

LCFF Budget Overview for Parents Template

Local Educational Agency (LEA) Name: Explore Academy

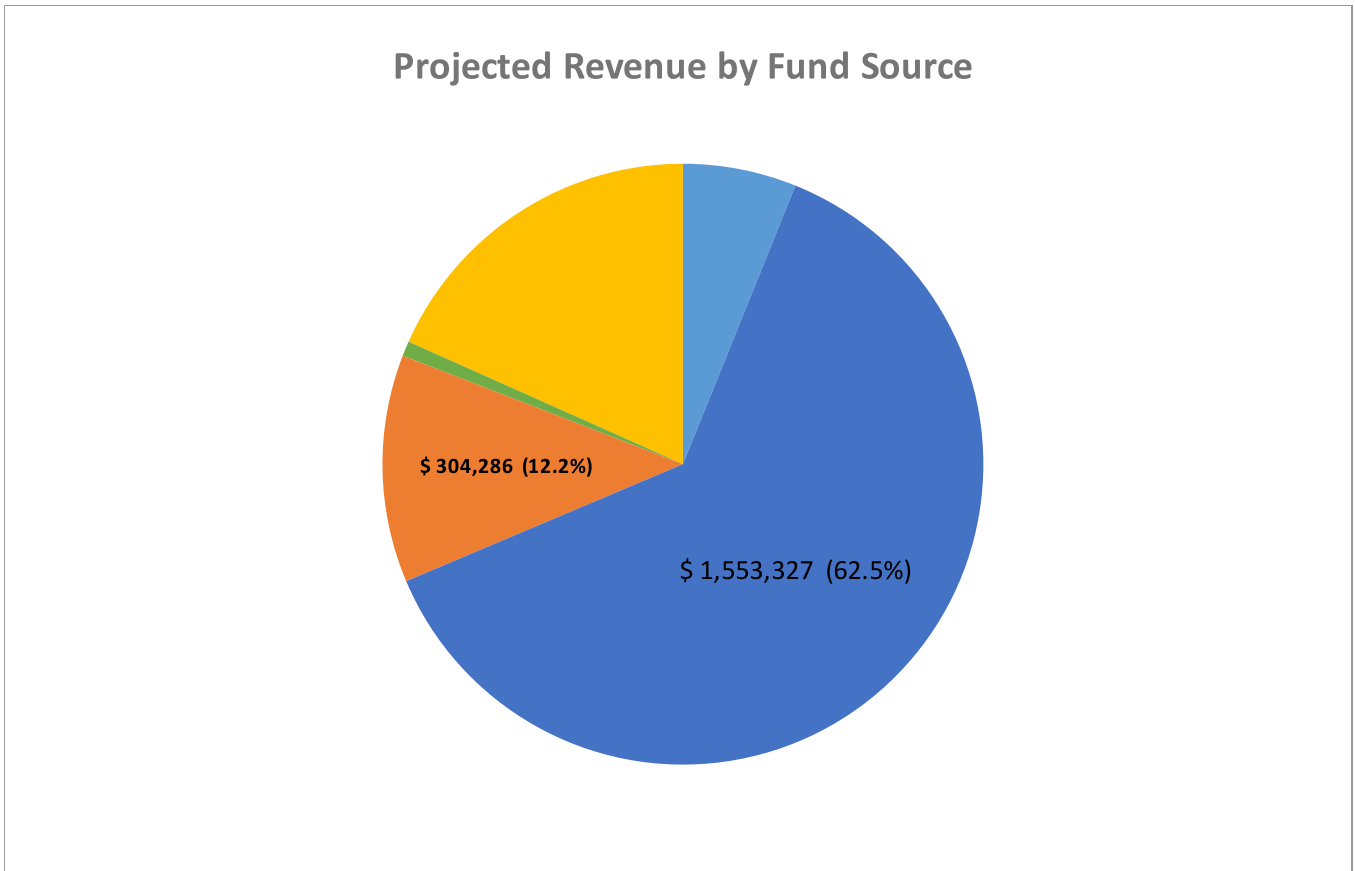
CDS Code: 30-10306-0142000

School Year: 2023-24

LEA contact information: Cecilia Iglesias 714-485-6396 iglesias.explorek12@explore.academy

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

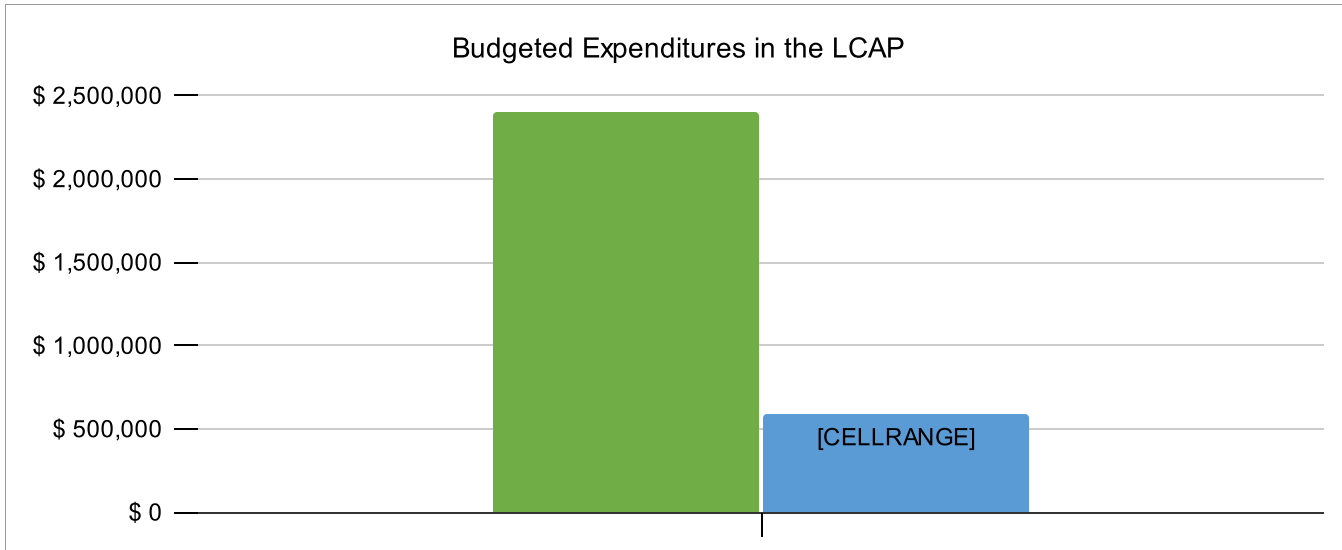
Budget Overview for the 2023-24 School Year



This chart shows the total general purpose revenue Explore Academy 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 Explore Academy is \$2,484,575.75, of which \$1,705,190.00 is Local Control Funding Formula (LCFF), \$304,285.50 is other state funds, \$20,000.00 is local funds, and \$455,100.25 is federal funds. Of the \$1,705,190.00 in LCFF Funds, \$151,863.00 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

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



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

The text description of the above chart is as follows: Explore Academy plans to spend \$2,398,727.25 for the 2023-24 school year. Of that amount, \$592,862.00 is tied to actions/services in the LCAP and \$1,805,865.25 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

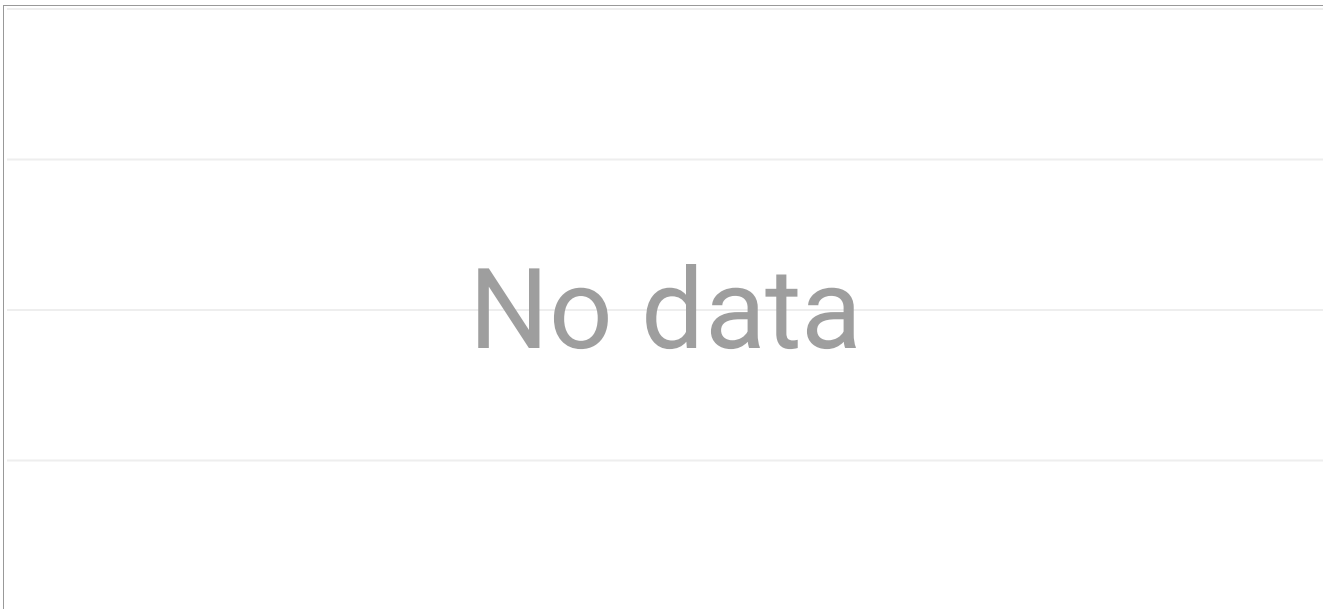
General fund budgeted expenditures that are not in the LCAP include administrative salaries, office staff salaries, employee benefits, custodial and office supplies, food expenses, district oversight fees, technology expense, dues and membership, operating expenses such as insurance, lease expense, legal fees, HR and payroll expenses, advertising and recruiting expenses, and back-office services.

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

In 2023-24, Explore Academy is projecting it will receive \$151,863.00 based on the enrollment of foster youth, English learner, and low-income students. Explore Academy must describe how it intends to increase or improve services for high needs students in the LCAP. Explore Academy plans to spend \$67,650.00 towards meeting this requirement, as described in the LCAP. The additional improved services described in the plan include the following:

Explore Academy has also added an additional Action in the LCAP that has a percentage to increase services, called English Learner Coordinator. Although no direct cost is associated with this action, services to English Learners will be provided to improve services by 3.95%. As Explore Academy is about to begin its first year of operation in the 2023-24 school year, the school will take a deeper look at the unique needs of the unduplicated pupils, once the student body has been established, and will take the necessary steps to ensure that the needs of those students are being met.

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



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

The text description of the above chart is as follows: In 2022-23, Explore Academy's LCAP budgeted \$N/A for planned actions to increase or improve services for high needs students. Explore Academy actually spent \$N/A for actions to increase or improve services for high needs students in 2022-23.

Local Control and Accountability Plan

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Explore Academy	Cecilia Iglesias Interim Executive Director	iglesias.explorek12@explore.academy 714-485-6396

Plan Summary 2023-24

General Information

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

Explore Academy is a countywide benefit charter school authorized by the Orange County Board of Education. It will serve an expected 120-150 TK-5th grade students in its first year of operation. The school is located in Orange, California. The first school has not yet opened.

Mission, Vision, and Values

Our mission is to provide all students across Orange County with a personalized educational experience through a network of countywide curricular diversity and the power of student voice and choice, allowing each student to create a personalized and engaging educational pathway in preparation for college.

Our vision and core academic philosophy are based on the idea of a differentiated curriculum in utilizing an expansive set of electives to provide students equal opportunity for choice in their learning, all the while empowering them with the freedom to create unique and individualized educational pathways.

We believe that an Educated Person in the 21st Century must embody and embrace our five core values. These core values serve as cornerstones for our educational program and school community: Resilience, Collaboration, Safety, Continual Development, and Personal Responsibility.

Resilience

Resilience is a value that is interwoven throughout the Explore Academy learning model. In our standards-based system, it is vital that students and staff develop the grit to push through challenges to grow personally and academically. We feel that it is vital for students to develop healthy mechanisms for maneuvering experiences and situations that can be overwhelming or challenging. Resilience can also support students as they maintain balance in their personal and academic lives, especially during difficult and stressful periods of time. Our educational model focuses on the ability to remain resilient and determined, even in the most trying situations. The constant challenges of our time require that an educated person in the 21st century develop and demonstrate resilience.

Collaboration

Explore Academy promotes collaboration at all levels—administration, scholars, staff, and the community—to create a team environment in which school community members work together to achieve common goals and objectives. With our staff, elements such as common summative assessments and dedicated professional collaboration time provides teachers, administrators, and support staff with the opportunity to work as a whole and in specific groups to take on school tasks as a team. This same value is then implemented in the classroom as teachers utilize seminar-style instruction to maintain high levels of student engagement and collaboration. At all levels of Explore Academy, we value collaboration and promote opportunities for our students and staff to work together toward school, academic, and personal success. The interconnectedness of our local and global communities requires that an educated person in the 21st century be an effective collaborator.

Safety

Every member of the school community deserves to always feel and be safe. We uphold a strong expectation of respect among all students and staff and have no tolerance for activities that put our students or staff at risk physically, emotionally, or academically. This includes zero tolerance of bullying, intimidation, violence, threatening behavior, etc. This also extends into the academic realm where we do not tolerate disruptive behavior, misuse of school time or resources, or other behaviors that put the safety of our students and staff, or their right to a quality education, at risk. Physical and mental health are critical to our ability to thrive. An educated person in the 21st century ensures the physical and mental wellbeing of themselves and others.

Continual Development

Our scholars will be taught that their honest effort and continual development should be driving forces in their education. We believe that failure is not synonymous with defeat or negligence, but rather, can (and should) be seen as an indication of an area that needs more support, remediation, and time. Thus, we encourage the scholars to “fail forward” at times when they struggle. As scholars move through the curriculum, they will at some point likely fail to master the standards in one semester (for grades TK-3), one quarter (for grades 4-7), or one term (grades 8-12), but they will retake those classes having made valuable progress toward proficiency in the required standards. Continual development of each student takes into account that all students are unique learners, and as such they will each have areas of strength and areas in need of more support. In the learning process, as long as a student is exerting full effort, it is crucial to remain focused on continual development and improvement that accompanies hard work and perseverance, especially when objectives are not met in the first attempt. An educated person in the 21st Century is a life-long learner.

Personal Responsibility

Explore Academy’s model is grounded in the academic standards for each content area, so scholar credit can only be earned through mastery. This creates a system in which students are taught high levels of personal responsibility; each scholar is responsible for their own learning and success. There will be no grades to average, no extra credit, no busy work. Students will learn to be responsible for their own educational journey, learning self-advocacy, time management, and self-control. Teachers, similarly, will be held to high standards of personal accountability. Data-driven school systems and evaluations will operate constantly throughout the year, with metrics collected daily, weekly, monthly, semiannually, and annually. Just as teachers use formative feedback and personalized instruction to guide each

student down their unique path, Explore Academy Leadership Team will use data systems to guide each teacher as they work toward improving their craft and student achievement levels throughout the year. Ultimately, we feel that personal responsibility is paramount in the success of scholars, teachers, and the school as a whole. An educated person in the 21st century takes personal responsibility for their work and actions, and expects others to do the same.

Across the curriculum, students will engage in differentiated learning seminars and “flavors”: coursework that is inherently elective in nature, aligned to the State Standards and tailored to a student’s choice in study. This student-centered approach to learning prepares our students for long-term academic success by helping them gain content knowledge as well as cognitive and non-cognitive skills required for college and beyond.

Reflections: Successes

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

The school is not yet open. Our current successes include:

- a) the strong interest and commitment from parents and families to enroll their child into the school,
- b) enthusiasm from families about our Vision to develop our TK-5 educational program into a TK-12 model as outlined in our Explore Academy Charter and Strategic Plan,
- c) hiring of strong and experienced educational leaders and classified staff
- d) prospective hiring (applicant pool) of high quality and certificated faculty,
- e) positive community relationships developed with businesses and organizations in the community and established community partnerships
- g) established framework of research based and standards-aligned curricula for instructional delivery
- h) Establishment of a Comprehensive Plan for continuous and systematic Family Engagement and Partnership
- i) Establishment of a Comprehensive Plan for Positive Behaviors, Interventions, and Supports as part of Explore Academy’s Multi-Tiered Systems and Supports for scholar success and full-time access to on-campus learning
- j) Development of the Explore Academy’s Comprehensive Safety and Crisis Plan to ensure a safe and orderly school

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.

The school is not yet open. Given that we do not have current California School Dashboard data, we will rely on the current local data we are collecting and will have to identify the greatest area of need for Explore Academy.

As part of our Explore Academy Strategic Improvement Plan and Annual Focus we will recruit family and team members to launch the following: School Site Council, English Language Advisory Council, Family Safety Committee, Partners in Educating Scholars with Exceptionalities, monthly Family Town Halls, and the engagement of cycles of inquiry by releasing, analyzing, and reporting out family and scholar survey data. These forums ensure compliance with California Education Code, engagement in progress monitoring, development, and approval of the LCAP, and researched-based best practices for high performing schools.

Additionally, we will identify ongoing needs as we engage with families when enrolling with their children in New Scholar and Family Orientation, Back to School Night and Open House Events, Monthly Family Town Halls and Principal Coffee events, student-led conference weeks, empowering family workshops and trainings, and School Tours.

Consistent with our review of demographic and performance data of local LEAs and our engagement with prospective families, wanting to enroll their children into Explore Academy, we anticipate vast proficiency gaps in math and English Language Arts that exist and expectations that we will move expeditiously to close these gaps. We have identified that an intense focus on attendance, math proficiency, and English Language Arts proficiency are most critical for our students. Our Annual Focus for our inaugural year is to launch cycles of inquiry using informal and formal formative and summative assessment measures to ascertain individual student performance and readiness, instructional integrity, and appropriate differentiation of instruction using a workshop model of instruction that allows for student voice and choice, responsibility, and engagement.

LCAP Highlights

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

We have a clear understanding of the strengths of our educational program and the strong need of our future families to have a quality educational option that will systematically close stark achievement gaps present in Orange County schools. While it has been challenging to

locate a facility to accommodate our needs, we are confident that the school is fiscally secure and sustainable. Goals and expenditures to support the vision and mission of the school will be reflected in the three goals of this LCAP document. Our goals are:

* Goal 1 -- Improve scholars' attendance and both scholars' and parents' attitudes toward school through attendance incentives, family supports, and accountability measures, a positive school climate, social-emotional learning and support, and timely and appropriate academic support.

* Goal 2 -- Improve students' academic growth in English-Language Arts as measured by Standards-Based Report Cards, iReady Reading Assessments, and SBAC Assessments, with a focus on school-wide data, as well as significant subgroup data for English Learners, Foster Youth, Latino, Socioeconomically Disadvantaged, and Students with Disabilities (SWD).

* Goal 3 -- Improve scholars' academic progress in Mathematics as measured by Standards-Based Report Cards, iReady Mathematics Assessments, and SBAC Assessments, with a focus on school-wide data, as well as significant subgroup data for English Learners, Foster Youth, Latino, Hispanic, and Socioeconomically Disadvantaged, and Students with Disabilities (SWD).

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.

N/A

Support for Identified Schools

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

N/A

Monitoring and Evaluating Effectiveness

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

N/A

Engaging Educational Partners

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

We did not engage educational partners in the development of this LCAP as we are still preparing for our school opening. However, in writing of the petition itself, we actively engaged with local parents in parent community meetings, at faith-based organizational assemblies, and with chamber of commerce representatives. We will further develop on these outreach efforts as we proceed.

The authors of this LCAP understand the responsibility, ethics, and Education Code for establishing a robust process for developing, reviewing, drafting, and approving the LCAP. This includes the Executive Director’s responsibility for engaging all stakeholders in a systematic process for soliciting input, reviewing multiple data sets, and collaborating on areas of progress, needs, and strengths in the Eight Priorities.

A summary of the feedback provided by specific educational partners.

Parents with whom we initially did outreach with requested that the school focus on closing achievement gaps in math and reading especially. Faith-based organizations requested greater parent empowerment and chamber representatives also wanted to see the school close achievement gaps.

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

Input from the educational partners we sought influenced our focus on closing the achievement gaps all see.

Goals and Actions

Goal 1

Goal #	Description
[Goal #1]	Scholars' attendance, and both scholars' and parents' attitudes toward school, and sense of safety will be improved through attendance incentives, support measures, and accountability, a positive school climate that focuses on perceived and actual safety, social-emotional learning and support, timely academic intervention and support, and parents, as well as scholars, will be immersed in the culture of excellence via daily, weekly, monthly, and quarterly celebratory assemblies and recognitions.

An explanation of why the LEA has developed this goal.

A positive school climate has a strong impact on attendance, punctuality, and attitude toward school. At Explore, we stress the importance of being respectful, responsible, safe, and kind. This is extolled in Scholar Pledge and reinforced in our established and research-based Positive Behaviors, Interventions, and Support (PBIS) framework, that adopted as part of our school's Multiple Tiers of Systems and Supports (MTSS)

Attendance is a critical component of success. At Explore, our goal is to ensure that students are not only present but engage in the classrooms and will be encouraged to maintain high attendance rates. At Explore, we understand that families are a critical part of school attendance success, and our Explore Team will actively engage with parents to help their scholars attend school in order to learn.

As part of our Annual Focus, the Explore Team will engage in a Comprehensive Attendance Imperative that focuses on three tiers of efforts, which include aligned measures for motivation and celebration, family engagement and support, intervention and accountability.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Attendance Data	There is currently no baseline, as the school has not begun its first year.	N/A	N/A		97%
Tardiness Data	There is currently no baseline, as the school has not begun its first year.	N/A	N/A		5%

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Progress Monitoring and Comprehensive Support Model	<p>The Explore Academy Team will monitor daily and weekly Average Daily Attendance) for individuals, classrooms, and grade level cohorts. Only classroom ADA will be reported in the internal daily bulletin, shared out in classroom communities, and with families in the weekly newsletter.</p> <p>Daily, each classroom will engage in meaningful and purposeful tracking of attendance, which includes reflections, goal-setting, incentives, and celebrations.</p>	\$3,000	N

Action #	Title	Description	Total Funds	Contributing
1.2	Attendance Awareness and Parent Participation	<p>Each week all classrooms meeting Perfect and Excellent Attendance expectations will be given rewarded and recognized. Scholars will be celebrated monthly and by trimesters for their attendance.</p> <p>As part of the Explore Academy Family Engagement Workshop Series, Attendance will be a workshop topic offered throughout the year.</p> <p>Parents will be invited and encouraged to participate by visiting classrooms and monitoring their childs' attendance rates and goals.</p> <p>Special certificates will also be awarded to parents of students in classrooms each trimester where attendance has been strongest.</p>	\$1,500	N
1.3	Punctuality Awareness and Incentives	Scholars who arrive at school on time and in school dress code will be part of a daily drawing in their classrooms.	\$1,000	N
1.4	Perfect Attendance Recognition	Each trimester, scholars with perfect attendance will be recognized with a certificate, as well as a Explore Academy spirit t-shirt.	\$1,000	N

Goal Analysis for [LCAP Year]

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.

N/A

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.

N/A

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

N/A

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.

N/A

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

Goal 2

Goal #	Description
#2	Scholars' academic growth in English-Language Arts will improve as measured by research-based running records, progress reports, Standards-Based Report Cards, iReady Reading Assessments, ELPAC performance reports, and SBAC Assessments, with a focus on school-wide data, as well as significant subgroup data for EnglishLearners, Hispanic, and Socioeconomically Disadvantaged.

An explanation of why the LEA has developed this goal.

Based on the analysis of data from Standards-Based Report Cards and iReady Reading Assessments for Grades TK-5 and SBAC ELA data for Grades TK-5, many scholars continue to struggle in English-Language Arts to meet proficiency at Levels 3 and 4. Due to the effects of the Covid-19 pandemic, the gap has become even wider among sub-groups and cohorts of scholars..

A focus on English Language Arts, notably in the area of reading, writing, and listening (comprehension) is necessary for grade level access of content and learning in all areas of schooling. With an interdisciplinary focusing on reading and writing for all scholars, an intensification of services for the subgroups of English Learners, Latino, SWD, Foster Youth (FY), and Socioeconomic Disadvantaged is imperative.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Standards-Based Report Cards	There is currently no baseline, as the school has not begun its first year.	N/A	N/A		2023-2024 EOY English-Language Arts Average Grades: Reading -- 3.00 Writing -- 3.00 Speaking/Listening -- 3.00 Language -- 3.00
iReady Reading Assessments	There is currently no baseline, as the school has not begun its first year.	N/A	N/A		2023-2024 EOY iReady Reading Assessment: For all grade levels, 100% of the scholars should meet their Annual Typical Growth Goal, 80% of the scholars should make their Annual Stretch Goals, and 100% should have an improved placement. The same desired outcomes are true for English Learners, Hispanics, and Socioeconomically Disadvantaged.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
SBAC for English Language Arts	There is currently no baseline, as the school has not begun its first year.	N/A	N/A		2023-2024 SBAC Date for ELA For school-wide and the subgroups of English Learners, Hispanics, and Socioeconomically Disadvantaged, the goal is to meet the standard (green level).

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	7 Classroom Teachers (one per grade level TK-5)	The classroom teachers selected for Explore Academy will be highly qualified with a clear vision for utilizing informal and formal formative and summative data to identify gaps in scholars' learning and to accelerate the closing of those gaps to move the student towards grade level proficiency.	\$471,212.00	N
2.2	ELA Professional Development	Extensive professional development will be undertaken with all of our teachers to enhance their understanding of the metrics of learning gaps in English Language Arts and skills to close these and advance proficiency. Teachers will engage in systematic planning and coaching sessions with deans of instruction, hired learning consultants, participate in conferences/workshops designed for reading, closing the achievement gaps, particularly in Reading, and engaging scholars in being conscientious readers.	\$7,000.00	N

Action #	Title	Description	Total Funds	Contributing
2.3	ELA Instructional Program	<p>Explore Academy will provide all students with board approved Common Core Standards Aligned ELA Curriculum.</p> <p>Continue to streamline TK-5 ELA curriculum to align with our development into a TK-12 model of education.</p>	\$30,000	N
2.4	Blended Learning: Computer-Based Instruction for English Language Arts	<p>As part of our workshop model for English Language Arts, blended learning is integral to ensure appropriate differentiation is feasible.</p> <p>Each teacher will purposefully use a selection of computer-based programs requiring subscriptions for scholar in-class and at-home use. The ELA programs in use may include:</p> <ul style="list-style-type: none"> *Google Suite for Students (e.g. Peardeck) * Flocabulary * iReady Reading * Nearpod * Newsela * RazKids * Starfall <p>Additionally, the faculty and staff need presentation software and hardware, as well as the need to ensure digital literacy and citizenship, and the supervision of scholars' safe use of computers.</p>	\$10,000	Y

Action #	Title	Description	Total Funds	Contributing
2.5	Supplemental Curriculum for English Language Learners	<p>Aside from Designated English Language Development, faculty and staff will be trained in Project GLAD (Guided Language Acquisition Design) that is to be used as part of our integrated approach to English Language Development in all content areas for our English Language Learners.</p> <p>Explore Academy will identify a Lead Multi-Language Learner Teacher to join the Executive Director in engaging in professional development and then offer ongoing coaching and training to the Explore Academy Team.</p> <p>Instructional Rounds, Learning Labs, coaching sessions, and planning sessions are the adopted structures that will be used to ensure our English Language Learners' needs are met, and these scholars are able to make appropriate progress and success as outlined in our mission.</p>	\$3,000	Y
2.6	Tutoring for Unduplicated Pupils	Explore Academy will provide tutoring sessions to support the unique learning needs of the unduplicated pupil population. This includes all English Learners, Foster Children, and Low-income students.	\$15,000	Y
2.7	2 Instructional Assistants	Explore Academy will hire two (2) Instructional Assistants to assist in supporting the unduplicated pupil population within the classroom environments.	\$34,650	Y
2.8	English Learner Coordinator	Explore Academy will identify a Lead Multi-Language Learner Teacher to join the Executive Director in engaging in professional development and then offer ongoing coaching and training to the Explore Academy Team.	\$0	Y

Goal Analysis for [LCAP Year]

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.

N/A

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.

N/A

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

N/A

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.

N/A

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

Goal 3

Goal #	Description
3	Scholars' academic growth in mathematics will improve as measured by progress reports, Standards-Based Report Cards, iReady Mathematics Assessments, and SBAC Assessments, with a focus on school-wide data, as well as significant subgroup data for English Learners, Foster Youth, Black/African American, Latino, Students with Disabilities (SWD), and Socioeconomically Disadvantaged.

An explanation of why the LEA has developed this goal.

Based on the analysis of data from Standards-Based Report Cards and iReady Mathematics Assessments for Grades TK-5 and SBAC Mathematics data for Grades 3-6, many Explore Academy scholars continue to struggle in mathematics. Based on state reported performance levels, published white papers, and policy briefs by the National Council of Teachers on Mathematics, the gap has become even wider during the Covid-19 pandemic. Therefore, Goal 3: Focus on Mathematics is warranted with the adoption of a research-based curriculum, vertical alignment in mathematics for all scholars, an intensification of services for the subgroups of English Learners, Latino, SWD, Foster Youth,, and Socioeconomic Disadvantaged, is imperative.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Standards-Based Report Cards)	There is currently no baseline, as the school has not begun its first year.	N/A	N/A		2023-2024 EOY Mathematics Average Grades: Mathematics -- 3.00

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
iReady Mathematics Assessments	There is currently no baseline, as the school has not begun its first year.	N/A	N/A		2023-2024 EOY iReady Mathematics Assessment: For all grade levels, 100% of the scholars should meet their Annual Typical Growth Goal, 80% of the scholars should make their Annual Stretch Goals, and 100% should have an improved placement. The same desired outcomes are true for English Learners, Hispanics, and Socioeconomically Disadvantaged.
SBAC for Mathematics	There is currently no baseline, as the school has not begun its first year.	N/A	N/A		2023-2024 SBAC Date for Mathematics: For school-wide and the subgroups of English Learners, Hispanics, and Socioeconomically Disadvantaged, the goal is to meet the standard (green level)

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	7 Classroom Teachers	The classroom teachers selected for Explore Academy will be highly qualified with a clear vision for making a positive academic and social-emotional difference in our scholars' lives.	\$0 (covered above)	N
3.2	Mathematics Professional Development	Extensive professional development will be undertaken with all of our teachers to enhance their understanding of the metrics of learning gaps in Mathematics and skills to close these and advance proficiency. Teachers will engage in systematic planning and coaching sessions with executive director, hired learning consultants, participate in conferences/workshops (ie. California Mathematics Conference) designed for math, to closing the achievement gaps, particularly in math, and engaging scholars in being conscientious of the Standards of Mathematical Practice..	\$7,500.00	N
3.3	Mathematics Instructional Program	Ensure the adoption of rigorous, standards aligned math curricula delivered with fidelity to our workshop model allowing for voice and choice (flavors). Continue to streamline TK-5 math curriculum to align with our development into a TK-12 model of education.	\$30,000	N
3.4	Curricular Resources	Continued use and implementation of technology to enhance learning (ex. PearDeck, Nearpod, etc.)	\$5,000	Y

Goal Analysis for [LCAP Year]

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.

N/A

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.

N/A

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

N/A

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.

N/A

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

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

Projected LCFF Supplemental and/or Concentration Grants	Projected Additional LCFF Concentration Grant (15 percent)
\$151,863	\$0

Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
10%	0%	\$0	10%

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.

Unduplicated funds will be principally directed to low-income and English Learners, the projected majority of our student body. At this time we cannot ascertain the percentage of unduplicated students. Nevertheless, we anticipate the needs of English learners and low-income students comprise the needs of the majority of our students and represent the focus of our actions. The funds will be effective in increasing and improving the level of academic support and interventions, professional development, data analysis, SEL supports, and continue to build our robust MTSS system. We will use funds to hire and maintain personnel that oversee programs to increase and improve the support systems students receive.

The Actions highlighted in this year’s LCAP are being provided on a school-wide basis and we expect that all students will benefit from the implementation of supports and interventions, PD, support from additional personnel, and the continued implementation and focus on SEL and learning strategies and interventions for our Multi Language Learners.

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

The minimum proportionality percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all pupils is yet to be ascertained. This proportionality percentage will be met through a combination of targeting the increased LCFF funds towards supports that disproportionately target unduplicated pupils. Each goal's intent is to focus our services toward our unduplicated Local Control and Accountability Plan. We believe centering our work on our students furthest from the center will benefit all students. These services are highlighted by principally directing our actions toward our unduplicated populations, which include improving and increasing our intervention and acceleration services, increasing staff to support SEL and well-being, improving our MTSS and PBIS programs, and improving the services provided by our Deans, Ed Specialist (SPED Team), Instructional Assistants, and other educational team members. In addition, Explore Academy will increase the amount and rigor of the EL (ELD and ELD Integration) professional development provided to teachers enabling all staff to increase their ability to provide a rigorous, culturally relevant, and ELD standards aligned curriculum.

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.

N/A

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	1:27.93	N/A
Staff-to-student ratio of certificated staff providing direct services to students	1:18.75	N/A

2023-24 Total Planned Expenditures Table

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	\$ 578,362	\$ -	\$ -	\$ 14,500	\$ 592,862	\$ 505,862	\$ 87,000

Goal #	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1	Progress Monitoring and Comprehensive Support Model	All Students	\$ 3,000	\$ -	\$ -	\$ -	\$ 3,000
1	2	Attendance Awareness and Parent Participation	All Students	\$ 1,500	\$ -	\$ -	\$ -	\$ 1,500
1	3	Punctuality Awareness and Incentives	All Students	\$ 1,000	\$ -	\$ -	\$ -	\$ 1,000
1	4	Perfect Attendance Recognition	All Students	\$ 1,000	\$ -	\$ -	\$ -	\$ 1,000
2	1	7 Classroom Teachers (one per grade level TK-5)	All Students	\$ 471,212	\$ -	\$ -	\$ -	\$ 471,212
2	2	ELA Professional Development	All Students	\$ -	\$ -	\$ -	\$ 7,000	\$ 7,000
2	3	ELA Instructional Program	All Students	\$ 30,000	\$ -	\$ -	\$ -	\$ 30,000
2	4	Blended Learning: Computer-Based Instruction for English Language Arts	All Students	\$ 10,000	\$ -	\$ -	\$ -	\$ 10,000
2	5	Supplemental Curriculum for English Language Learners	English Language Learners	\$ 3,000	\$ -	\$ -	\$ -	\$ 3,000
2	6	Tutoring for Unduplicated Pupils	All Students	\$ 15,000	\$ -	\$ -	\$ -	\$ 15,000
2	7	2 Instructional Assistants	Unduplicated Pupils	\$ 34,650	\$ -	\$ -	\$ -	\$ 34,650
2	8	English Learner Coordinator	English Language Learners	\$ -	\$ -	\$ -	\$ -	\$ -
3	1	7 Classroom Teachers	All Students	\$ -	\$ -	\$ -	\$ -	\$ -
3	2	Mathematics Professional Development	All Students	\$ -	\$ -	\$ -	\$ 7,500	\$ 7,500
3	3	Mathematics Instructional Program	All Students	\$ 3,000	\$ -	\$ -	\$ -	\$ 3,000
3	4	Curricular Resources	All Students	\$ 5,000	\$ -	\$ -	\$ -	\$ 5,000

2023-24 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
\$ 1,518,623	\$ 151,863	10.00%	0.00%	10.00%	\$ 67,650	3.95%	8.40%	Total:	\$ 67,650
								LEA-wide Total:	\$ 64,650
								Limited Total:	\$ 3,000
								Schoolwide Total:	\$ -

Goal #	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group (s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1	Progress Monitoring and Comprehensive Support Model	No	LEA-wide		All	\$ -	0.00%
1	2	Attendance Awareness and Parent Participation	No	LEA-wide		All	\$ -	0.00%
1	3	Punctuality Awareness and Incentives	No	LEA-wide		All	\$ -	0.00%
1	4	Perfect Attendance Recognition	No	LEA-wide		All	\$ -	0.00%
2	1	7 Classroom Teachers (one per grade level TK-5)	No	LEA-wide		All	\$ -	0.00%
2	2	ELA Professional Development	No	LEA-wide		All	\$ -	0.00%
2	3	ELA Instructional Program	No	LEA-wide		All	\$ -	0.00%
2	4	Blended Learning: Computer-Based Instruction for English Language Arts	Yes	LEA-wide	All	All	\$ 10,000	0.00%
2	5	Supplemental Curriculum for English Language Learners	Yes	Limited	English Learners	All	\$ 3,000	0.00%
2	6	Tutoring for Unduplicated Pupils	Yes	LEA-wide	All	All	\$ 15,000	0.00%
2	7	2 Instructional Assistants	Yes	LEA-wide	All	All	\$ 34,650	0.00%
2	8	English Learner Coordinator	Yes	Limited	English Learners	All	\$ -	3.95%
3	1	7 Classroom Teachers	No	LEA-wide		All	\$ -	0.00%
3	2	Mathematics Professional Development	No	LEA-wide		All	\$ -	0.00%
3	3	Mathematics Instructional Program	No	LEA-wide		All	\$ -	0.00%
3	4	Curricular Resources	Yes	LEA-wide	All	All	\$ 5,000	0.00%

Instructions

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[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]*).

- o Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (*EC* sections 52064[b][1] and [2]).
- o Annually reviewing and updating the LCAP to reflect progress toward the goals (*EC* Section 52064[b][7]).

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

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

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

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

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

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

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

Engaging Educational Partners

Purpose

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

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

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

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

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

Requirements and Instructions

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

Local Control and Accountability Plan:

For county offices of education and school districts only, verify the LEA:

- a) Presented the local control and accountability plan to the parent advisory committee in accordance with Education Code section 52062(a)(1) or 52068(a)(1), as appropriate.
- b) If applicable, presented the local control and accountability plan to the English learner parent advisory committee, in accordance with Education Code section 52062(a)(2) or 52068(a)(2), as appropriate.
- c) Notified members of the public of the opportunity to submit comments regarding specific actions and expenditures proposed to be included in the local control and accountability plan in accordance with Education Code section 52062(a)(3) or 52068(a)(3), as appropriate.
- d) Held at least one public hearing in accordance with Education Code section 52062(b)(1) or 52068(b)(1), as appropriate.
- e) Adopted the local control and accountability plan in a public meeting in accordance with Education Code section 52062(b)(2) or 52068(b)(2), as appropriate.

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

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

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

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

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

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

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

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

- **Focus Goal:** A Focus Goal is relatively more concentrated in scope and may focus on a fewer number of metrics to measure improvement. A Focus Goal statement will be time bound and make clear how the goal is to be measured.
- **Broad Goal:** A Broad Goal is relatively less concentrated in its scope and may focus on improving performance across a wide range of metrics.
- **Maintenance of Progress Goal:** A Maintenance of Progress Goal includes actions that may be ongoing without significant changes and allows an LEA to track performance on any metrics not addressed in the other goals of the LCAP.

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

Focus Goal(s)

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

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

Broad Goal

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

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

Maintenance of Progress Goal

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

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

Required Goals

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

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

- **Consistently low-performing student group(s) goal requirement:** An LEA meeting the consistently low-performing student group(s) criteria must include a goal in its LCAP focused on improving the performance of the student group or groups that led to the LEA’s eligibility for Differentiated Assistance. This goal must include metrics, outcomes, actions, and expenditures specific to addressing the needs of, and improving outcomes for, this student group or groups. An LEA required to address multiple student groups is not required to have a goal to address each student group; however, each student group must be specifically addressed in the goal. This requirement may not be met by combining this required goal with another goal.
- **Goal Description:** Describe the outcomes the LEA plans to achieve to address the needs of, and improve outcomes for, the student group or groups that led to the LEA’s eligibility for Differentiated Assistance.
- **Explanation of why the LEA has developed this goal:** Explain why the LEA is required to develop this goal, including identifying the student group(s) that lead to the LEA being required to develop this goal, how the actions and associated metrics included in this goal differ from previous efforts to improve outcomes for the student group(s), and why the LEA believes the actions, metrics, and expenditures included in this goal will help achieve the outcomes identified in the goal description.

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

- **Low-performing school(s) goal requirement:** A school district or COE meeting the low-performing school(s) criteria must include a goal in its LCAP focusing on addressing the disparities in performance between the school(s) and the LEA as a whole. This goal must include metrics, outcomes, actions, and expenditures specific to addressing the needs of, and improving outcomes for, the students enrolled at the low-performing school or schools. An LEA required to address multiple schools is not required to have a goal to address each school; however, each school must be specifically addressed in the goal. This requirement may not be met by combining this goal with another goal.
- **Goal Description:** Describe what outcomes the LEA plans to achieve to address the disparities in performance between the students enrolled at the low-performing school(s) and the students enrolled at the LEA as a whole.
- **Explanation of why the LEA has developed this goal:** Explain why the LEA is required to develop this goal, including identifying the schools(s) that lead to the LEA being required to develop this goal; how the actions and associated metrics included in this goal differ from previous efforts to improve outcomes for the school(s); and why the LEA believes the actions, metrics, and expenditures included in this goal will help achieve the outcomes for students enrolled at the low-performing school or schools identified in the goal description.

Measuring and Reporting Results:

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

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

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

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

Complete the table as follows:

- **Metric:** Indicate how progress is being measured using a metric.
- **Baseline:** Enter the baseline when completing the LCAP for 2021–22. As described above, the baseline is the most recent data associated with a metric. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 1 Outcome:** When completing the LCAP for 2022–23, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 2 Outcome:** When completing the LCAP for 2023–24, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 3 Outcome:** When completing the LCAP for 2024–25, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above. The 2024–25 LCAP will be the first year in the next three-year cycle. Completing this column will be part of the Annual Update for that year.
- **Desired Outcome for 2023–24:** When completing the first year of the LCAP, enter the desired outcome for the relevant metric the LEA expects to achieve by the end of the 2023–24 LCAP year.

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

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

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

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

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

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

Goal Analysis:

Enter the LCAP Year.

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

- Describe the overall implementation of the actions to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process. This must include any instance where the LEA did not implement a planned action or implemented a planned action in a manner that differs substantively from how it was described in the adopted LCAP.
- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures and between the Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services, as applicable. Minor variances in expenditures or percentages do not need to be addressed, and a dollar-for-dollar accounting is not required.
- Describe the effectiveness of the specific actions to achieve the articulated goal as measured by the LEA. In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal. When responding to this prompt, LEAs

may assess the effectiveness of a single action or group of actions within the goal in the context of performance on a single metric or group of specific metrics within the goal that are applicable to the action(s). Grouping actions with metrics will allow for more robust analysis of whether the strategy the LEA is using to impact a specified set of metrics is working and increase transparency for educational partners. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.

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

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

Purpose

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

Requirements and Instructions

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

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

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

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

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

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

Required Descriptions:

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

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

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

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

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

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

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

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

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

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

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

For School Districts Only:

Actions Provided on an LEA-Wide Basis:

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

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

Actions Provided on a Schoolwide Basis:

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

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

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

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

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

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

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

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

Provide the following descriptions, as applicable to the LEA:

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

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

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

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

Complete the table as follows:

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

Action Tables

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

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

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

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

Data Entry Table

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

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

See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF apportionment calculations.
- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants the LEA estimates it will receive on the basis of the number and concentration of unduplicated students for the coming school year.
- **3. Projected Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected LCFF Base Grant and the Projected LCFF Supplemental and/or Concentration Grants, pursuant to 5 CCR Section 15496(a)(8). This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the coming LCAP year.
- **LCFF Carryover — Percentage:** Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table from the prior LCAP year. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).

- **Total Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected Percentage to Increase or Improve Services for the Coming School Year and the LCFF Carryover — Percentage. This is the percentage by which the LEA must increase or improve services for unduplicated pupils as compared to the services provided to all students in the coming LCAP year.
- **Goal #:** Enter the LCAP Goal number for the action.
- **Action #:** Enter the action’s number as indicated in the LCAP Goal.
- **Action Title:** Provide a title of the action.
- **Student Group(s):** Indicate the student group or groups who will be the primary beneficiary of the action by entering “All,” or by entering a specific student group or groups.
- **Contributing to Increased or Improved Services?:** Type “Yes” if the action **is** included as contributing to meeting the increased or improved services; OR, type “No” if the action is **not** included as contributing to meeting the increased or improved services.
- If “Yes” is entered into the Contributing column, then complete the following columns:
 - **Scope:** The scope of an action may be LEA-wide (i.e., districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.
 - **Unduplicated Student Group(s):** Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.
 - **Location:** Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate “All Schools.” If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter “Specific Schools” or “Specific Grade Spans.” Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades transitional kindergarten through grade five), as appropriate.
- **Time Span:** Enter “ongoing” if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter “1 Year,” or “2 Years,” or “6 Months.”
- **Total Personnel:** Enter the total amount of personnel expenditures utilized to implement this action.

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

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

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

- **6. Estimated Actual LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on of the number and concentration of unduplicated students in the current school year.
- **Estimated Actual Expenditures for Contributing Actions:** Enter the total estimated actual expenditure of LCFF funds used to implement this action, if any.
- **Estimated Actual Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis only to unduplicated students, and that does not have funding associated with the action, enter the total estimated actual quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%).
 - o 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 %)

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

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

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