their input is vital to the development of plans such as the LCAP, or the organization of community building events. The more involvement we have with parents, the more they believe that their opinion is valued and the more points of contact the school has with its community the more likely parents are to contribute meaningful insight and feedback resulting, in turn, in better planning for the long term success of the school.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Parent Participation in School events	Currently 60% of parents are	62% of parents participated in school			75% of parents participate in school

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	participating in school-wide events and volunteering opportunities	wide events and volunteering services			events and volunteer opportunities
Suspension rate from 2019-20 school year	3.7% of students were suspended at least once during the 2019-20 school year	No students were suspended in 2020-21			Less than 2% of students suspended more than once
Parent survey responses	Currently 75% of families "strongly agree" or "agree" that the school actively seeks their input in their child's education.	90% of families "strongly agree" or "agree" that the school actively seeks their input in their child's education.			90% of parents surveyed will strongly agree or agree that the school actively seeks their input in their child's education.

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	Staff Parent Liaison Position	<p>Rising Sun has established a Community and Family Outreach program whereby a staff member is compensated with a stipend and has the following responsibilities:</p> <ol style="list-style-type: none"> 1. Develop programs and activities designed to engage families and the community in order to improve student achievement. These plans are made in collaboration with an action team of families, school staff, parent committee members, business-community partners and community members. 2. Develop strong partnerships and enhance communication between parents/families and school staff 3. Work with school leadership team, plan and implement a family/community partnership-friendly school climate, including customer satisfaction protocols for greeting parents and community partners in the building or over the phone and make the physical climate of school inviting to guests. 4. Develop and maintain the school Parent Committee 	\$3,500.00	No

Action #	Title	Description	Total Funds	Contributing
		<p>5. Work with the Head of School to communicate priorities and a strategic plan for community engagement</p> <p>6. Maintain records of meetings and related to assigned activities</p> <p>7. Attend and participate in various meetings with parent groups, administration, staff and as assigned.</p>		
3.2	Parent Volunteer Coordinator	<p>Rising Sun will establish a position within the parent committee to organize parent volunteer opportunities. These include but are not limited to:</p> <p>Classroom volunteers who work in the classroom at the direction of the lead teacher</p> <p>Field trip drivers and chaperones</p> <p>Parent work day/Facility improvement - campus wide</p> <p>Parent volunteers for community events such as our Harvest Festival, Maria Montessori Night, Spring Dance, Science/Cultural Fairs and Open House</p>		No
3.3	Parent Education Nights	<p>Rising Sun will work with Jonathan Wolfe to coordinate two Montessori Parent Education nights per year. These events are intended to educate parents on the nuanced social/emotional goals of Montessori Education and how the practices and principles of behavior and character development transcend between life at home and life at school. These trainings are attended by both parents and staff, which creates a leveled playing field and establishes agreed upon norms for how to manage the ever changing needs of the developing child, no matter which developmental plane the child is on. This "whole child" approach benefits parents and teachers as there is a common understanding of the various interests (such as independence, order, concentration and coordination) and their effects on the child as they grow and change. Thus as disciplinary issues arise there is a common understanding of how the precursors to the event took place and why and a foundation of restorative practices can be established</p>		No

Action #	Title	Description	Total Funds	Contributing
		with students and families. We believe that these educational nights will go a long way toward assisting RSMS in reduced suspension rates over the next LCAP cycle.		
3.4	Five community events to be held on campus each year	RSMS believes that the more context can be established between and among parents, students and school, the stronger the relationship will be between school and home. To this end, RSMS has planned at minimum five community events which are attended by staff members and families and put on by the Parent Committee, Parent Volunteers and the Parent Liaison. Examples of past events include: Harvest Festival, Maria Montessori Movie and Spaghetti Night, Science Fair, Cultural Fair, Open House and Back to School Night. RSMS understands that these events require an investment of dollars to provide for and build a strong sense of community which benefits all students, increases retention, enhances the long term relationships between school and family, and furthers the bonds of trust between school and home. In the past, these events have been very successful from the standpoint of community building, but they are often not self-sustaining in terms of funding. This investment on the part of the school into the relationships with families will also result in a greater sense of connectedness for students and families and will serve to assist in fewer disciplinary issues at school.	\$10,000.00	No
3.5	A minimum of four spirit nights per year	Rising Sun, it's Parent Liaison, and the Parent Committee will work in conjunction with local restaurants to coordinate a minimum of four RSMS Spriti Night events per year. These events occur off campus after school hours and allow for families, students and staff members to share a meal together. We believe that these events strengthen relationships with families and allow for parents and staff to interact with their children in an environment which is not "school centered." Events such as these serve to build a sense of connectedness for the students as they see their parents and teachers socializing in a way which is not on the school campus.		No

Action #	Title	Description	Total Funds	Contributing

Goal Analysis [2021-22]

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

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

Our parent community was more actively involved with volunteering for field trips, community service days, classroom volunteerism and overall interaction with the school. Our plan was implemented well and the results were very successful.

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 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.

We can determine by the data that our specific actions were very effective in making progress toward the goal (goal was surpassed)

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.

For the 2022-23 school year, RSMS has identified targeted actions to improve the consistency of messaging to parents as we work toward our Student-learner outcomes. We have four such outcomes, based on our take-aways from our initial WASC visit and subsequent three year accreditation. These four goals are that Rising Sun Students will be:

Self-Aware (understanding how they learn)

Self-Confident (the truth that they did it, and not one did it for them)

Peaceful and Purposeful in their relationships with others (the ability to advocate for themselves with both peers and adults to work toward achieving personal and academic success)

Intrinsically Motivated (to show initiative and respect for their own abilities as learners - to be self-starters who complete their tasks)

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	Rising Sun will reduce the percentage of students who are chronically absent by focusing on the unique educational and social-emotional needs of the "whole child" as approached from a holistic framework of educational, community and social-emotional needs.

An explanation of why the LEA has developed this goal.

Beginning with the closure of our school from March of 2020 through August 2020, RSMS administrators, teachers and staff placed a primary emphasis on the basic needs of our students who had experienced a sudden and unprecedented change in their educational delivery model. As a Montessori school, RSMS fully understands the importance of "social learning" through collaboration, coordination and communication amongst its students population. The social-emotional needs of our students became apparent and it became clear that offering a choice for in person learning became a paramount priority for the 2020-21 school year. This information was gathered from students, staff and parents who were nearly unanimous in their opinion that we needed to do everything possible to be "open for on-site learning" for as many families who were able to participate. The result of this was a survey sent out to parents asking them if they would be interested in site based learning for the year, or distance learning for either: the first trimester, the first and second trimester or the entire year. Roughly 70% of our respondents indicated that they would prefer site-based learning with appropriate precautions, such as masks, social distancing, temperature checks, routine disinfecting of surfaces and shifting to M-13 air filtration systems, all of which (and more) RSMS undertook this year. With all of that said, there were still 30% of our student population which was unable to return to site based learning for reasons related to health and c19, and thus we were tasked with delivering a distance-learning model which met state requirements for those students. As we progressed in our distance learning it became apparent that some of our students were disengaged and were beginning to suffer both academically and socially. As meetings with parents were undertaken, it was clear that the same motivation and excitement levels were not present in our distance learners and that some of the them felt they were "missing out" on their relationships, friendships and learning activities with peers with make site based learning so impactful. This reality, as well as the prospect of the unknown as it relates to the capacity for RSMS to continue to offer distance learning in the fall due to lack of current guidance from state agencies indicates that we will likely have a significant portion of our student population returning in the fall of 2021 who may feel disengaged, discouraged and may even be suffering from mental health issues such as anxiety or depression. Often times, these conditions can lead to a further lack of attendance.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Student Chronic Absenteeism Rates	9% According to 2019-20 School Dashboard	2021-22 Chronic Absenteeism Rate is 17%. This is mostly due to absences related to Covid-19 quarantine rules.			Less than 4%

Actions

Action #	Title	Description	Total Funds	Contributing
4.1	Implementation of Counseling Program for students in need	Rising Sun will contract with an NPA to provide student counseling services for our students.	\$10,000.00	No
4.2	Positive Discipline Training for one full time staff member per year	Rising Sun will provide for training for one staff member to be certified in Positive Discipline each year for the next three years	\$500.00	No
4.3	Establishment of part time McKinney Vento support staff on site	Rising Sun will provide for one staff member to be a liaison for our McKinney Vento families to ensure that resources are available and that our homeless students, thereby increasing attendance rates for those students who may be experiencing homelessness as a result of financial or other hardships.	\$6,000.00	Yes

Goal Analysis [2021-22]

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

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

Rising Sun worked extensively with new families who came to us from a year and a half of distance learning. While our percentage of students who were chronically absent increased this year, so did a population of students who had not gone to school in over a year. Rising Sun administration took extensive measures to support families who were also affected by the wild fires in El Dorado County in 2022. Several students and staff had to be evacuated and some lost their homes. This has also contributed to extended absences. Rising Sun

also extended the offer of Educationally Related Mental Health Services (ERMHS) to more families as many students struggled to reintegrate into the classroom on a consistent basis and could find themselves facing general anxiety around the expectations of consistency of both work completion and attendance.

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.

A greater share of expenses was given to ERMHS than initially budgeted due to the increased number of students to whom the service was offered.

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

Rising Sun did see a reduction in chronic absenteeism as the year progressed. This reduction in percentage of days missed over first trimester vs. second trimester is attributed to the interventions which RSMS undertook.

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.

Rising Sun has instituted a WASC area of focus for the 2022-23 school year intended to consistently provide positive information to parents regarding their student's progress toward our four learner outcomes. These communications are intended to assist families in maintaining a positive outlook toward the reintegration of students into the classroom. The general school population for publicly funded schools across the state (including for the first time in 30 years, charter schools like RSMS) saw a sharp decline as many parents either moved out of state or opted to home-school their students or enroll them in private schools. This is according to most studies, due to the Covid-19 pandemic or the Governor's response to it visa-vi schools (fears of vaccination requirements or disagreements with masking policies). Rising Sun is hopeful that with a decrease in cases and a lack of severity among younger students who do test positive that those parents who opted for private education or for home-school will return to public education and is prepared to assist those families with the new challenge of mandated school attendance.

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 [2021-22]

An analysis of how this goal was carried out in the previous year.
 A description of any substantive differences in planned actions and actual implementation of these actions.

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 [2022-23]

Projected LCFF Supplemental and/or Concentration Grants	Projected Additional LCFF Concentration Grant (15 percent)
750	\$550

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
15.00%	0	\$0.00	15.00%

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.

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

Rising Sun is hiring additional classified staff to ensure that all students are properly identified and served for the 2022-23 school year. We will expend additional dollars to pay staff to work additional hours.

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

NA - Rising Sun does not fall into the 55% or higher threshold for foster youth, English learners and low-income students

Staff-to-student ratios by type of school and concentration of unduplicated students	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of classified staff providing direct services to students	1:10	
Staff-to-student ratio of certificated staff providing direct services to students	1:10	

2022-23 Total Expenditures Table

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	\$249,000.00	\$59,000.00	\$12,500.00	\$30,000.00	\$350,500.00	\$244,500.00	\$106,000.00

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1.1	Summer Enrichment Program	Any student who wishes to attend will attend All Students with Disabilities	\$10,000.00	\$13,000.00			\$23,000.00
1	1.2	Hiring of Additional Special Education staff	Students with identified learning differences Students with Disabilities	\$40,000.00			\$15,000.00	\$55,000.00
1	1.3	Increase budget and time allotted for our Foster Youth Liaison	Foster Youth Low Income	\$8,000.00	\$4,000.00			\$12,000.00
1	1.4	Early Education Curriculum for English Language Learners	English Learners		\$5,000.00			\$5,000.00
1	1.5	Renaissance Star Math Assessments	All Students with Disabilities	\$4,000.00				\$4,000.00
1	1.6	Additional Special Education Support Staff	Students with Disabilities	\$60,000.00				\$60,000.00
1	1.7	Response to Intervention 2 - Additional Supports	All	\$2,500.00		\$2,500.00		\$5,000.00
2	2.1	Summer Enrichment Program	All Students with Disabilities		\$13,000.00			\$13,000.00

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
2	2.2	Hiring of Additional Special Education Staff	Students with identified learning differences Students with Disabilities	\$40,000.00			\$15,000.00	\$55,000.00
2	2.3	Increase budget and time allotted for our Foster Youth Liaison	Foster Youth Low Income	\$4,000.00	\$8,000.00			\$12,000.00
2	2.4	Early Education Curriculum for English Language Learners	English Learners		\$4,000.00			\$4,000.00
2	2.5	Renaissance Star Reading Assessments	All	\$4,000.00				\$4,000.00
2	2.6	Additional classified Special Education Support	Students with Disabilities	\$60,000.00				\$60,000.00
2	2.7	Response to Intervention 2 - Additional Supports	Tier 2 RTI Students (prior to referral for assessment) All Students with Disabilities	\$5,000.00	\$3,500.00			\$8,500.00
3	3.1	Staff Parent Liaison Position	All	\$3,500.00				\$3,500.00
3	3.2	Parent Volunteer Coordinator	All					
3	3.3	Parent Education Nights	All					
3	3.4	Five community events to be held on campus each year	All			\$10,000.00		\$10,000.00
3	3.5	A minimum of four spirit nights per year	All					
4	4.1	Implementation of Counseling Program for students in need	All	\$5,000.00	\$5,000.00			\$10,000.00
4	4.2	Positive Discipline Training for one full time staff member per year	All		\$500.00			\$500.00

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
4	4.3	Establishment of part time McKinney Vento support staff on site	Low Income	\$3,000.00	\$3,000.00			\$6,000.00

2022-23 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
5000	750	15.00%	0	15.00%	\$15,000.00	0.00%	300.00%	Total:	\$15,000.00
								LEA-wide Total:	\$8,000.00
								Limited Total:	\$15,000.00
								Schoolwide Total:	\$0.00

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	1.3	Increase budget and time allotted for our Foster Youth Liaison	Yes	LEA-wide Limited to Unduplicated Student Group(s)	Foster Youth Low Income	All Schools	\$8,000.00	
1	1.4	Early Education Curriculum for English Language Learners			English Learners			
2	2.3	Increase budget and time allotted for our Foster Youth Liaison	Yes	Limited to Unduplicated Student Group(s)	Foster Youth Low Income	All Schools	\$4,000.00	
2	2.4	Early Education Curriculum for English Language Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	TK/K - 3rd Grade		
4	4.3	Establishment of part time McKinney Vento support staff on site	Yes	Limited to Unduplicated Student Group(s)	Low Income	All Schools	\$3,000.00	

2021-22 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	\$340,500.00	\$285,000.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1.1	Summer Enrichment Program	No	\$13,000.00	12500
1	1.2	Hiring of Additional Special Education staff	No	\$55,000.00	65000
1	1.3	Increase budget and time allotted for our Foster Youth Liaison	Yes	\$12,000.00	14000
1	1.4	Early Education Curriculum for English Language Learners		\$5,000.00	3500
1	1.5	Renaissance Star Math Assessments	No	\$4,000.00	4500
1	1.6	Additional Special Education Support Staff	No	\$60,000.00	25000
1	1.7	Response to Intervention 2 - Additional Supports	No	\$5,000.00	3500
2	2.1	Summer Enrichment Program	No	\$13,000.00	12500
2	2.2	Hiring of Additional Special Education Staff	No	\$55,000.00	65000

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	2.3	Increase budget and time allotted for our Foster Youth Liaison	Yes	\$12,000.00	14000
2	2.4	Early Education Curriculum for English Language Learners	Yes	\$4,000.00	3500
2	2.5	Renaissance Star Reading Assessments	No	\$4,000.00	4500
2	2.6	Additional classified Special Education Support	No	\$60,000.00	20000
2	2.7	Response to Intervention 2 - Additional Supports	No	\$8,500.00	3500
3	3.1	Staff Parent Liaison Position	No	\$3,500.00	3500
3	3.2	Parent Volunteer Coordinator	No		
3	3.3	Parent Education Nights	No		
3	3.4	Five community events to be held on campus each year	No	\$10,000.00	12000
3	3.5	A minimum of four spirit nights per year	No		
4	4.1	Implementation of Counseling Program for students in need	No	\$10,000.00	12000
4	4.2	Positive Discipline Training for one full time staff member per year	No	\$500.00	500

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)
4	4.3	Establishment of part time McKinney Vento support staff on site	Yes	\$6,000.00	6000

2021-22 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)
	\$15,000.00	\$16,500.00	(\$1,500.00)	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	1.3	Increase budget and time allotted for our Foster Youth Liaison	Yes	\$8,000.00	6000		
2	2.3	Increase budget and time allotted for our Foster Youth Liaison	Yes	\$4,000.00	6000		
2	2.4	Early Education Curriculum for English Language Learners	Yes				
4	4.3	Establishment of part time McKinney Vento support staff on site	Yes	\$3,000.00	4500		

2021-22 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
		0	0.00%	\$16,500.00	0.00%	0.00%	\$0.00	0.00%

Instructions

[Plan Summary](#)

[Engaging Educational Partners](#)

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

Contributing Actions Annual Update Table

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

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

- 7. Total Estimated Actual Expenditures for Contributing Actions
 - This amount is the total of the Estimated Actual Expenditures for Contributing Actions (LCFF Funds)
- Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)
 - This amount is the Total Estimated Actual Expenditures for Contributing Actions (7) subtracted from the Total Planned Contributing Expenditures (4)
- 5. Total Planned Percentage of Improved Services (%)
 - This amount is the total of the Planned Percentage of Improved Services column
- 8. Total Estimated Actual Percentage of Improved Services (%)
 - This amount is the total of the Estimated Actual Percentage of Improved Services column
- Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)
 - This amount is the Total Planned Percentage of Improved Services (5) subtracted from the Total Estimated Actual Percentage of Improved Services (8)

LCFF Carryover Table

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

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

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

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