



LA VIDA CHARTER SCHOOL

La Vida Means Life!

LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: La Vida Charter School

CDS Code: 0112300

School Year: 2022-23

LEA contact information:

Ann Kelly

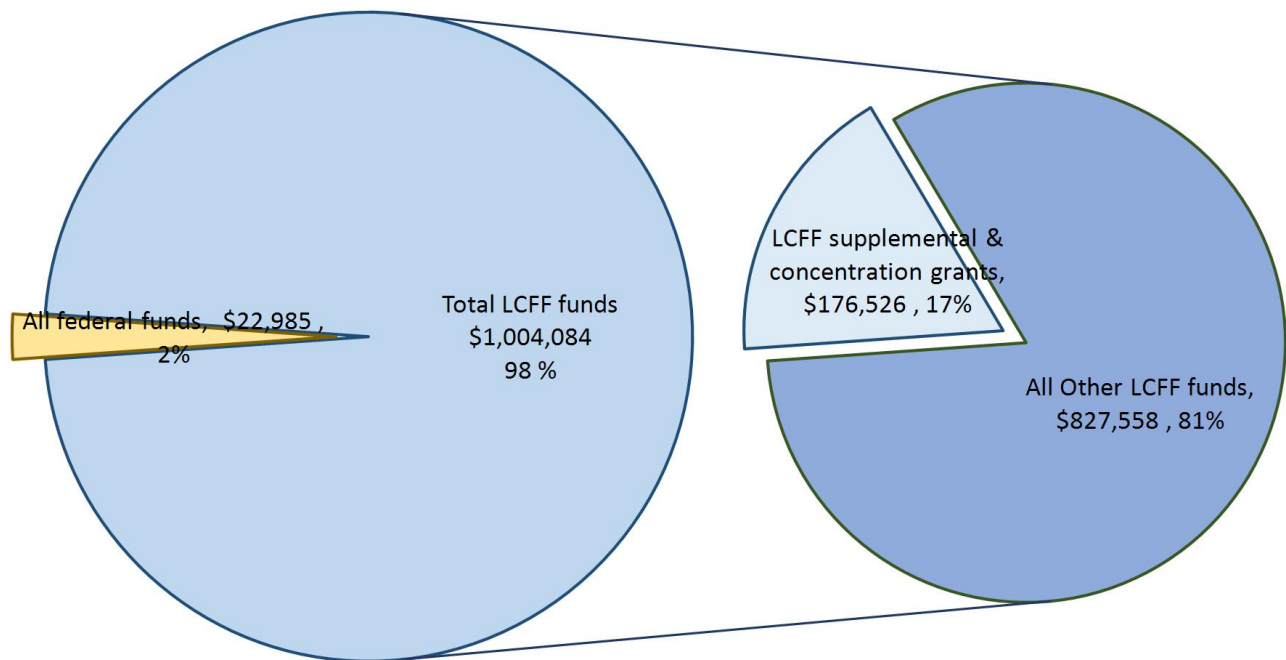
Executive Director

707-459-6344

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

Budget Overview for the 2022-23 School Year

Projected Revenue by Fund Source

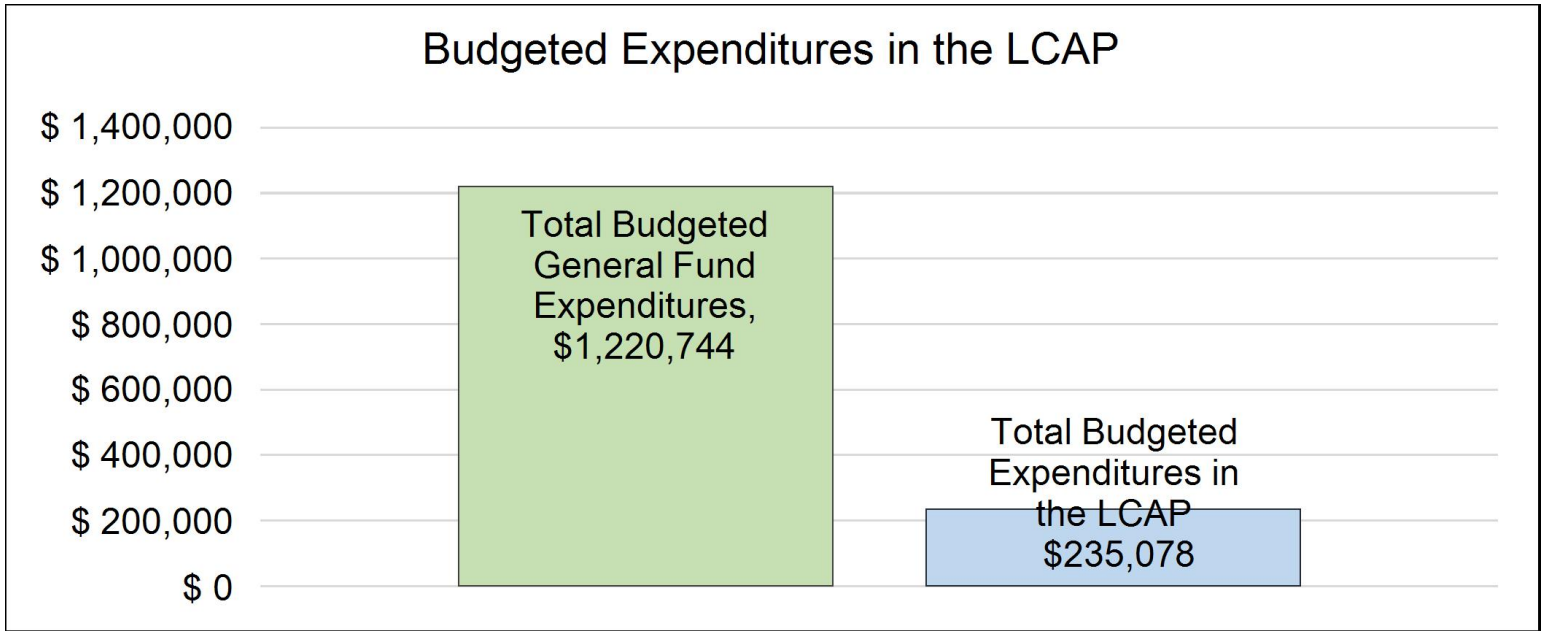


This chart shows the total general purpose revenue La Vida Charter School expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for La Vida Charter School is \$1,249,998, of which \$1,004,084 is Local Control Funding Formula (LCFF), \$0.00 is other state funds, \$0 is local funds, and \$22,985 is federal funds. Of the \$1,004,084 in LCFF Funds, \$176,526 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

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



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

The text description of the above chart is as follows: La Vida Charter School plans to spend \$1,220,744 for the 2022-23 school year. Of that amount, \$235,078. is tied to actions/services in the LCAP and \$985,666 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

Salary and Benefits, Non capitalized equipment, Food, Dues and Memberships, Insurance, Utilities, Rents and Leases, Special Ed, Professional Services, Audit, Legal, Advertising Communications, Oversight etc.

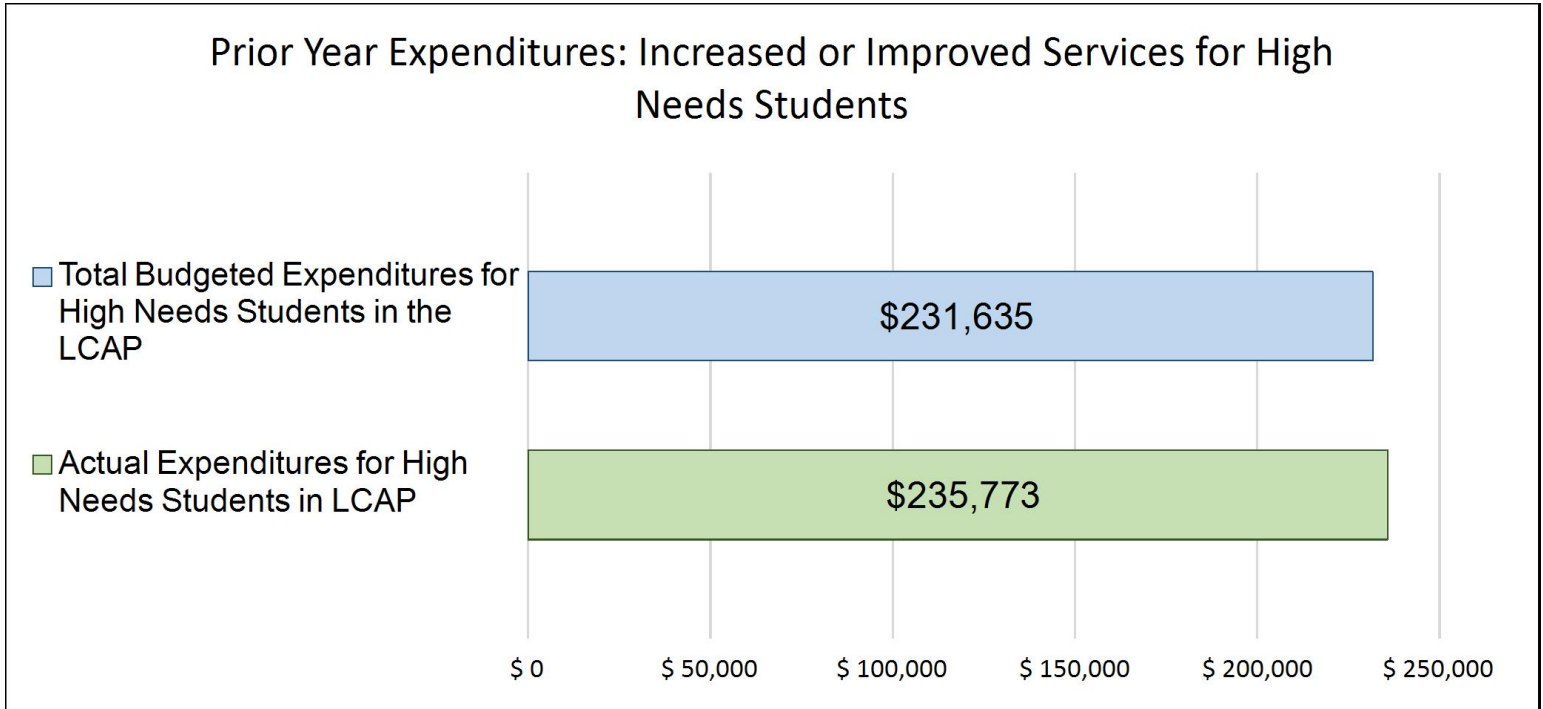
Increased or Improved Services for High Needs Students in the LCAP for the 2022-23 School Year

In 2022-23, La Vida Charter School is projecting it will receive \$176,526 based on the enrollment of foster youth, English learner, and low-income students. La Vida Charter School must describe how it intends to increase or improve services for high needs students in the LCAP. La Vida Charter School plans to spend \$235,078.09 towards meeting this requirement, as described in the LCAP.

Curriculum & materials of all kinds, Student Support Services, Actions to support Student Engagement, Many tutoring opportunities, Salaries and Benefits to support the activities, Parent Institutes, Keeping the school clean and safe, Parent Communications system, English Language Learner supports including translator, Professional Development, Diagnostic Test etc.

LCFF Budget Overview for Parents

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

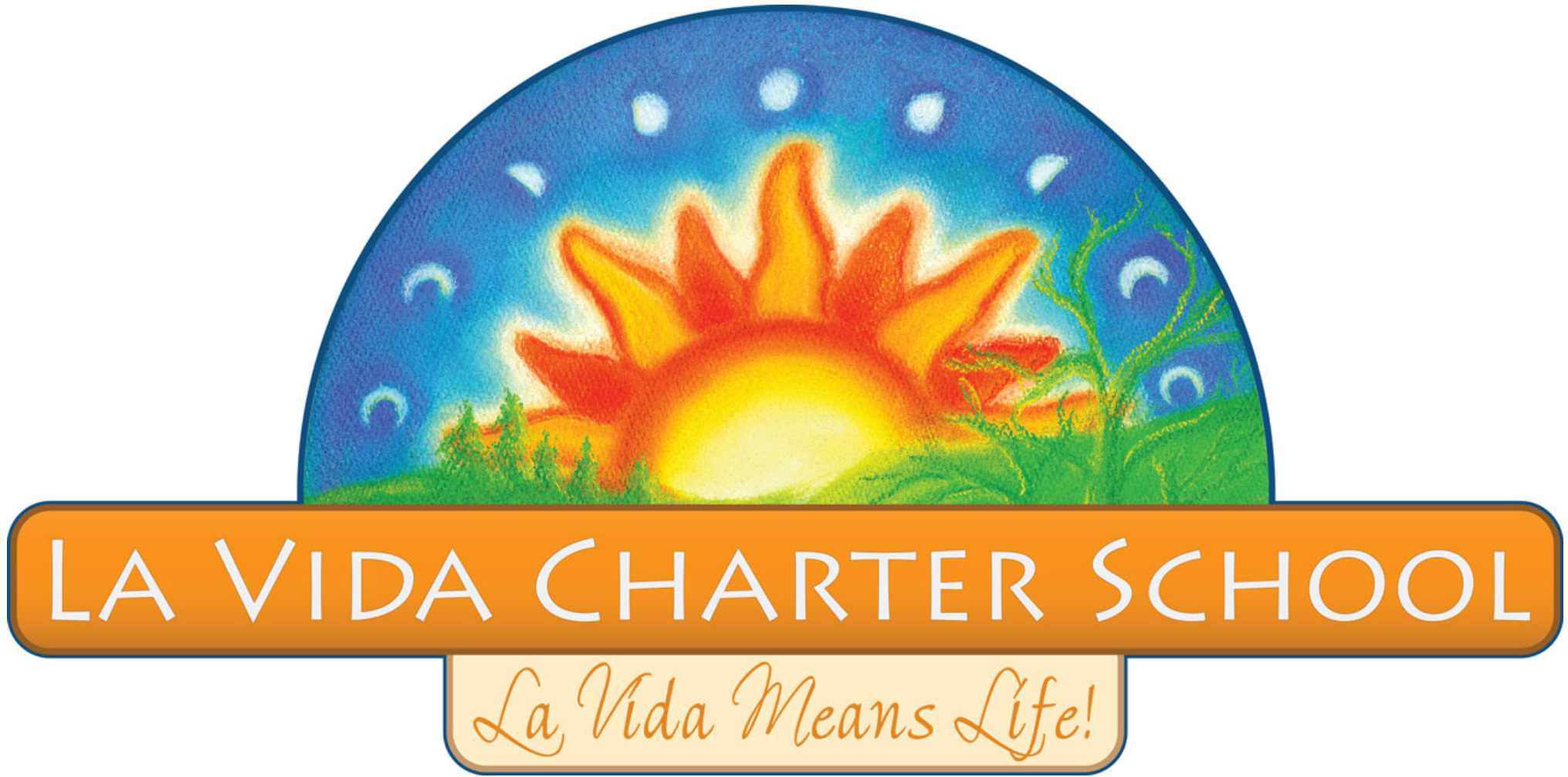


This chart compares what La Vida Charter School budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what La Vida Charter School estimates it has spent on actions and services that contribute to increasing or improving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

The text description of the above chart is as follows: In 2021-22, La Vida Charter School's LCAP budgeted \$231,635.00 for planned actions to increase or improve services for high needs students. La Vida Charter School actually spent \$235,773.00 for actions to increase or improve services for high needs students in 2021-22.

The difference between the budgeted and actual expenditures of \$-4,138 had the following impact on La Vida Charter School's ability to increase or improve services for high needs students:

More money than was budgeted was spent on improving services. The area of improvement was Teacher Professional Development, especially in the area of Special Ed. Students benefited from the greater knowledge and understanding of Special Education services and supports.



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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
La Vida Charter School	Ann Kelly, Executive Director	director@lavidaschool.org 707-459-6344

California’s 2021–22 Budget Act, the federal American Rescue Plan Act of 2021, and other state and federal relief acts have provided local educational agencies (LEAs) with a significant increase in funding to support students, teachers, staff, and their communities in recovering

from the COVID-19 pandemic and to address the impacts of distance learning on students. The following is a one-time mid-year report to the local governing board or body and educational partners related to engagement on, and implementation of, these Acts.

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

The funds for the Budget Act of 2021 were primarily allocated to traditional five day classroom based schools La Vida is a non-classroom based school and did not receive the funds.

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

N/A

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

N.A

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

N/A

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

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

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

Introduction

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

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

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

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

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

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

Instructions

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

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

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

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

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

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

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

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

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

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

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

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

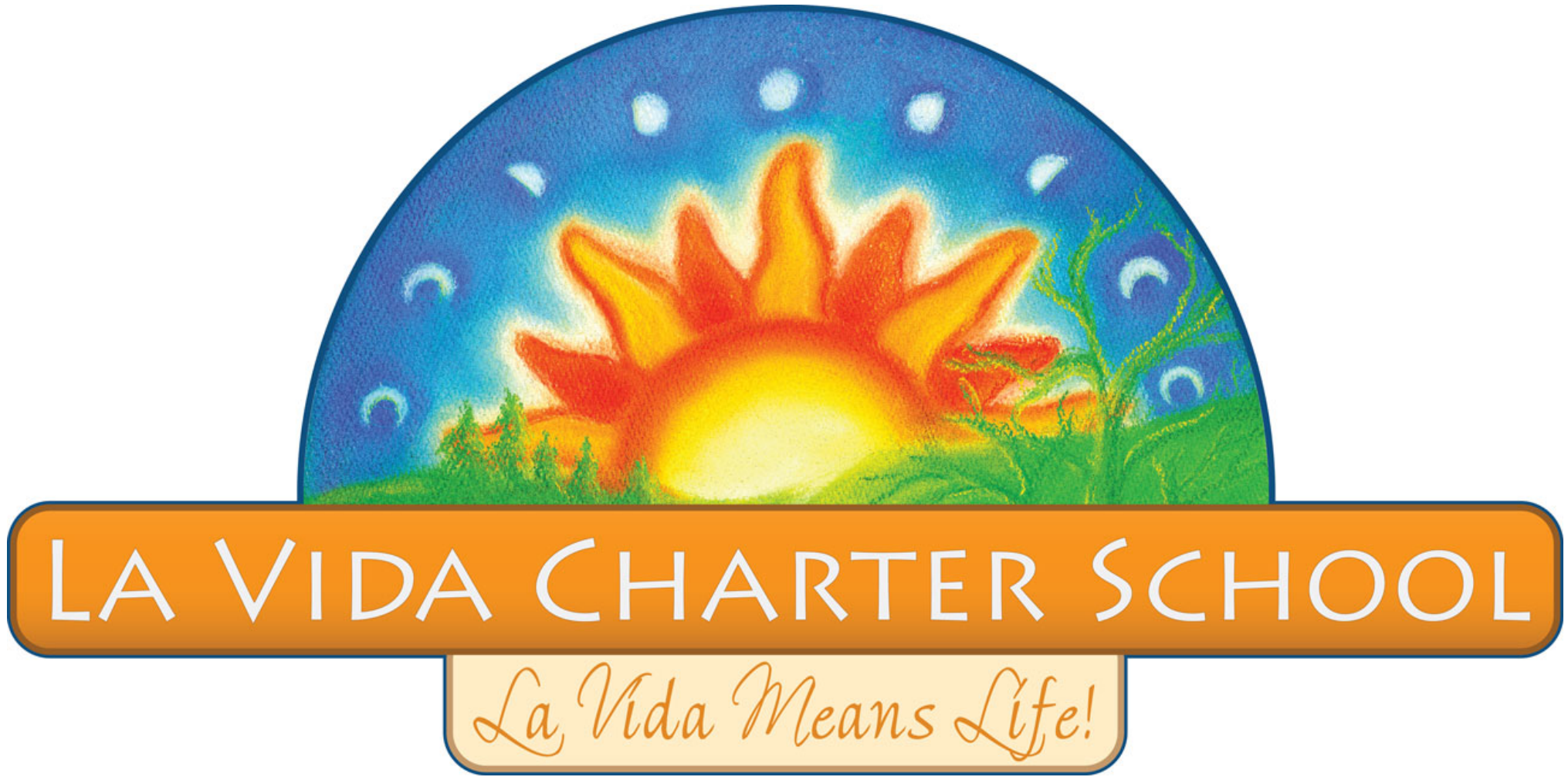
If an LEA does not receive ESSER III funding, provide this explanation.

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

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

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

California Department of Education
November 2021



Local Control 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
La Vida Charter School	Ann Kelly Executive Director	director@lavidaschool.org 707-459-6344

Plan Summary [2022-23]

General Information

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

La Vida Charter School is small K-12 blended program of Personalized Learning and On-site classes two days per week. It is a member school of the Alliance for Public Waldorf Education which inspires the educational approaches and quality of the on-site classes. Often described as a “sweet place” the campus is in the heart of the county on Ridgewood Ranch, Home of Seabiscuit, on Highway 101 between Willits and Ukiah. The population comes from all over the county and beyond. Fort Bragg, Covelo, Laytonville, Potter Valley, Booneville, Hopland, Santa Rosa, Clearlake and Blue Lakes in Lake County as well as Willits, with the largest group from Ukiah. Usually a highly mobile population, however last year there was slightly less movement with 107 enrolled through the entire year with a Spring enrollment of 88, La Vida serves by offering an alternative to mainstream district schools and does a good job of personalizing each educational program. The school provides a full complement of independent and home study curriculum and a credentialed teacher is assigned to each student. There are over 300 courses available in the High School Course Catalog. The current charter term will end June 30, of 2026. The 2022-23 year is also Western Association of School's and Colleges, WASC, Accreditation self study renewal year.

Reflections: Successes

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

At this time, the California School Dashboard is not posting accountability data for La Vida Charter School. Basic demographic data is on view. Normally the school has less information posted because of being less than 100 students and group sizes are usually under 11. Soon there will be more data as the recovery from the pandemic strengthens.

Some Successes for the year were:

Overall parent rating on the survey was 9.43 out of 10, which surpasses the school's goal of 8.0,

98% Participated in the MAP Test

Students academic growth on the MAP test was less that the goal but still notable. 56% grew in Math, and 53% in Reading.

Attendance Rate was 90.43%

Zero Suspensions and Expulsions

The school was grateful to be fully staffed when area schools had numerous openings. Fewer students returned after the pandemic to the on-site classes whih resulted in a larger home only program.

The sweet family enviroment in the classrooms were a welcome experience for the students having been isolated for so long and the school did not experience the behaviors that were happening in the classroom based programs.

Some of the success were social educational experiences. Out of doors events happened this year like Orientations, Thankfulness Feast which was a simple Pie Feast, and Graduations. The fall musical play, Science Matters: The Science of Stuff, was a huge hit with lots of singing and dancing by the Atomic Dancers and Melting Points. The winter Benchmark Project Fair was supercharged with excitement and pride of accomplishment of the students with their projects. The emphasis here is for students to do their Best Work and the effort was apparant and the resulting self esteem radiant. The spring Alchemy Day event was ooey gooey fun with lots of explosions and was the memorable best experience of the year noted on the Student Satisfaction Surveys.

School to Home communications were enjoyed for the second year with Parent Square with 526 Posts and 2751 Direct messages. Health Screening was also accomplished through the app for the fall and winter trimesters.

The 98% participation on the MAP test was truely notable for this period of time when people are holding back, slowly re-engaging. The testing at home option made the full participation possible.

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.

With curtailed postings, the Dashboard data is not showing significant gaps at this time. The history of the school is that most students who enroll are usually below grade level. So focus is to keep a consistent program which is the surest way to see growth. Lots of supplemental and learning supports are offered and will continue with some new options. The Weekly Check- in from the student which is comprised of two pieces of work completed at the end of the week and submitted through a designated email, mail or in person is a action with consequences listed in the charter.

Writing is a challenge for many homeschoolers, The students often don't want to write and the parents don't like forcing them. Supplemental writing materials were provided as part of the curriculum package and the feedback for the Writing WithOut Tears was very positive and appreciated.

English Language Learner support is a need, now that there are more students enrolling. Spanish/ English Curriculum and a Translator are very important for the success of these students.

Social Emotional Learning was also highly valued by parents who want their children to have skills in coping with emotional challenges and difficult relationships.

With AB 130, more opportunities for learning engagement were offered including Teacher Office Hours. Feedback noted the desire for continued Office Hours. Parents and Faculty expressed appreciation and need for the support of the Student Services Liaison to help navigate the curriculum.

LCAP Highlights

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

In this LCAP cycle the Supplemental and Concentration Funds that are the focus. A little amount of Base Funds are included for Goal 1 for comprehensive curriculum. The percentage of unduplicated student count varies between 76% - 82%, which means that approximately 16 students do not qualify for Supplemental and Concentration funds. The Unduplicated count comes from the socio-economic category, The school's percentages in the English Language Learner and Foster Youth categories are typically below the qualification thresholds. Although the school serves the High Needs Students first with Supplemental and Concentration Funds, the non unduplicated students will also benefit, especially in some of the supplemental materials and tutoring time.

Most of the goals and actions are in the maintenance category. This will be the second year of implementation of a new diagnostic which also does Dyslexia Screening at the same time. Fast Bridge came highly recommended by other charter schools and we are hopeful that it will be a reliable diagnostic. The school was pleased with the quick time it takes and great analytics. Continuing with a more options and supports in the area of Social Emotional Curriculum. Parent gravitated to the supplements offered with the curriculum. A Virtual School Counselor will be available 3 hours per week. Parents are asking for it, but students are shy. New this year will be tutoring time during the regular school day (not just Fridays.) Also Tutoring in Math is being offered all summer, five days per week.

In trying to support our home only families with some group like experiences, two new virtual courses will be offered this year, Robotify a coding class and Quandry an ethical decision making game. The next level of Quest Boxes will be offered to the onsite class. From the school's core curriculum company, Oak Meadow, will be piloting Composition 2: Creative Writing and Non fiction, and Global Climate Change in the 21st Century.

Parents are asking for Field Trips, several are planned for out of town, such as Oscar's Donkey Rescue, Safari West and Angel Island. A special program of Field Trips on Ridgewood Ranch where the school resides is developing.

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.

Not Eligible

Support for Identified Schools

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

Monitoring and Evaluating Effectiveness

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

Engaging Educational Partners

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

Because of the Vaccination mandates there was less Parent Engagement this year. However parents were able to give their feedback on the LCAP and general feedback on the Parent Survey. Anecdotal, conversational feedback occurred during the festivals such as the Pie Feast, Benchmark Fair, Alchemy Day, Games Day and Curriculum Fair. At Curriculum Fair on June 15, for the LCAP parents noted on large poster boards, items that they felt were important. They also voted their thoughts on a discretionary budget.

Two sessions with the faculty occurred where they reviewed the Goals and Action items by reflecting what was accomplished and brainstorming ideas for solutions. Individuals wrote their comments to help with the development of the LCAP as well as having dynamic discussions. The Faculty meetings of May 3 and May 18 hosted the LCAP review.

A public hearing was hosted virtually on June 29, and a full review of the Budget Overview for Parents and a draft of the LCAP proper was presented. The board adopted the LCAP at that meeting.

A summary of the feedback provided by specific educational partners.

Building on last year's suggestions, parents strongly indicated that they wanted to continue receiving the Art Supply kits and made suggestions of things to add like a simple calculator, protractor, and ruler. Field trips received the biggest interest and lots of suggestions. On the Action Items, positive input was evenly given across the LCAP plan. Teachers tended to be more concerned with consistent engagement and how to improve it. Only 47% participation on the Weekly Checking is demoralizing considering all the reminders and supports that are provided.

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

Besides the items listed above like the Art Kits and Field Trips, Parents were interested in more tutoring opportunities. Therefore summer tutoring is being offered currently and tutoring on Mondays and Tuesdays as well as the traditional Fridays, will be offered next year. Teachers would like to see a list of what is absolutely mandatory to help talk to parents and students. Even though such lists already exist and are widely distributed, a new design will be created.

Goals and Actions

Goal

Goal #	Description
1	To provide an engaging, safe and excellent educational alternative through Independent Study and Home Study that is inspired by Waldorf Education. (Maintenance Goal)

An explanation of why the LEA has developed this goal.

State Priorities 1,2,4

This is a core goal that drives the school. An excellent alternative education can only happen if students feel safe and in independent study and home school , a developmentally appropriate curriculum, consistently followed is the fulcrum of a successful program for most people. The school's philosophy educating the whole child is the surest path to create life long learners and balanced citizens of the world.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Individual student growth to be seen on NWEA MAP test.	58% grew in Math 55% grew in Reading	56% grew in Math spr to spring 53% grew in Reading Within the year 48% grew in Math 68% grew in Reading			70% in Math 60% Reading
All Students have full curriculum at beginning of year.	100%	100%			100%
Increase number of students participating in the CAASPP.	13 in 19-20, (0 in 20-21)	After a year hiatus, 13 students			25

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		<p>once again participated which was 93% of the eligible testers in the onsite program. But only 30% of total eligible students. Only one student did not participate onsite. Home only students would have participated if there was a way to take the test at home. 97% of the non testers provided waivers.</p>			
Progress on the ELPAC, English Language Proficiency Assessments for California	students took half the test and no scores were issued.	1 student took the Initial ELPAC. The older students did not show up on the scheduled days and then the testing window was closed when the did attend.			Growth seen in full scores received.
Concurrent Enrollment in Jr College Classes	11% in 20-21	18% of High School students took 12 College classes in 21-22			45%
Emergency Drill Logs,	10 in 19-20	4 Fire Drills and 3 Earthquake drills in 21-22			10

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Site Inspection Logs	8	6			10
SARC	reports fair to good condition	reports fair to good condition			reports good condition
Incident Reports,	1 in 19-20	1 in 21-22 (emotional disturbance)			0
School feels clean and inviting	anecdotally and surveys	100% of parents who answered the question on the survey said their student felt safe everywhere at school.			anecdotally and surveys
Culture of Respect is felt by all	yes	Rating of 9,62 out of 10 on Parent Survey that school is a positive and supportive environment.			90% or 9.0 on the survey

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Comprehensive Curriculum	: All students receive full curriculum package that are standards aligned at beginning of school year.	\$34,273.00	Yes
1.2	New Courses	Students have access to new curricular courses that are relevant to today's world. S&C	\$19,852.00	Yes
1.3	ELL, English Language Learners curriculum & supports	ELL students receive curriculum and materials that support their language development and academic advancement. Supports include a translator. S&C	\$2,898.00	Yes

Action #	Title	Description	Total Funds	Contributing
1.4	Achievement	Students receive a diagnostic at the beginning of the year that helps place them in curriculum (Fast Bridge) S&C	\$3,795.00	Yes
1.5	Achievement	ELL students participate in the ELPAC annually and see incremental growth. S&C.	\$969.00	Yes
1.6	Supplemental Materials	Students receive supplemental materials chosen by parents & guardians as well as school readiness supply kits.	\$12,594.00	Yes
1.7	Safe School	Students feel safe everywhere on campus and have tools to cope when there are problems with peers or situations.	\$10,346.00	Yes

Goal Analysis [2021-22]

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

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

Action 5 in Achievement on the ELPAC. The school was only able to proctor the Initial (first test ever) for one student. Lengthy training for the new EIPAC Test Coordinator ran late and the proctor date was close to the end of the year. The students did not show up for the test. They came on the reschedule day which was the day the testing window closed, so the summative tests were not accomplished with no valid scores for the second year.

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

The new courses were purchased, but fewer than anticipated student signed up for the course. Similarly in Action 7, the cost of housekeeping and maintenance have budgeted values, however the actual timesheets with hours reported came in less than the budget or the expenditure reports are actually less than the full year.

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

The school is generally pleased with most of the progress in actions for Goal one. Providing very individual curriculum packages at the start of school is a huge effort and is going well. Students are able to engage in learning right away. The feedback for the supplemental curriculum is very positive. Last year a writing focus was implemented. Parents were extraordinarily positive about the Writing Without Tears option.

Having a designated translator has allowed more Spanish speaking students to enroll. This function has been critical at IEP meetings.

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

No changes at this time. The goals and metrics are appropriate.

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

Goals and Actions

Goal

Goal #	Description
2	To Support every student in achieving their academic potential and excel beyond, through the recognition and development of their individual gifts and strengths and by insuring access to a high quality education.

An explanation of why the LEA has developed this goal.

State Priorities 5,7.8

For many years students enter La Vida below grade level. It is not uncommon to have students in a math class that is one or more years below their chronological grade level. In order for students to grow to their best selves and achieve their dreams and goals, lots of extra support is needed. Making sure that all students have access to the full range of supports that are available is also important. Equal access can also mean having the emotional resilience, and confidence to reach for educational opportunities that may be out of ones comfort zone. Providing both academic and emotional learning support is necessary for many students to succeed. The school has found that working with the student's strengths and acknowledging accomplishments builds confidence and creates an upward momentum.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Attendance Rate 95%	Attendance Rate 91.16%	Attendance Rate 90.43%			95%
Few Warning Letters for Non Compliance	17 Warning Letters (10 first, 5 second, 2 third)	16 total Warning letters, 12 first and 4 second, 0 third			10 first warning only
Graduation Rate 80% (school formula)	Graduation Rate non cohort model)92%	4 out of 6 graduated 67% The non graduates were chronilogically			95%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		12th grade but came to La Vida at least a year behind in credits.			
Range of Courses for All students	240 Courses. 45 Elective courses were taken during the year in the High School.	240 High School Courses with over 135 Electives. Next year Odysseyware over 100 courses will no longer be available. Students took 67 courses, 46 of which were electives			250 courses, 50 elective courses taken during the year.
High Participation in Strengths Surveys	59% Strengths survey participation	53% Strengths Survey Participaton.			95%
High Participation Rate and Quality ratings on Portfolios	90% Portfolio Participation, 48% received Outstanding, 37% received very good or good.	66% Portfolio Participation. 83% received and A+ to a B+ with 50% receiving a perfect score.11			95% participation 85% high ratings
Student engagement expressed on Student Satisfaction Survey	95% in 19-20 0% in 20-21 Weekly Check0ins 46% participation.	100% of Elementary Onsite students participated and 32% of the High School. 47% participated in Weekly Check-ins and 34% attended the AB130 extra engagement offerings			95%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		meant for one year only.			
Chronic Absenteeism	7% in 19-20	27% were absent 20% or more			3%
Drop Out Rate	3% in 19-20	0 in 21-22			1%

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	Social Emotional Learning	Social Emotional Learning Classes S&C	\$14,189.00	Yes
2.2	Extra Academic Support	Tutoring by teachers is available to all students especially students with high needs.	\$28,980.00	Yes
2.3	Teacher Office Hours	Besides Tutoring, Students and Parents have access to teacher support during office hours.	\$6,458.00	Yes
2.4	Awards and Certificates	Students receive recognition for accomplishing their Smart Goals, and achieving academic and personal growth.	\$1,002.00	Yes
2.5	Staff Support	Student Services Liaison support of families in access to curriculum questions, and needs as well as providing general access and support regarding the school. . S&C	\$29,102.00	Yes

Action #	Title	Description	Total Funds	Contributing
2.6	Specialized Academic Support	The school provides Dyslexia screening and support services to any student that demonstrates a need,	\$17,262.00	Yes
2.7	Technology access	Information Technician support to acquire, prepare and check out devices to high needs students.	\$1,465.00	Yes

Goal Analysis [2021-22]

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

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

Teacher office hours and Zoom classes for AB130 were lightly attended 34%. Yet parents still asked for teacher office hours on the Parent Survey. Therefore Teacher Office Hours will be offered next year with special advertising. For Action 4, the practice of having a monthly awards assembly for achieving Smart Goals did not happen because of turn over of teachers. Ribbons were added for the Benchmark Fair and Readathon which provided a sense of accomplishment and work honored.

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.

Action 1, For next year the plan is to add Counseling for Social Emotional Learning. The estimated expense is based on a quote. Action 3, Fewer teachers, 6 vs 8 were available to offer office hours,. Actions 5 and 7 are based on timesheet recording. In both cases fewer hours were recorded than originally estimated.

This year saw one of the lowest attendance rates in the school's history. The Chronic Absenteeism was exceptionally high which reflected a malaise of low motivation, low self esteem and lack of direction. The school will move forward with policy supports, and the mental wellness curriculum and services.

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

Action 2 Tutoring has continued to have a positive impact on the student's served. This year a primary grades Reading Tutor was added mid year because parents were struggling. Usually tutoring is for older students. The reading support was very helpful to students and parents alike. Action 5, the community expressed great appreciation for the support of the Student Services Liaison. Helping with adjusting curriculum is a reoccurring support given through the year. Action 1- Students are exhibiting more fears and phobias. Parents are eager to use the Social Emotional Learning supplements which feels like the school is providing a support for a current need.

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.

Weekly Checkin participation percentages have been added to the Student Engagemet metric. Action 2 A "How to Teach Reading" training will be added to the Parent Institute roster next year based on the reading tutor's experience. Summer Tutoring is being offered in response to need. Also Tutoring during school days will be offered to the home only students as a response to the comments on the Parent Surveys. For Action 6, the dyslexia support, not all families are able to manage the reading intervention program and the school may have to contract with Orton Gillingham tutors.

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

Goals and Actions

Goal

Goal #	Description
3	Through professional development, create strong educators in the parent, teacher and school leadership communities with the aim to support and provide student achievement.

An explanation of why the LEA has developed this goal.

State Priorities 3,6
 The school has found that shared learning opportunities creates a more cohesive school culture and a group focus. Within this goal is the importance of all school communication and especially between school and home that is in the households home language. The desire for successful school wide communication has been an ongoing identified need.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Overall Rating of school is 8.0	9.25	9.43 out of 10			95
Parent & LCAP Survey Results	20% of Parents completed surveys and 20% also provided input on the LCAP.	23% of Elementary Parents participated, And the same 23% participated in the LCAP Feedback activity.			35% Participation
Orientation and Curriculum Fair Attendance Records and Orders	85% in 19-20	53% attended the in-person Orientation.			90%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		47% attended in person Curriculum Fair with additional 23% submitting orders not in person. 70% orders in before the end of June.			
Parent Tea Attendance Records and Outcomes	35%	0% The Parent Tea was not offered this year. The LCAP activity took its place this time. 23% participation.			45%
Board Agendas showing discussion and action	100%	Yes, 100%. This year the agenda template was improved by the school's attorney.			100%
Professional Development Opportunities, attendance	Five Professional Development Conferences and trainings for faculty and administration were attended 22 times . Classified staff attended 41 virtual and webinars trainings.	5 attended one of two Waldorf Professional Development 1-2 weeks. 3 attended 4 MCOE PDs 2 attended 5 SPED PDs 20 New SPED Coordinator Tutorials & PD 1 Teacher Induction yearlong			10 PD opportunities in which 15 staff members attend at least one

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		2 attended Charter Conf. 1 attended 5 CALPADs PDs 3 attended 2 WASC trainings 3-5 Board attended 4 PDs Inhouse PD's 11			
Suspension and Expulsion Data.	Zero	Zero			Zero
Survey Results from Parents, Students, Teachers	20% Parents, 0% Students & 27% Teachers	100% Elementary Onsite Students 32% High School 23% Parent Surveys 23% LCAP Feedback 100% core faculty feedback & reflection on the LCAP (2 sessions)			40% Parents, 95% Students and 100% teachers

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	Parent Professional Development	Parent Institutes S&C	\$2,302.00	Yes
3.2	Parent Communication	Using Parent Square as the primary school to home communication mechanism, greater participation will be sought each year as well as utilizing more aspects of the program. S& C	\$49,932.00	Yes

Action #	Title	Description	Total Funds	Contributing
3.3	Promotion of Consistent Engagement	Weekly Check-ins and Report Cards S&C	\$4,848.00	Yes
3.4	Teacher and Staff Professional Development	Teacher and Staff Professional Development, both in house and external including annual Waldorf training and conferences.	\$7,148.09	Yes

Goal Analysis [2021-22]

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

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

Only one Parent Institute occurred with a guest Waldorf Speaker. This received good advertising and only one parent came.

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.

Most actions were maintained and budgets and actual were close except for the Parent Institutes. There was turmoil in a class that had 3 new teachers during the year. And there was a general slowing down of parent activity and engagement in school communications and expectations. It felt like a community recovering from an illness, the pandemic, as an individual would. It takes a while to get on ones feet again. Student attendance was the lowest ever especially in the high school. Students received lots of positive personal attention, weekly or even every other day from the Student Services Liaison and still could not manage the basic expectations. Less than expected attendance to the first in person Orientation and Curriculum Fair after the pandemic. In 3.7 some of the staff time was added to the estimated expenditures to create a truer picture of the committment.

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

Parent communications through Parent Square remains a positive, even though there was less engagement by parents. However the 9.43 satisfaction rate is a positive indicator and parents felt informed and supported. Professional Development continues to be a positive school community builder and a great way to help develop the school culture and a shared vocabulary.

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.

Adjustments to Parent Institutes, one less, and adding more "how to use curriculum' written communication. More work will be on receiving greater percentage in the weekly check in. We will explore new reminder formats and incentives.

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

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2022-23]

Projected LCFF Supplemental and/or Concentration Grants	Projected Additional LCFF Concentration Grant (15 percent)
\$176,436	

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
21.32%	0.00%	\$0.00	21.32%

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.

With a population of 80% Low Income students and a few English Language Learners leaving 16 students who are not in the unduplicated group, the school is focused on serving everyone as a high needs student. . . High Needs students who demonstrate any kind of need for greater curriculum support from the School Services liaison or program support receive it as soon as the need is known. Extra support by teachers is available to the students who need it. The need is often not asked for initially, but observed by teachers and staff. Teachers will then reach out to find out what will help the student's learning experience. In the meantime the baseline offerings are rich with integrated comprehensive curriculum with supplemental materials and supplies of the parent or student's choice.

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

The LCFF Calculator states the the school percentage to increase or improve services to unduplicated pupils is 21.33%

ELL supports, Teacher Office Hours, Tutoring, Supplemental Materials, Social Emotional Learning, Professional Development are the key services will be increase or improved.

English Language Learners are fairly new to the school, so new English/ Spanish curriculum is being acquired for them, including some subscription online programs. Also, the funds will support a translator who is integral to the successful communication between the school and the family. The success of their program depends on these items.

Supplemental Materials and Supplies can target certain skills to develop or review that solidifies learning. The supplies provide equal access to the daily expectations of school work.

Tutoring by teachers and extra teacher face to face support time (Teacher Office Hours) are highly valued by parents to help their students in ways they can not. Both the personal connection and the academic support can be important for students to get established academically and grow.

Social Emotional Learning to help students develop tools to cope with challenging emotions and or relationships is needed more than ever at this time. Having these tools and putting the emotional challenges to rest allows for learning to occur and move the knowledge and insight gained to long term memory.

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.

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	0.00	0.00
Staff-to-student ratio of certificated staff providing direct services to students	14:1	14:1

2022-23 Total Expenditures Table

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	\$235,541.09	\$4,874.00	\$7,000.00		\$247,415.09	\$182,613.00	\$64,802.09

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1.1	Comprehensive Curriculum	English Learners Low Income	\$29,399.00	\$4,874.00			\$34,273.00
1	1.2	New Courses	English Learners Low Income	\$12,852.00		\$7,000.00		\$19,852.00
1	1.3	ELL, English Language Learners curriculum & supports	English Learners Low Income	\$2,898.00				\$2,898.00
1	1.4	Achievement	English Learners Low Income	\$3,795.00				\$3,795.00
1	1.5	Achievement	English Learners Low Income	\$969.00				\$969.00
1	1.6	Supplemental Materials	English Learners Low Income	\$12,594.00				\$12,594.00
1	1.7	Safe School	English Learners Low Income	\$10,346.00				\$10,346.00
2	2.1	Social Emotional Learning	English Learners Low Income	\$14,189.00				\$14,189.00
2	2.2	Extra Academic Support	English Learners	\$28,980.00				\$28,980.00
2	2.3	Teacher Office Hours	English Learners Low Income	\$6,458.00				\$6,458.00
2	2.4	Awards and Certificates	English Learners Low Income	\$1,002.00				\$1,002.00
2	2.5	Staff Support	English Learners Low Income	\$29,102.00				\$29,102.00

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
2	2.6	Specialized Academic Support	English Learners Low Income	\$17,262.00				\$17,262.00
2	2.7	Technology access	English Learners Low Income	\$1,465.00				\$1,465.00
3	3.1	Parent Professional Development	English Learners Low Income	\$2,302.00				\$2,302.00
3	3.2	Parent Communication	English Learners Low Income	\$49,932.00				\$49,932.00
3	3.3	Promotion of Consistent Engagement	English Learners Low Income	\$4,848.00				\$4,848.00
3	3.4	Teacher and Staff Professional Development	English Learners Low Income	\$7,148.09				\$7,148.09

2022-23 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
\$827,558	\$176,436	21.32%	0.00%	21.32%	\$235,541.09	0.00%	28.46 %	Total:	\$235,541.09
								LEA-wide Total:	\$0.00
								Limited Total:	\$218,047.00
								Schoolwide Total:	\$202,198.09

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1.1	Comprehensive Curriculum	Yes	Schoolwide Limited to Unduplicated Student Group(s)	English Learners Low Income	All Schools	\$29,399.00	
1	1.2	New Courses	Yes	Schoolwide Limited to Unduplicated Student Group(s)	English Learners Low Income	All Schools	\$12,852.00	
1	1.3	ELL, English Language Learners curriculum & supports	Yes	Limited to Unduplicated Student Group(s)	English Learners Low Income	All Schools	\$2,898.00	
1	1.4	Achievement	Yes	Schoolwide Limited to Unduplicated Student Group(s)	English Learners Low Income	All Schools	\$3,795.00	
1	1.5	Achievement	Yes	Schoolwide Limited to Unduplicated Student Group(s)	English Learners Low Income	All Schools	\$969.00	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1.6	Supplemental Materials	Yes	Schoolwide Limited to Unduplicated Student Group(s)	English Learners Low Income	All Schools	\$12,594.00	
1	1.7	Safe School	Yes	Schoolwide	English Learners Low Income	All Schools	\$10,346.00	
2	2.1	Social Emotional Learning	Yes	Schoolwide Limited to Unduplicated Student Group(s)	English Learners Low Income	All Schools	\$14,189.00	
2	2.2	Extra Academic Support	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	\$28,980.00	
2	2.3	Teacher Office Hours	Yes	Schoolwide Limited to Unduplicated Student Group(s)	English Learners Low Income	All Schools	\$6,458.00	
2	2.4	Awards and Certificates	Yes	Schoolwide Limited to Unduplicated Student Group(s)	English Learners Low Income	All Schools	\$1,002.00	
2	2.5	Staff Support	Yes	Schoolwide Limited to Unduplicated Student Group(s)	English Learners Low Income	All Schools	\$29,102.00	
2	2.6	Specialized Academic Support	Yes	Schoolwide Limited to Unduplicated Student Group(s)	English Learners Low Income	All Schools	\$17,262.00	
2	2.7	Technology access	Yes	Limited to Unduplicated Student Group(s)	English Learners Low Income	All Schools	\$1,465.00	
3	3.1	Parent Professional Development	Yes	Schoolwide Limited to Unduplicated Student Group(s)	English Learners Low Income	All Schools	\$2,302.00	
3	3.2	Parent Communication	Yes	Schoolwide Limited to	English Learners Low Income	All Schools	\$49,932.00	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
				Unduplicated Student Group(s)				
3	3.3	Promotion of Consistent Engagement	Yes	Schoolwide Limited to Unduplicated Student Group(s)	English Learners Low Income	All Schools	\$4,848.00	
3	3.4	Teacher and Staff Professional Development	Yes	Schoolwide	English Learners Low Income	All Schools	\$7,148.09	

2021-22 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	\$231,635.00	\$235,773.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1.1	Comprehensive Curriculum	Yes	\$34,859.00	\$32,733
1	1.2	New Courses	Yes	\$21,481.00	\$15,545
1	1.3	ELL, English Language Learners curriculum & supports	Yes	\$1,081.00	\$1,717
1	1.4	Achievement	Yes	\$1,845.00	\$2,331
1	1.5	Achievement	Yes	\$2,942.00	\$2,942
1	1.6	Supplemental Materials	Yes	\$12,100.00	\$12,594
1	1.7	Safe School	Yes	\$11,262.00	10,745
2	2.1	Social Emotional Learning	Yes	\$4,914.00	\$14,239
2	2.2	Extra Academic Support	Yes	\$26,961.00	\$28,738
2	2.3	Teacher Office Hours	Yes	\$9,736.00	\$9,736.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
2	2.4	Awards and Certificates	Yes	\$1,135.00	\$4,364
2	2.5	Staff Support	Yes	\$29,619.00	\$22,978
2	2.6	Specialized Academic Support	Yes	\$8,199.00	\$2,310
2	2.7	Technology access	Yes	\$1,465.00	\$887
3	3.1	Parent Professional Development	Yes	\$3,091.00	\$350
3	3.2	Parent Communication	Yes	\$49,808.00	\$49,932.00
3	3.3	Promotion of Consistent Engagement	Yes	\$4,429.00	\$4,848.00
3	3.4	Teacher and Staff Professional Development	Yes	\$6,708.00	\$18,784.00

2021-22 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
\$176,526	\$219,761.00	\$220,077.00	(\$316.00)	0.00%	0.00%	0.00%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.1	Comprehensive Curriculum	Yes	\$29,985.00	\$25,111		
1	1.2	New Courses	Yes	\$14,481.00	\$7,481		
1	1.3	ELL, English Language Learners curriculum & supports	Yes	\$1,081.00	\$1,717.00		
1	1.4	Achievement	Yes	\$1,845.00	\$2,331.00		
1	1.5	Achievement	Yes	\$2,942.00	\$2,942.00		
1	1.6	Supplemental Materials	Yes	\$12,100.00	\$12,584.00		
1	1.7	Safe School	Yes	\$11,262.00	\$10,745.00		
2	2.1	Social Emotional Learning	Yes	\$4,914.00	\$14,239.00		
2	2.2	Extra Academic Support	Yes	\$26,961.00	\$28,738.00		
2	2.3	Teacher Office Hours	Yes	\$9,736.00	\$9,736.00		
2	2.4	Awards and Certificates	Yes	\$1,135.00	\$4,364.00		

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
2	2.5	Staff Support	Yes	\$29,619.00	\$22,978.00		
2	2.6	Specialized Academic Support	Yes	\$8,199.00	\$2,310.00		
2	2.7	Technology access	Yes	\$1,465.00	\$887.00		
3	3.1	Parent Professional Development	Yes	\$3,091.00	\$350.00		
3	3.2	Parent Communication	Yes	\$49,808.00	\$49,932.00		
3	3.3	Promotion of Consistent Engagement	Yes	\$4,429.00	\$4,848.00		
3	3.4	Teacher and Staff Professional Development	Yes	\$6,708.00	\$18,784.00		

2021-22 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
\$827,558	\$176,526	0.00	21.33%	\$220,077.00	0.00%	26.59%	\$0.00	0.00%

Instructions

[Plan Summary](#)

[Engaging Educational Partners](#)

[Goals and Actions](#)

[Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students](#)

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

Introduction and Instructions

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

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

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning (California *Education Code* [EC] Section 52064[e][1]). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students.
- **Meaningful Engagement of Educational Partners:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful engagement (EC Section 52064[e][1]). Local educational partners possess valuable perspectives and insights about an LEA's programs and services. Effective strategic planning will incorporate these perspectives and insights in order to identify potential goals and actions to be included in the LCAP.
- **Accountability and Compliance:** The LCAP serves an important accountability function because aspects of the LCAP template require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:
 - Demonstrating that LEAs are increasing or improving services for foster youth, English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (EC Section 52064[b][4-6]).
 - Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (EC sections 52064[b][1] and [2]).
 - Annually reviewing and updating the LCAP to reflect progress toward the goals (EC Section 52064[b][7]).

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

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

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

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

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

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

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

Engaging Educational Partners

Purpose

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

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

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

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

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

Requirements and Instructions

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

Local Control and Accountability Plan:

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

- a) Presented the local control and accountability plan to the parent advisory committee in accordance with Education Code section 52062(a)(1) or 52068(a)(1), as appropriate.
- b) If applicable, presented the local control and accountability plan to the English learner parent advisory committee, in accordance with Education Code section 52062(a)(2) or 52068(a)(2), as appropriate.

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

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

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

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

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

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

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

- Inclusion of a goal or decision to pursue a Focus Goal (as described below)
- Inclusion of metrics other than the statutorily required metrics
- Determination of the desired outcome on one or more metrics
- Inclusion of performance by one or more student groups in the Measuring and Reporting Results subsection
- Inclusion of action(s) or a group of actions
- Elimination of action(s) or group of actions
- Changes to the level of proposed expenditures for one or more actions

- Inclusion of action(s) as contributing to increased or improved services for unduplicated services
- Determination of effectiveness of the specific actions to achieve the goal
- Determination of material differences in expenditures
- Determination of changes made to a goal for the ensuing LCAP year based on the annual update process
- Determination of challenges or successes in the implementation of actions

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

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

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

Focus Goal(s)

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

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

Broad Goal

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

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

Maintenance of Progress Goal

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

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

Required Goals

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

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

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

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

- **Goal Description:** Describe the outcomes the LEA plans to achieve to address the needs of, and improve outcomes for, the student group or groups that led to the LEA's eligibility for Differentiated Assistance.
- **Explanation of why the LEA has developed this goal:** Explain why the LEA is required to develop this goal, including identifying the student group(s) that lead to the LEA being required to develop this goal, how the actions and associated metrics included in this goal differ from previous efforts to improve outcomes for the student group(s), and why the LEA believes the actions, metrics, and expenditures included in this goal will help achieve the outcomes identified in the goal description.

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

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

Measuring and Reporting Results:

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

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

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

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

Complete the table as follows:

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

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

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

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

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

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

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

Goal Analysis:

Enter the LCAP Year.

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

- Describe the overall implementation of the actions to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process. This must include any instance where the LEA did not implement a planned action or implemented a planned action in a manner that differs substantively from how it was described in the adopted LCAP.
- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures and between the Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services, as applicable. Minor variances in expenditures or percentages do not need to be addressed, and a dollar-for-dollar accounting is not required.
- Describe the effectiveness of the specific actions to achieve the articulated goal as measured by the LEA. In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal. When responding to this prompt, LEAs may assess the effectiveness of a single action or group of actions within the goal in the context of performance on a single metric or group of specific metrics within the goal that are applicable to the action(s). Grouping actions with metrics will allow for more robust analysis of whether the strategy the LEA is using to impact a specified set of metrics is working and increase transparency for educational partners. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.
- Describe any changes made to this goal, expected outcomes, metrics, or actions to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard or other local data, as applicable.

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

Purpose

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

Requirements and Instructions

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

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

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

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

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

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

Required Descriptions:

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

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

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

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

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

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

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

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

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

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

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

For School Districts Only:

Actions Provided on an LEA-Wide Basis:

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

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

Actions Provided on a Schoolwide Basis:

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

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

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

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

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

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

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

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

Provide the following descriptions, as applicable to the LEA:

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

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

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

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

Complete the table as follows:

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

Action Tables

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

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

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

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

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

Data Entry Table

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

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

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

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

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

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

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

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

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

- **6. Estimated Actual LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on of the number and concentration of unduplicated students in the current school year.
- **Estimated Actual Expenditures for Contributing Actions:** Enter the total estimated actual expenditure of LCFF funds used to implement this action, if any.
- **Estimated Actual Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis only to unduplicated students, and that does not have funding associated with the action, enter the total estimated actual quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%).
 - Building on the example provided above for calculating the Planned Percentage of Improved Services, the LEA in the example implements the action. As part of the annual update process, the LEA reviews implementation and student outcome data and determines that the action was implemented with fidelity and that outcomes for foster youth students improved. The LEA reviews the original estimated cost for the action and determines that had it hired additional staff to collect and analyze data and to coordinate supports for students that estimated actual cost would have been \$169,500 due to a cost of living adjustment. The LEA would divide the estimated actual cost of \$169,500 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Estimated Actual Percentage of Improved Services for the action.

LCFF Carryover Table

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

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

Calculations in the Action Tables

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

Contributing Actions Table

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

Contributing Actions Annual Update Table

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

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

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

LCFF Carryover Table

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

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

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

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