

Learning for Life Charter School 2022-23 LCAP

- a.) Budget Overview for Parents
- b.) Supplement to the Annual Update to the 2021-22 LCAP
- c.) Plan Summary
- d.) Engaging Educational Partners
- e.) Goals and Actions
- f.) Increased or Improved Services for Foster Youth, English Learners, and Low-income students
- g.) Action Tables
- h.) Instructions

Local Control Funding Formula (LCFF) Budget Overview for Parents Template

Developed by the California Department of Education, November 2021

LCFF Budget Overview for Parents: Data Input

Local Educational Agency (LEA) name:	Learning or Life Charter School
CDS code:	27660922730240
LEA contact information:	Kenneth Lawrence-Emanuel, (831) 582-9820, kennethl@lflcs.org
Coming School Year:	2022 – 23
Current School Year:	2021 – 22

*NOTE: The "High Needs Students" referred to in the tables below are Unduplicated Students for LCFF funding purposes.

Projected General Fund Revenue for the 2022 – 23 School Year		Amount
Total LCFF funds	\$	1,633,702
LCFF supplemental & concentration grants	\$	168,630
All other state funds	\$	407,720
All local funds	\$	8,132
All federal funds	\$	91,416
Total Projected Revenue	\$	2,140,970
Total Budgeted Expenditures for the 2022 – 23 School Year		Amount
Total Budgeted General Fund Expenditures	\$	2,053,267
Total Budgeted Expenditures in the LCAP	\$	1,944,397
Total Budgeted Expenditures for High Needs Students in the LCAP	\$	168,630
Expenditures not in the LCAP	\$	108,870
Expenditures for High Needs Students in the 2021 – 22 School Year		Amount
Total Budgeted Expenditures for High Needs Students in the LCAP	\$	164,224
Actual Expenditures for High Needs Students in LCAP	\$	164,864

LCFF Budget Overview for Parents: Narrative Responses

LCFF Budget Overview for Parents Narrative Responses Sheet

Required Prompt(s)	Response(s)
<p>Briefly describe any of the General Fund Budget Expenditures for the school year not included in the Local Control and Accountability Plan (LCAP).</p>	<p>The following general administrative costs are not included in the LCAP, being only indirectly related to meeting the 8 state priorities: corporation materials and supplies, dues and memberships, insurance, banking, payroll, legal & audit services, advertising and recruiting, authorizer oversight, fees, depreciation, end of year surplus.</p>
<p>A prompt may display based on information provided in the Data Input tab.</p>	<p>[Respond to the prompt here; if there is no prompt, a response is not required.]</p>
<p>A prompt may display based on information provided in the Data Input tab.</p>	<p>[Respond to the prompt here; if there is no prompt, a response is not required.]</p>

LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Learning or Life Charter School

CDS Code: 27660922730240

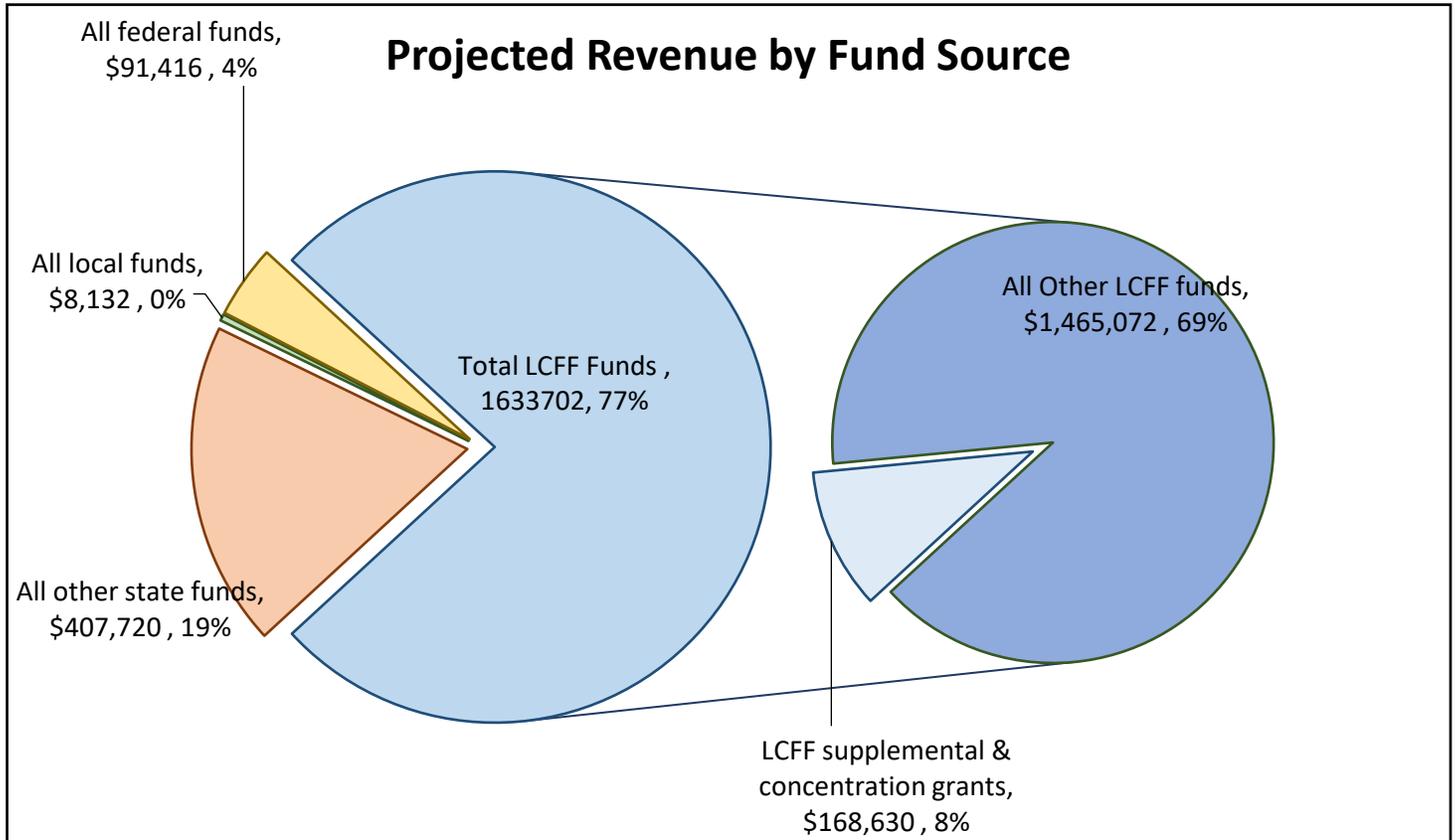
School Year: 2022 – 23

LEA contact information: Kenneth Lawrence-Emanuel, (831) 582-9820, kennethl@lflcs.org

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

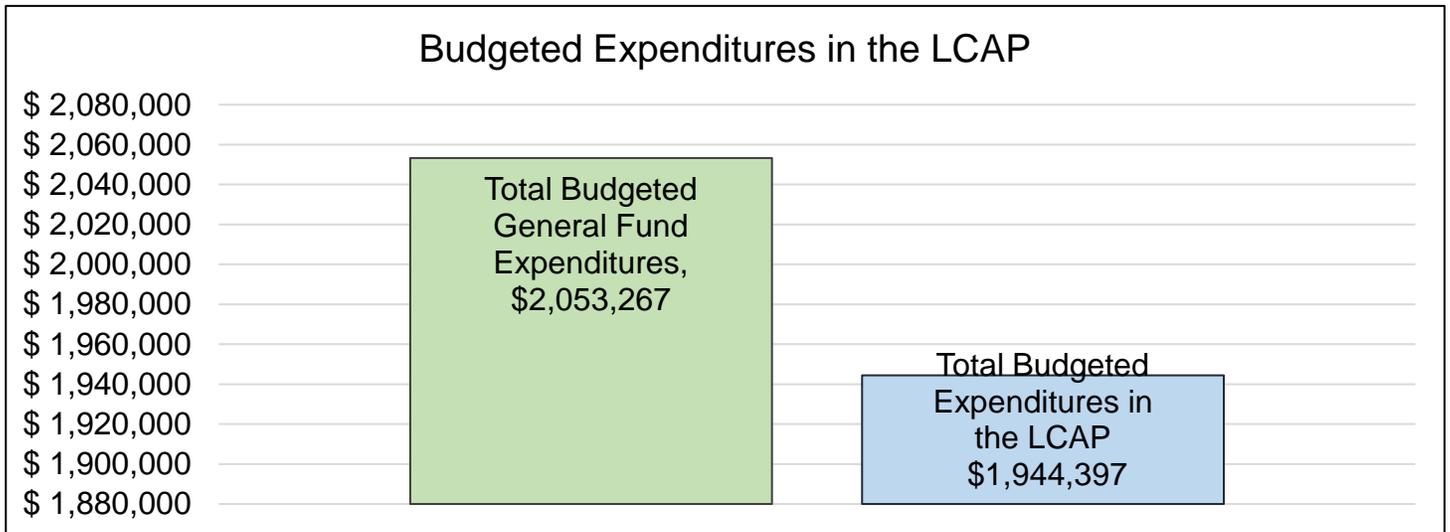


This chart shows the total general purpose revenue Learning or Life Charter School expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Learning or Life Charter School is \$2,140,970.00, of which \$1,633,702.00 is Local Control Funding Formula (LCFF), \$407,720.00 is other state funds, \$8,132.00 is local funds, and \$91,416.00 is federal funds. Of the \$1,633,702.00 in LCFF Funds, \$168,630.00 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

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



This chart provides a quick summary of how much Learning or Life 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: Learning or Life Charter School plans to spend \$2,053,267.00 for the 2022 – 23 school year. Of that amount, \$1,944,397.00 is tied to actions/services in the LCAP and \$108,870.00 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

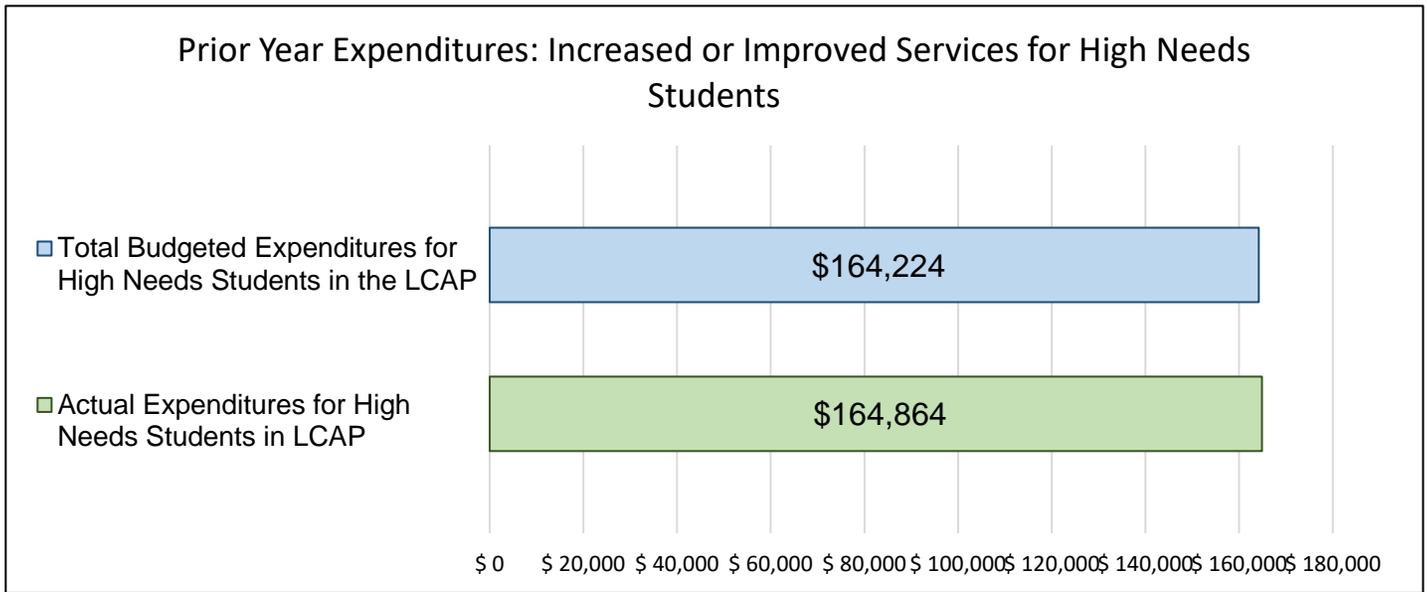
The following general administrative costs are not included in the LCAP, being only indirectly related to meeting the 8 state priorities: corporation materials and supplies, dues and memberships, insurance, banking, payroll, legal & audit services, advertising and recruiting, authorizer oversight, fees, depreciation,

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

In 2022 – 23, Learning or Life Charter School is projecting it will receive \$168,630.00 based on the enrollment of foster youth, English learner, and low-income students. Learning or Life Charter School must describe how it intends to increase or improve services for high needs students in the LCAP. Learning or Life Charter School plans to spend \$168,630.00 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

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



This chart compares what Learning or Life 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 Learning or Life 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, Learning or Life Charter School's LCAP budgeted \$164,224.00 for planned actions to increase or improve services for high needs students. Learning or Life Charter School actually spent \$164,864.00 for actions to increase or improve services for high needs students in 2021 – 22.

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Learning for Life Charter School	Kenneth Lawrence-Emanuel, Executive Director	kennethl@lflcs.org , (831) 582-9820

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

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

Additional Funds not included in the 2021-22 LCAP:

LCFF Concentration Grant One-time 15% Add-on (\$3,919): Feedback was provided through the LCAP development process.

Educator Effectiveness Block Grant (\$31,164): The initial plan was developed from feedback received during the 21-22 LCAP process. A public meeting was held on 10/28/21 regarding the Educator Effectiveness Block Grant seeking additional input on the plan.

Special Education Learning Recovery Grant (\$25,261) and Special Education Alternative Dispute Resolution Grant (\$3,819): LFLCS worked with Sonoma Charter SELPA staff at workshops on 9/8/21 and 9/21/2021 and held an on-site meeting of teachers, administrators, and other staff on 9/10/21.

A—g Improvement Grant (\$150,000): The initial plan was developed from feedback received during the 21-22 LCAP process. A public meeting will be held on 2/28/22 regarding the A-g Improvement Grant seeking additional input on the plan.

American Rescue Plan—Homeless Children & Youth Grant (\$2,976): The school social worker is consulting with the County Coordinator of the Homeless Children and Youth Services Program at the Monterey County Office of Education to determine allowable actions and expenses. Subsequently, a local plan of actions and expenditures will be developed with input from homeless student and families.

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.

The additional Concentration grant funding was used to hire additional supplemental tutors to work with students who are low-income, English learners, and/or foster youth.

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.

COVID Emergency Relief Funds (ESSR-II)

As part of our annual LCAP process, LFLCS connected with students, families (including those who speak languages other than English), administrators, teachers and other staff to discuss how the school should prioritize recovery efforts specifically in the areas of safe in-person learning, lost instructional time, and other pandemic impacts. Documentation related to these community engagement efforts can be found in the 2021-22 LCAP.

ARP (ESSER-III)

Based on the input received through June 2021, we established priorities to expand services should additional funding become available. The meetings held in the Spring 2021 in preparation for the LCAP and a school community survey resulted in choices that went into the 2021-2024 LCAP and Extended Learning Opportunities Grant Plan. Expenditures that did not make it into the LCAP and ELO Plan due to limited funds were included in the ESSER III Plan that was approved after public input on October 28, 2021.

Expanded Learning Opportunities Grant

The Expenditure Plan was developed concurrently with the LCAP beginning in March 2021. The meetings held in the Spring 2021 in preparation for the LCAP and a school community survey resulted in choices that went into the 2021-2024 LCAP and Extended Learning Opportunities Plan. The ELO Plan was approved after public input on May 27, 2021

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.

LFLCS developed an expenditure plan for ESSR-III funds that was approved by the Board on 10/28/21. The main initiatives embodied in the plan were selected during the 21-22 LCAP development process and included the following: to set up satellite and mobile campuses, to increase the frequency of cleaning and sanitation on campus, to employ a school-community liaison in addition to our school social worker, to hire supplemental tutors, and to enhance communications with families.

We increased the frequency of cleaning and sanitation, hired the school-community liaison, and enhanced communications with families. But changes made to the laws governing independent study made by the legislature after the approval of our 21-22 LCAP shifted other priorities somewhat. The new laws required us to provide weekly synchronous instruction (WSI) to all students and daily live interactions (DLI) with our middle school students. We elected to develop the option for in-person interactions for WSI and DLI, and so shifted from planning push-outs to students (via satellite and mobile campuses) to pull-in efforts to get more students interacting with peers and staff on campus. As part of our pull-in efforts, we improved ventilation, developed an in-person orientation

program for new students and tasked the school-community liaison with operating the new school van to transport students to and from campus.

Other shifts in priorities occurred. The increasingly complex information and instructional technology systems we are now operating necessitated increasing the hours and level of responsibility of our IT staff. We funded the increased expenses of the orientation teacher and IT manager by repurposing funding we had budgeted for supplemental tutors in subsequent years. We were also able to repurpose funds we had set aside for financing positive cash flow, as our level of reserves and injections of stimulus funds eliminated cash flow shortfalls.

Successes include an increased number of students on track to graduate, an improved attendance rate over last year, a low number of COVID-19 transmissions on campus, a high level of engagement with the families of Students with Disabilities, a minimal impact from staff illnesses, an exciting new CTE program (centered on drone technology) and increased attachment from students.

Challenges include a flat ADA growth rate (necessitating a recalculation of our budget at the First Interim Reporting period to a lower ADA target), having to develop and meet deadlines for multiple new expenditure plans associated with new revenues, disruptions to attendance and engagement due to the Omicron variant of COVID 19, having to implement changes to IS mandated by the legislature after the school year had started and before the audit guide has been released, and the ongoing challenge of supporting adolescents during a multi-year pandemic that has kept them out of settings typically associated with normative social development.

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.

The ESSR-III Expenditure Plan and the Safe Return to In Person Instruction and Continuity of Services Plan requires that resources are used to

- address students’ academic, social, emotional, and mental health needs, as well as any opportunity gaps that existed before, and were worsened by, the COVID-19 pandemic
- maintain the health and safety of students, educators, and other school and LEA staff,
- act on each of the CDC’s safety recommendations (including universal and correct wearing of masks, modifying facilities to allow for physical distancing, handwashing and respiratory etiquette, cleaning and maintaining healthy facilities, improving ventilation, contact tracing in combination with isolation and quarantine, collaboration/coordinating with the State and local health departments, diagnostic and screening testing, making efforts to encourage vaccinations, and making appropriate accommodations for children with disabilities with respect to health and safety policies).
- ensure continuity of services, including but not limited to services to address students’ academic needs and students’ and staff social, emotional, mental health and other needs, which may include student health and food services.

LFLCS has been using its fiscal resources received for 21—22 in a manner that is consistent with these requirements, and aligned with its 21-22 LCAP by:

- Providing continuity of instruction via a digitally delivered curriculum within a 1:1 technology environment, supported by a robust suite of communication tools
- Providing expanded access to tutors
- Providing Special Education and related services
- Providing meals
- Increasing the FTE of our counselor and psychologist to increase their availability to students in need.
- Providing students access to a school social worker and a school-community liaison
- Providing transportation to students
- Providing summer school and intercessions to accelerate credit accrual and recovery
- Engaging in tiered reengagement strategies and evaluations of whether Independent Study is in the best interests of students who are not generating attendance, who are nonparticipatory, or who are making less than satisfactory progress
- Purchasing a Social Emotional Learning curriculum and using it during WSI.
- Purchasing an anti-racist curriculum and making it available to interested students.
- Providing students and staff with face coverings, hand sanitizer, and other safety supplies.
- Furnishing, equipping, and organizing our campus to decrease the likelihood of spreading infections,
- Scheduling student contacts in stable groups and in virtual as well as in-person settings to decrease the likelihood of spreading infections
- Providing contact tracing and rapid antigen tests when cases have been on campus
- Providing staff professional development in strategies to engage students and families in addressing students' needs
- Providing Career Technical Education

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

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

Introduction

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

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

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

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

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

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

Instructions

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

California Department of Education
November 2021

Local Control and Accountability Plan

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Learning for Life Charter School	Kenneth Lawrence-Emanuel	kennethl@lflcs.org , (831) 582-9820

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.

Learning for Life Charter School (LFLCS) is a nonclassroom based charter school that offers independent study to high-risk 7th—12th graders. We are an alternative school with Dashboard Alternative School Status (DASS), and so at least 70% of our students fall into one of 12 high-risk categories (credit deficient, with a high level of transiency, homeless, in the foster care system, truant, pregnant or parenting, a ward of the court, expelled, suspended more than 10 days in a school year, a recovered dropout, or with a 45-day gap in enrollment)

Since 2014, we have provided instruction via a digitally-delivered curriculum. Instruction is delivered asynchronously via Edgenuity, a web-based curriculum provider. Students can work from home, at our school site, or anywhere else they can access a WiFi signal.

Upon enrollment, all students are provided a managed Chromebook, and students who need it are provided Wi-Fi access via a hotspot. Students and families are provided access to Google communication tools, including email and text.

Teachers monitor student progress through live contacts and the monitoring of asynchronous instructional minutes. We utilize the procedures established for independent study programs to measure participation and determine the time value of pupil work. We operate a campus where students can come to get in-person support for academics, wellness, and meeting basic needs. We also provide support virtually in these areas.

LFLCS is its own LEA for the purposed of Special Education and is a member of the Sonoma County Charter SELPA. LFLCS provides a full continuum of services to students with disabilities. Most commonly, we provide Specialized Academic Instruction, individual counseling and speech and language instruction to our students. These services are provided in person or virtually as preferred by the students and their families.

LFLCS also provides supports to students in foster care and who are experiencing homelessness. These supports may include transportation, additional supplies and materials, or food, as well as assistance finding housing, medical care, legal assistance, and other services.

Reflections: Successes

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

Our attendance rate has recovered this year, rising from 82% (2020-21) back up to 86% (2021-22). We attribute this to our increased efforts to interact with students, in particular bringing students onto campus. We brought back our school-community liaison position, in order to more fully utilize the school van we purchased in the spring of 2020 to transport students to and from campus. We added new in-person CTE courses in Photography and Business. More students than ever opted to participate in our weekly art class. We provided all students the opportunity to come onto campus every other week, in small groups, so they could more directly interact with staff and their peers. We provided daily live interaction opportunities for our middle schoolers and weekly synchronous instructional activities for middle and high schoolers, alternating between live and virtual formats.

The average number of credits students are earning per quarter has continued to climb. This has led to the most students being on track to graduate in 4, 5, and 6 years since we started tracking this metric in 2013-14. We anticipate our graduation rate will be our second highest ever, around 89%. Our improved graduation rates over the past three years have resulted in our exiting the Comprehensive Support and Improvement program.

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.

This year, we focused on getting more students onto campus, based on the theory that more in-person interactions would lead to students experiencing improved academic performance and interpersonal growth. We think this year's outcomes have validated our theory and our efforts. But we recognize that we did not get all students to come to campus and experience such positive results. We think there is a significant need to get more students onto campus.

More specifically, we want to continue to improve our rates of credit accrual, graduation, dropping out, attendance, and chronic absenteeism. We want to improve students' college and career readiness, by both improving readiness for college as measured by a—g rates and the number of college courses completed, and by documenting more workforce readiness via completed CTE pathways, workforce readiness certifications, and participation in work-based learning experiences.

We want to develop a new measure of academic learning that can be used alongside the ELPAC, SBAC and CAST tests. We want to improve performance on these statewide assessments. We want to expand our measures of students' sense of safety and school connectedness.

LCAP Highlights

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

The 2022-23 LCAP is based on a much different revenue basis than the 2021-22 LCAP. There is about \$520,000 less in federal revenue available, so we have to take steps to absorb this revenue loss. We are organizing efforts to create a 10% growth in enrollment, after seeing no growth this year, and decline in enrollment last year. We are also planning steps to increase attendance rates.

Having to make cuts to programs due to the loss of federal funds, we are focusing on expanding in-person academic interactions with students, that directly impact attendance and academic progress, and scaling back assistance programs that indirectly impacted attendance and academic progress. We are planning to get more students on site for more student-staff and student-student interactions such as in classes, pods, & other learning experiences, and are planning less counseling and social work. We are planning to increase parent interactions and we are planning for more student participation in career technical education.

Total funds allocated for 2022-23: \$2,140,969

Included in the LCAP: \$1,944,397

State funds

LCFF Base funds:	\$1,250,024
LCFF Supplemental & Concentration funds:	\$168,630
Discretionary Block Grant:	\$142,754
Ethnic Studies Grant	\$2,889
Lottery:	\$22,151
Restricted Lottery:	\$8,833
Mandate Block Grant:	\$6,218
Special Education, State:	\$108,768
Extended Learning Opportunities Grant:	\$34,408
Educator Effectiveness Grant:	\$22,116
A-g Improvement Grant:	\$32,813

Federal funds

Special Education, federal	\$15,411
American Rescue Plan—Homeless Children and Youth	\$3,102
Title I	\$32,699
Title II	\$5,248
Title IV	\$10,000
Title V	\$24,956

Not Included in the LCAP: \$196,653

End of year surplus and general administrative costs, only indirectly related to meeting the 8 state priorities: Corporation materials & supplies, Dues and memberships, Insurance, Banking, payroll, legal, & audit services, Advertising & recruitment, Authorizer oversight (1%), Fees, Depreciation.

LCFF Base:	\$162,076
Discretionary Block Grant:	\$26,770
Local interest & other revenue	\$7,807

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.

LFLCS has exited CSI in 2022-23.

Support for Identified Schools

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

NA

Monitoring and Evaluating Effectiveness

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

NA

Engaging Educational Partners

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

Our Board of Directors engages in 3-year strategic planning cycles. The process involves gathering input from educational partners (staff, students, parents, members of the community) at monthly board meetings and in addition, holding annual strategic planning retreats, at which the Board, all staff, students, and parents met to review progress and make recommendations for improving the school. LFLCS used these strategic planning cycles to transform its independent study program over the past 6 years, from a textbook-based program to the digitally-based program we have now. We held a strategic planning retreat on April 22, 2022, to review our position and plan a strategy for operating over the next 3 years, in an environment of decreasing resources and increasing competition. The results of this planning make up the core of this LCAP.

Over the next several months, LFLCS staff will be rolling out the results of the strategic planning to our educational partners.

Teachers meet weekly with parents and students and are gathering their input regarding our programs. Teachers share this input with the administration and the rest of the staff at the weekly staff meetings and at special ad hoc meetings when these are needed.

Our counselor, psychologist, and school-community liaison also meet individually with students and parents to gather their feedback. The gathered feedback is also shared at staff meetings, as well as in special meetings with the administration.

LFLCS employs several full- and part-time tutors, who work individually with students to support their academic growth. The tutors are also tasked with gathering feedback from students regarding our programs. Our head tutor meets weekly with each tutor and gathers any feedback, which she then shares with the administration and staff in special or regular meetings.

LFLCS will be distributing three surveys to parents and students this spring: the Academic Programs survey, the Climate survey, and the School Plan and Budget survey.

Meeting time is scheduled each Monday for staff to take on projects ad hoc. During the last month of the 2021-22, these meetings were devoted to imagining improvements to student groupings, the schedule of activities on campus, student participation, and more, for the upcoming school year, and for our summer school program, which acts as an incubator for new ideas for the regular school year.

Input from the Board, the staff, from parents and from students will be considered by the administration throughout the Spring and used to develop the 2022-23 Budget and LCAP. A preliminary draft of the LCAP will be presented to the Board and the community at the Board's May meeting. Input will be taken at this meeting and continue to be taken throughout the month of June, and a final LACP will be presented at the Board's June Board meetings.

A summary of the feedback provided by specific educational partners.

Surveys of students and parents have validated several proposed areas of action:

- Having more students spend time on campus, & extending the time students spend on campus, in order to help students organize their time and get the grades and make the progress they want.
- Helping students to understand and control their feelings and actions, and to treat each other more respectfully.

Input from the Board has shaped the LCAP. The Board has particularly endorsed the creation of a new measure of academic learning. They directed staff to increase the Desired Outcome for 2023–24 in the area of Average credits earned per quarter to 15.0.

Input from staff has been the driving force pushing us to the major change imagined for next year: getting more students interacting with each other on campus. To this end, staff would like to see fewer opportunities for students to opt out of on-campus participation, increased parent participation and a parent orientation program, more CTE options, an increase in on-campus educational offerings, and regularly scheduled academic enrichment/recovery offerings.

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

Goals, metrics, actions, and expenditures were influenced by the input noted above from educational partners.

Additional positions have been included in the efforts to develop staffing in high-needs areas: the school counselor, the school psychologist, and the chief business officer. We have increased the staffing of the IT manager to full time. We have added 0.2 FTE to the Educational Specialist position. Educational partner input was used to determine all areas of effort and expenditure under the A—G Improvement Grant, the new CTE efforts, and to launch the development of new measures of interconnectedness and academic learning. Educational partner input was used to define the budget for the Homeless Children and Youth Grant. The input of educational partners led to the addition of an Art Teacher, and the decreases in the social work and psychologist positions. Our summer school and intersession extended learning opportunities are being developed through close collaboration with staff, students, and parents.

Goals and Actions

Goal 1

Goal #	Description
1	Maintain successes

An explanation of why the LEA has developed this goal.

LFLCS wants to maintain a high level of performance in areas where we do well: staffing, access to instructional materials, the state of our facility, implementing state standards, building relationships & partnerships with families, progress of ELLs, the middle school dropout rate, school removals, and access to broad courses of study.

Measuring and Reporting Results

Metric	Baseline 2020-21	Year 1 Outcome 2021-22	Year 2 Outcome 2022-23	Year 3 Outcome 2023-24	Desired Outcome for 2023-24
a.) EL & total teacher misassignments, vacant teacher positions	0,0,0	0,0,0			0,0, 0
b.) Facilities Inspection Tool Overall Rating	Exemplary	Exemplary			Exemplary
c.) Students w/out access to instructional materials	0%	0%			0
d.) Progress in implementing State Standards	Full implementation & sustainability	Full implementation & sustainability			Full implementation & sustainability

Metric	Baseline 2020-21	Year 1 Outcome 2021-22	Year 2 Outcome 2022-23	Year 3 Outcome 2023-24	Desired Outcome for 2023–24
e.) Building relationships between school staff and families	Full implementation & sustainability	Full implementation & sustainability			Full implementation & sustainability
f.) Building partnerships for student outcomes	Full implementation & sustainability	Full implementation & sustainability			Full implementation & sustainability
g.) English Learner progress --Making progress toward proficiency (+1 ELPAC level) --RFEP rate	--Data suppressed (<10 students) --31%	--Data not yet available --Data not yet available			'+1 ELPAC level annually +10% each year
h.) Middle school dropout rate	0%	0%			0%
i.) Suspension & expulsion rates	0%, 0% Dashboard (2019): Blue	0%, 0%			0%, 0% Dashboard: Blue
j.) Access to broad courses of study	All students with full access	All students with full access			All students with full access

Actions

Action #	Title	Description	Total Funds	Type of Funds	Contributing
1	Teacher assignments	Employ and assign fully credentialed teachers to all students including Unduplicated Pupils (UPs = foster, low-income, & English Learners) and Students With Disabilities (SWDs)	\$457,801	LCFF Base	
2	High needs staffing	Support the certification of staff in high-need and/or difficult-to-recruit positions, including CTE, counseling, school psychology, Special Education, school business administration	\$26,269	Title II, Ed Eff BG	
3	1:1 technology environment	Maintain inventories of student and staff equipment, including computing devices and WiFi hotspots for all students including UPs and SWDs	\$8,163	Mandate BG, Discr BG	
4	Main facility	Provide an Exemplary facility for all students including UPs and SWDs MBEST Suite 110: Lease, Common Areas Maintenance, utilities, repairs, housekeeping/custodian, security	\$130,855	LCFF Base. Discr BG	
5	IT staff and services	Provide and maintain technology infrastructure 1.0 IT Manager, Software & Licenses, IT services	\$139,368	LCFF Base, Title IV, Title V, Lottery, Discr BG	
6	Special Education & related services	Provide Special Education and related services compliantly, effectively, and on-time. 1.0 Ed Specialist, 0.20 Psychologist, translation, Speech and language services, others as needed	\$204,378	LCFF Base, SpEd state, SpEd fed, SpEd ADR	

Action #	Title	Description	Total Funds	Type of Funds	Contributing
7	Administration	Staff administrative roles in order to supervise staff and students including SWDs & UPs, and to manage the nonprofit corporation 1.0 Administrator, 1.0 administrative assistant	\$250,672	LCFF Base	
8	Classroom materials and supplies	Purchase materials and supplies needed for virtual and in-person courses	\$64,677	Lottery Restricted, Discr BG	
9	Financial services & reporting	Fund indirect costs related to revenues (4%), to enable essential financial transactions within a transparent reporting system (Charter Vision)	\$85,639	All revenue sources	Y
10	Training in meeting students' academic and other needs	Provide training for school staff on strategies to engage students and families including SWDs and UPs in fostering students' interpersonal skills and addressing academic needs	\$5,500	Discr BG	
11	Counselor, general	Employ a Counselor @ 0.40 FTE (340:1) to provide academic counseling to all students including SWDs	\$43,867	LCFF Base	

Goal Analysis for 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.

There were no substantive differences between planned actions and the actual implementation of these actions.

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

Overall, for this goal, we made about \$220,000 less expenditure than budgeted. Most of this reduction in expenditure was driven by a reduction in expected revenues. We adjusted our expected revenues downward at the time of the First Interim Report in December of 2021,

when we realized we were not increasing enrollment as predicted. We therefore cut expenses, most significantly in the area of teacher FTE, new technology purchases, and financial services, plus we reduced our expected End-Of-Year (EOY) surplus.

Due to our decreasing our projected ADA from 150 to 125 at P2, our Supplemental and Concentration Grants, the increased apportionment based on the enrollment of foster youth, English learners, and low-income students, decreased from \$206,397 to \$158,668. We consequently decreased expenses against these grants by the same amount, primarily by reducing and/or shifting curriculum and technology expenses to other funds.

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

The specific actions were effective in reaching our goal, of continuing to do well in these areas.

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

We are making several changes to the elements covered by this goal. We are removing issues related to the performance of the non-profit corporation from the LCAP. These will be documented in our Strategic Plan instead. We are making our focus within the LCAP more consistent with the State Priorities and the metrics associated with them, so we are removing the element of “programs for students with disabilities” (that is not associated with a specific metric linked to a State Priority) and adding the broader elements of “implementing state standards,” and “building relationships & partnerships with families” (that are associated with metrics).

We are making some changes to the metrics associated with this goal, in keeping with the changes mentioned above. We are removing a local measure of “opportunities for parent input and participation in programs for SWDs” and the EOY surplus, and adding the metrics taken from the Local Performance Indicators regarding implementing state standards and building relationships & partnerships with families.

We are making some changes to the actions associated with this goal. We are moving the action of stipending Assistant Administrators to Goal 3. We are eliminating the action of providing a base curriculum, since we used last year’s extraordinary stimulus funds to purchase our digitally delivered curriculum for 5 years, and thus these costs for next year are covered. We are not anticipating the need for additional safety supplies and services in the coming year, so this action has also been eliminated. We are dropping actions associated with the operation of the nonprofit corporation, like building an EOY surplus. We have moved to this goals actions from other goals, as we have determined that we are doing well in additional areas: providing a base level of counseling and providing training to staff in meeting students’ academic and social/emotional needs.

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

Goal 2

Goal #	Description
2	Make broad progress in beneficial areas

An explanation of why the LEA has developed this goal.

LFLCS wants to make some improvement in beneficial areas: seeking input for decision making, statewide assessment outcomes, college/career readiness (overall and in specific elements)

Measuring and Reporting Results

Metric	Baseline 2020-21	Year 1 Outcome 2021-22	Year 2 Outcome 2022-23	Year 3 Outcome 2023-24	Desired Outcome for 2023-24
a.) Seeking input for decision making	Full implementation				Full implementation and sustainability
b.) Statewide assessment outcomes	Points from Standard (2019) ELA: -81.7 (Low) Math: -181 (Low)	Data not yet available			Points from Standard ELA: Closer to 0 (Medium) Math: Closer to -60 (Medium)
c.) New measure of academic learning	None				Developed, implemented, baseline measured
d.) College/Career Indicator (CCI)	2021 Dashboard: 3.2% (no color) 2019 Dashboard: Red	Data not yet available			Dashboard: Orange
e.) CCI i. A—g rate	11%	14%			Increased

Metric	Baseline 2020-21	Year 1 Outcome 2021-22	Year 2 Outcome 2022-23	Year 3 Outcome 2023-24	Desired Outcome for 2023–24
f.) CCI xi: Workforce readiness certification	None offered (SY 21-22)				Possibilities researched & implemented, baseline measured
g.) CCI xii: Participation in work-based learning	OWE only, not reported (SY 21-22)				Other experiences researched & implemented, OWE and new programs reported, baseline measured

Actions

Action #	Title	Description		Total Funds Type of funds	Contributing
1	Enhance communications	Provide a wide variety of communication and paperless information exchange options between school and homes, including the homes of SWDs	\$43,497	Discr BG	
2	Stakeholder meetings	Form a school advisory council of staff, students, and parents, including representatives of including SWDs and UPs. Host annual parent input meetings.	\$1,000	Discr BG	
3	Base Tutors: Math and ELA	Provide tutoring to students including SWDs and UPs on a schoolwide basis outside of school hours, and during summer school & intersessions, in Math and ELA	\$61,465	LCFF Base, LCFF S&C	Y
4	Suppl Counselor--A--g	Provide extra college and career counseling students including SWDs and UPs to increase awareness of and motivation for college eligibility	\$25,000	A-G IG	

Action #	Title	Description		Total Funds Type of funds	Contributing
5	Add to our A--g list	Support adding LFLCS CTE courses to a--g list Training Time	\$2,500	A-G IG	
6	College trips	Schedule field trips to colleges to increase awareness of and motivation for college eligibility in students, including SWDs and UPs	\$2,000	A-G IG	
7	College texts and fees	Cover the costs of concurrent enrollment at community colleges (fees and texts) for students including SWDs and UPs	\$1,000	A-G IG	
8	Transportation to college	Support concurrent enrollment at local community colleges to enable students including SWDs and UPs to meet a—g requirements in ways other than Edgenuity	\$1,000	A-G IG	
9	Assistant administrators	Stipend an ELD Coordinator, Assistant Director, and Associate & Special Education Director	\$15,000	LCFF Base, LCFF S&C, SpEd state	Y

Goal Analysis for Goal Analysis for 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.

There were no substantive differences between planned actions and the actual implementation of these actions.

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

Overall, for this goal, we made about \$6,500 less expenditure than budgeted. Most of this reduction in expenditure was due to our transferring some of the expense of our counselor to Goal 3 and incurring fewer expenses in training staff.

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

It is not clear yet how much progress we made toward this goal, since many of the metrics are not available yet. We have seen an increase in our a—g rate, from 11% of our graduates to 15%, but we are still in the process of statewide testing and gathering input from parents.

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

We are making several changes to the elements covered by this goal. We are changing “parent participation” to “seeking input for decision making” in order to align better with the self-reflection tools provided in the Local Performance Indicator Quick Guide. We are calling out more clearly our goal to make progress in statewide assessment outcomes. We are adding the element of career preparation to this goal.

We are making some changes to the metrics associated with this goal, in keeping with changes mentioned previously. We are removing the non-indexed ‘opportunities for parent input and participation in programs for all students, ELLs, foster & homeless students’ and replacing it with the indexed “Seeking input for decision making.” We are calling out our continued efforts to increase our College/Career Indicator (CCI), and adding particular foci on several of the elements within it that are most relevant to our population of high-risk students: the A—g rate (already a part of the CCI), and 2 proposed additions: workforce readiness certifications and participation in work-based learning activities. We plan to develop a new metric that tracks how well students are learning academic content, that can be used alongside statewide assessments scores.

We are making some changes to the actions associated with this goal. We have moved to this goal's actions from other goals, as we have determined that they are part of our efforts to do better in an element associated with this goal: tutors will be a key action to do better in statewide assessments of ELA and Math, and assistant administrators will be key to driving success in seeking input for decision making, statewide assessment outcomes, college readiness, and career preparation. In conjunction with the implementation of our A—g Improvement Grant, we are adding actions of providing supplemental counseling FTE, adding to our a-g list, hosting college trips, and providing transport to college. With the receipt of the A—g grant, we can shift ELO funds to our primary use, summer and intersession intensive in-person learning experiences, so we have removed the action of college readiness ELOs. We have

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

Goal 3

Goal #	Description
3	Make significant progress in critical areas

An explanation of why the LEA has developed this goal.

LFLCS wants to make significant improvement in essential areas where we do not perform so well and/or that are of paramount importance-- attendance rates & chronic absenteeism, high school graduation & dropout rates, measures of safety & school connectedness, progress towards graduation, and specific elements of college/career readiness

Measuring and Reporting Results

Metric	Baseline 2020-21	Year 1 Outcome 2021-22	Year 2 Outcome 2022-23	Year 3 Outcome 2023-24	Desired Outcome for 2023-24
a.) School attendance rates	80%	Month 1-9: 86%			90%
b.) Chronic absenteeism 7 th & 8 th	2021 Dashboard: 51.4% (no color)	39%			10—20% Yellow
c.) Graduation rate (3 yr av)	77% (3 yr av 2019-21) 2019 Dashboard: 47.8% Red	87% (3 yr av 2020-22) est			75% Dashboard: 75% Yellow
d.) Still-enrolled rate (3 yr av)	15% (3 yr av 2019-21)	6.5% (3 yr av 2020-22) est			15%
e.) Dropout rate (3 yr av)	9% (3 yr av 2019-21)	7% (3 yr av 2020-22) est			10%

Metric	Baseline 2020-21	Year 1 Outcome 2021-22	Year 2 Outcome 2022-23	Year 3 Outcome 2023-24	Desired Outcome for 2023–24
f.) Measured sense of safety and school connectedness	2021 Climate survey: 91% approval rate SOY 21-22 Average Hope Score: 22.3/36 SOY 21-22 Average Attachment score: 6.0/12	Data not yet available			>90% approval on annual climate survey Increases in other measures
g.) Average credits earned per quarter	14.0	Q1-3: 14.4 (Adjusted for AB 104)			15.0
h.) Progress toward graduation in 4,5, or 6 years	In 4: 41% In 5: 16% <u>In 6: 6%</u> Total: 63%	In 4: 49% In 5: 16% <u>In 6: 7%</u> Total: 72% (Q1-3)			In 4: 50% In 5: 15% <u>In 6: 10%</u> Total: 75%
i.) CCI iii: CTE pathway completion	4%				50% of 11 th graders
j.) CCI ii: 1 or 2 College courses completed	7%				25% of 11 th graders

Actions

Action #	Title	Description	Total Funds	Type of Funds	Contributing
1	Counselor, supplemental	Increase the counselor position to 1.0 FTE to create more access to services for UPs including SWDs on a schoolwide basis	\$40,801	LCFF S&C	Y

Action #	Title	Description	Total Funds	Type of Funds	Contributing
2	Psychologist, supplemental	Increase the position to 0.5 FTE to create more access to services for UPs including SWDs	\$34,903	LCFF Base	
3	School Community Liaison	Employ a school-community liaison to take an active role in seeking out students including SWDs and UPs needing assistance meeting basic needs, and to facilitate in-person learning experiences	\$43,165	LCFF Base, Title I	
4	Transportation	Provide UPs including SWDs a variety of ways to get to school on a schoolwide basis Van mileage & maintenance, transit passes	\$5,580	Discr BG	Y
5	Incentives	Provide students including SWDs and UPs incentives for engagement	\$4,424	Lottery	
6	Meals	Provide compliant meals as well as snacks to UPs including SWDs on a schoolwide basis	\$3,500	LCFF S&C	Y
7	Health screenings	Provide opportunities for on-campus vision and hearing screenings to all students including SWDs on a schoolwide basis	\$1,000	LCFF S&C	Y
8	Graduation ceremony	Provide graduates with a graduation ceremony including UPs and SWDs	\$2,500	Lottery	
9	CTE teacher & program	Offer in-person CTE in Digital & Media Arts and Business & Finance to all students including UPs and SWDs 0.8 CTE Teacher	\$67,517	LCFF Base	
10	Supplemental tutors: other subjects	Provide supplemental tutors during the regular school year, outside of school hours, and during summer school & intersessions in subjects in addition to ELA and Math, to all students including SWDs and to UPs on a schoolwide basis	\$91,831	LCFF Base, LCFF S&C	Y

Action #	Title	Description	Total Funds	Type of Funds	Contributing
11	Digitally delivered curriculum: enhancements	Supplement our digitally-delivered curriculum: Newsela, Ethnic Studies	\$5,273	Lottery Restricted	
12	Art teacher	Offer Art instruction to all students including UPs and SWDs 0.2 Art Teacher	\$19,188	LCFF Base	
13	Orientation teacher	Provide an orientation program to all new students including UPs, SWDs and their parents on a schoolwide basis 0.2 Orientation Teacher	\$19,054	LCFF S&C	Y
14	Homeless student support	Provide additional materials and supplies to homeless students	\$3,102	ARP-HCY	
15	Summer school & Intersessions	Provide intensive, in-person sessions in addition to the regular school year	\$34,408	ELO	

Goal Analysis for 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.

This goal saw substantive differences in planned and actual implemented actions. Last spring, in order to facilitate more frequent in-person interactions between students and staff, we planned to devote significant resources to pushing out to students. But the changes made to independent study laws over the summer, as well as input from students and families, led us to reverse that strategy and instead focus on getting students to our campus. Consequently, we devoted more resources to on-campus, in-person learning opportunities, and less to satellite and mobile campuses.

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.

Overall, for this goal, we made about \$102,000 more expenditure than budgeted. Most of this increase in expenditure was related to providing more tutors, a CTE teacher, an orientation teacher, summer school and intersessions.

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

Overall, the actions for this goal were effective: we estimate that our graduation rate will be the second highest ever, our attendance rate beat expectation, and students were completing more credits than ever. Specifically, the actions of the school-community liaison (the “chaser”) in providing transportation, the tutors, our summer and subsequent ELOs, and the enhancements to our digitally -delivered curriculum of SEL, CTE and art courses were seen as significantly contributing to this success. The impacts of the social work program were seen as less impactful, as were the extra mental health services provided by the psychologist and counselor, as demand for them ebbed over the course of the year.

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.

The elements covered by this goal are remaining essentially the same.

We are making some changes to the metrics associated with this goal. The overall CCI that was listed here has been moved up to Goal 2 and is replaced by metrics more specific to certain elements of the CCI: the number of students completing CTE career paths and college courses. We want to add an additional measure of the sense of safety and school connectedness that we currently track with our school climate survey, one that can track individual growth of a student as well as schoolwide growth over time.

We are making some changes to the actions associated with this goal. We are removing the social work program and adding the CTE teacher and program, the orientation teacher and program, and an art teacher as well. We are changing the focus of the tutors under this goal to those actions supporting students in subjects other than ELA and Math (that are now part of Goal 2). We are documenting here actions supporting homeless students funded by the American Rescue Plan.

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

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

Projected LCFF Supplemental and/or Concentration Grants	Projected Additional LCFF Concentration Grant (15 percent)
\$161,466	\$5,471

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
11.51%	0%	\$0	11.51%

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.

LFLCS is an alternative school, so it primarily serves students who have challenges to learning. Being low-income, in the foster care system and/or an English learner can exacerbate learning challenges. LFLCS designs all its programs with challenged learners in mind, and so considers their needs first.

English learners, low-income and foster children may need more intensive counseling and academic intervention interactions than other students, so we will be increasing the staffing of tutors and our counselor. Also, we will be adding extra teacher staffing, in the form of an orientation teacher, to ensure students with learning challenges are fully oriented to LFLCS when they enroll. We will also be providing additional supplies and services to these students: meals, health screenings, and transit assistance. English learners need additional services as well, such as supplemental instruction in the ELD standards and assessment of progress in acquiring English, so we will be funding an ELD coordinator to ensure these services are delivered.

Past experience in implementing these actions has shown they lead to increasing attendance and graduation rates.

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

The table below lists the total expenditures in areas where we will devote Supplemental and Concentration (S & C) Grant funds, and the contribution to this total made by the grants. The percentage of increase is calculated by finding the percentage of the total made by grant funds.

Increased services calculations			
	<i>Total</i>	<i>S&C contribution</i>	<i>% Increase</i>
Base tutors	\$61,465	\$38,539	62.70%
Supplemental tutors	\$91,831	\$52,991	57.70%
Counselor	\$109,668	\$40,801	37.20%
Add'l admin (stipends)/ELD coordinator	\$15,000	\$6,000	40.00%
Teachers/Orientation teacher	\$476,855	\$19,054	4.00%
Student Materials &Supplies/food	\$14,402	\$3,500	24.30%
Professional services/health screenings	\$4,186	\$1,000	23.89%
Transit assistance	\$6,580	\$5,580	84.80%
Indirect costs	\$85,639	\$6,745	7.88%
	\$779,987	\$167,465	21.47%

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.

The concentration grant add-on funding will be used to increase the number of tutors available to foster youth, English learners, and low-income students.

Staff-to-student ratios by type of school and concentration of unduplicated students	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of classified staff providing direct services to students	NA	5.25:160 (1:30.5)
Staff-to-student ratio of certificated staff providing direct services to students	NA	9.5:160 (1:16.8)

Local Control and Accountability Plan (LCAP) Action Tables Template

Developed by the California Department of Education, January 2021

2021–22 Total Planned Expenditures Table

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	\$ 1,317,278	\$ 289,796	\$ 296	\$ 589,308	2,196,678	\$ 1,495,154	\$ 701,524

Goal #	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1	Teacher assignments	All	\$ 403,885	\$ -	\$ -	\$ -	\$ 403,885
1	2	High needs credentials	All	\$ -	\$ 3,498	\$ -	\$ 5,797	\$ 9,295
1	3	Assitant Administrators	All	\$ 9,500	\$ 6,000	\$ -	\$ 2,500	\$ 18,000
1	4	Digitally-deliverd curriculum: base	All	\$ 32,566	\$ -	\$ -	\$ 74,234	\$ 106,800
1	5	1:1 technology environment	All	\$ 3,051	\$ 3,933	\$ -	\$ 42,839	\$ 49,823
1	6	Main facility	All	\$ 128,424	\$ -	\$ -	\$ -	\$ 128,424
1	7	Safety supplies and services	All	\$ -	\$ -	\$ -	\$ 10,190	\$ 10,190
1	8	IT staff and services	All	\$ 26,497	\$ -	\$ -	\$ 59,695	\$ 86,192
1	9	Special Education & related services	SWD	\$ 84,755	\$ 84,262	\$ -	\$ 16,524	\$ 185,541
1	10	Administration	All	\$ 232,376	\$ -	\$ -	\$ -	\$ 232,376
1	11	Classroom materials and supplies	All	\$ -	\$ 3,040	\$ -	\$ 9,500	\$ 12,540
1	12	Financial services and reporting	All	\$ 54,963	\$ 11,411	\$ 296	\$ 24,411	\$ 91,081
1	13	EOY Surplus	All	\$ 52,045	\$ -	\$ -	\$ -	\$ 52,045
2	1	College readiness ELOs	All	\$ -	\$ 2,633	\$ -	\$ -	\$ 2,633
2	2	Counselor, general	All	\$ 48,508	\$ -	\$ -	\$ -	\$ 48,508
2	3	Stakeholder meetings	All	\$ -	\$ 1,000	\$ -	\$ -	\$ 1,000
2	4	Enhanced communications	All	\$ -	\$ -	\$ -	\$ 33,439	\$ 33,439
2	5	Family ELOs	All	\$ -	\$ 6,584	\$ -	\$ 5,000	\$ 11,584
2	6	College texts & fees	All	\$ -	\$ -	\$ -	\$ 912	\$ 912
3	1	Counselor, supplemental	All	\$ 32,508	\$ -	\$ -	\$ 20,254	\$ 52,762
3	2	Psych/therapist, supplemental	All	\$ 48,788	\$ -	\$ -	\$ 26,836	\$ 75,624
3	3	Social Worker	All	\$ 47,792	\$ -	\$ -	\$ 31,391	\$ 79,183
3	4	Chaser	All	\$ -	\$ -	\$ -	\$ 29,951	\$ 29,951
3	5	Satellite and mobile campuses	All	\$ -	\$ -	\$ -	\$ -	\$ -
3	6	Transportation	All	\$ -	\$ 152	\$ -	\$ 4,000	\$ 4,152
3	7	Summer ELOs with integrated supports	All	\$ -	\$ 108,810	\$ -	\$ -	\$ 108,810
3	8	Tutors	All	\$ 97,146	\$ 28,893	\$ -	\$ 59,397	\$ 185,436
3	9	Incentives	All	\$ 5,000	\$ -	\$ -	\$ 2,000	\$ 7,000
3	10	Meals	All	\$ 3,474	\$ -	\$ -	\$ -	\$ 3,474
3	11	Digitally-deliverd curriculum: enhancements	All	\$ -	\$ 29,580	\$ -	\$ 130,438	\$ 160,018
3	12	Health screenings	All	\$ 1,000	\$ -	\$ -	\$ -	\$ 1,000
3	13	Graduation Ceremony	All	\$ 5,000	\$ -	\$ -	\$ -	\$ 5,000

2021–22 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
\$ 1,206,556	\$ 158,668	13.15%	0.00%	13.15%	\$ 320,288	435.83%	462.38%	Total:	\$ 320,288
								LEA-wide Total:	\$ 320,288
								Limited Total:	\$ -
								Schoolwide Total:	\$ -

Goal #	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1	Teacher assignments	No	LEA-wide		LFLCS	\$ -	0.00%
1	2	High needs credentials	No	LEA-wide		LFLCS	\$ -	0.00%
1	3	Assitant Administrators	No	LEA-wide		LFLCS	\$ -	0.00%
1	4	Digitally-delivered curriculum: base	Yes	LEA-wide	All	LFLCS	\$ 32,566	30.49%
1	5	1:1 technology environment	Yes	LEA-wide	All	LFLCS	\$ 3,051	6.12%
1	6	Main facility	No	LEA-wide		LFLCS	\$ -	0.00%
1	7	Safety supplies and services	No	LEA-wide		LFLCS	\$ -	0.00%
1	8	IT staff and services	No	LEA-wide		LFLCS	\$ -	0.00%
1	9	Special Education & related services	No	LEA-wide		LFLCS	\$ -	0.00%
1	10	Administration	No	LEA-wide		LFLCS	\$ -	0.00%
1	11	Classroom materials and supplies	No	LEA-wide		LFLCS	\$ -	0.00%
1	12	Financial services and reporting	Yes	LEA-wide	All	LFLCS	\$ 54,963	60.35%
1	13	EOY Surplus	No	LEA-wide		LFLCS	\$ -	0.00%
2	1	College readiness ELOs	No	LEA-wide		LFLCS	\$ -	0.00%
2	2	Counselor, general	No	LEA-wide		LFLCS	\$ -	0.00%
2	3	Stakeholder meetings	No	LEA-wide		LFLCS	\$ -	0.00%
2	4	Enhanced communications	No	LEA-wide		LFLCS	\$ -	0.00%
2	5	Family ELOs	No	LEA-wide		LFLCS	\$ -	0.00%
2	6	College texts & fees	No	LEA-wide		LFLCS	\$ -	0.00%
3	1	Counselor, supplemental	Yes	LEA-wide	All	LFLCS	\$ 32,508	61.61%
3	2	Psych/therapist, supplemental	Yes	LEA-wide	All	LFLCS	\$ 48,788	64.51%
3	3	Social Worker	Yes	LEA-wide	All	LFLCS	\$ 47,792	60.36%
3	4	Chaser	No	LEA-wide		LFLCS	\$ -	0.00%
3	5	Satellite and mobile campuses	No	LEA-wide		LFLCS	\$ -	0.00%
3	6	Transportation	No	LEA-wide		LFLCS	\$ -	0.00%
3	7	Summer ELOs with integrated supports	No	LEA-wide		LFLCS	\$ -	0.00%
3	8	Tutors	Yes	LEA-wide	NA	LFLCS	\$ 97,146	52.39%
3	9	Incentives	No	LEA-wide		LFLCS	\$ -	0.00%
3	10	Meals	Yes	LEA-wide	All	LFLCS	\$ 3,474	100.00%
3	11	Digitally-delivered curriculum: enhancements	No	LEA-wide		LFLCS	\$ -	0.00%
3	12	Health screenings	No	LEA-wide		LFLCS	\$ -	0.00%
3	13	Graduation Ceremony	No	LEA-wide		LFLCS	\$ -	0.00%

2021–22 Annual Update Table

Totals:	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Actual Expenditures (Total Funds)
Totals:	\$ 2,196,678.00	\$ 2,249,778.00

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	Teacher assignments	No	\$ 403,885	\$ 403,885
1	2	High needs credentials	No	\$ 9,295	\$ 9,295
1	3	Assitant Administrators	No	\$ 18,000	\$ 18,000
1	4	Digitally-deliverd curriculum: base	Yes	\$ 106,800	\$ 160,800
1	5	1:1 technology environment	Yes	\$ 49,823	\$ 49,823
1	6	Main facility	No	\$ 128,424	\$ 128,424
1	7	Safety supplies and services	No	\$ 10,190	\$ 10,190
1	8	IT staff and services	No	\$ 86,192	\$ 86,192
1	9	Special Education & related services	No	\$ 185,541	\$ 185,541
1	10	Administration	No	\$ 232,376	\$ 232,376
1	11	Classroom materials and supplies	No	\$ 12,540	\$ 12,540
1	12	Financial services and reporting	Yes	\$ 91,081	\$ 91,081
1	13	EOY Surplus	No	\$ 52,045	\$ 52,045
2	1	College readiness ELOs	No	\$ 2,633	\$ 2,633
2	2	Counselor, general	No	\$ 48,508	\$ 48,508
2	3	Stakeholder meetings	No	\$ 1,000	\$ 100
2	4	Enhanced communications	No	\$ 33,439	\$ 33,439
2	5	Family ELOs	No	\$ 11,584	\$ 11,584
2	6	College texts & fees	No	\$ 912	\$ 912
3	1	Counselor, supplemental	Yes	\$ 52,762	\$ 52,762
3	2	Psych/therapist, supplemental	Yes	\$ 75,624	\$ 75,624
3	3	Social Worker	Yes	\$ 79,183	\$ 79,183
3	4	Chaser	No	\$ 29,951	\$ 29,951
3	5	Satellite and mobile campuses	No	\$ -	\$ -
3	6	Transportation	No	\$ 4,152	\$ 4,152
3	7	Summer ELOs with integrated supports	No	\$ 108,810	\$ 108,810
3	8	Tutors	Yes	\$ 185,436	\$ 185,436
3	9	Incentives	No	\$ 7,000	\$ 7,000
3	10	Meals	Yes	\$ 3,474	\$ 3,474
3	11	Digitally-deliverd curriculum: enhancements	No	\$ 160,018	\$ 160,018
3	12	Health screenings	No	\$ 1,000	\$ 1,000
3	13	Graduation Ceremony	No	\$ 5,000	\$ 5,000

2021–22 Annual Update Table

Totals:	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Actual Expenditures (Total Funds)
Totals:	\$ 2,196,678.00	\$ 2,249,778.00

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	Teacher assignments	No	\$ 403,885	\$ 403,885
1	2	High needs credentials	No	\$ 9,295	\$ 9,295
1	3	Assitant Administrators	No	\$ 18,000	\$ 18,000
1	4	Digitally-deliverd curriculum: base	Yes	\$ 106,800	\$ 160,800
1	5	1:1 technology environment	Yes	\$ 49,823	\$ 49,823
1	6	Main facility	No	\$ 128,424	\$ 128,424
1	7	Safety supplies and services	No	\$ 10,190	\$ 10,190
1	8	IT staff and services	No	\$ 86,192	\$ 86,192
1	9	Special Education & related services	No	\$ 185,541	\$ 185,541
1	10	Administration	No	\$ 232,376	\$ 232,376
1	11	Classroom materials and supplies	No	\$ 12,540	\$ 12,540
1	12	Financial services and reporting	Yes	\$ 91,081	\$ 91,081
1	13	EOY Surplus	No	\$ 52,045	\$ 52,045
2	1	College readiness ELOs	No	\$ 2,633	\$ 2,633
2	2	Counselor, general	No	\$ 48,508	\$ 48,508
2	3	Stakeholder meetings	No	\$ 1,000	\$ 100
2	4	Enhanced communications	No	\$ 33,439	\$ 33,439
2	5	Family ELOs	No	\$ 11,584	\$ 11,584
2	6	College texts & fees	No	\$ 912	\$ 912
3	1	Counselor, supplemental	Yes	\$ 52,762	\$ 52,762
3	2	Psych/therapist, supplemental	Yes	\$ 75,624	\$ 75,624
3	3	Social Worker	Yes	\$ 79,183	\$ 79,183
3	4	Chaser	No	\$ 29,951	\$ 29,951
3	5	Satellite and mobile campuses	No	\$ -	\$ -
3	6	Transportation	No	\$ 4,152	\$ 4,152
3	7	Summer ELOs with integrated supports	No	\$ 108,810	\$ 108,810
3	8	Tutors	Yes	\$ 185,436	\$ 185,436
3	9	Incentives	No	\$ 7,000	\$ 7,000
3	10	Meals	Yes	\$ 3,474	\$ 3,474
3	11	Digitally-deliverd curriculum: enhancements	No	\$ 160,018	\$ 160,018
3	12	Health screenings	No	\$ 1,000	\$ 1,000
3	13	Graduation Ceremony	No	\$ 5,000	\$ 5,000

2021–22 Contributing Actions Annual Update Table

6. Estimated Actual LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Actual Percentage of Improved Services (%)	Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)
\$ 158,668	\$ 320,288	\$ 320,288	\$0.00 - No Difference	435.83%	435.83%	0.00% - No Difference

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1	Teacher assignments	No	\$ -		0.00%	0.00%
1	2	High needs credentials	No	\$ -	\$ -	0.00%	0.00%
1	3	Assitant Administrators	No	\$ -		0.00%	0.00%
1	4	Digitally-deliverd curriculum: base	Yes	\$ 32,566	\$ 32,566.00	30.49%	30.49%
1	5	1:1 technology environment	Yes	\$ 3,051	\$ 3,051.00	6.12%	6.12%
1	6	Main facility	No	\$ -	\$ -	0.00%	0.00%
1	7	Safety supplies and services	No	\$ -	\$ -	0.00%	0.00%
1	8	IT staff and services	No	\$ -	\$ -	0.00%	0.00%
1	9	Special Education & related services	No	\$ -	\$ -	0.00%	0.00%
1	10	Administration	No	\$ -	\$ -	0.00%	0.00%
1	11	Classroom materials and supplies	No	\$ -	\$ -	0.00%	0.00%
1	12	Financial services and reporting	Yes	\$ 54,963	\$ 54,963.00	60.35%	60.35%
1	13	EOY Surplus	No	\$ -	\$ -	0.00%	0.00%
2	1	College readiness ELOs	No	\$ -	\$ -	0.00%	0.00%
2	2	Counselor, general	No	\$ -	\$ -	0.00%	0.00%
2	3	Stakeholder meetings	No	\$ -	\$ -	0.00%	0.00%
2	4	Enhanced communications	No	\$ -	\$ -	0.00%	0.00%
2	5	Family ELOs	No	\$ -	\$ -	0.00%	0.00%
2	6	College texts & fees	No	\$ -	\$ -	0.00%	0.00%
3	1	Counselor, supplemental	Yes	\$ 32,508	\$ 32,508.00	61.61%	61.61%
3	2	Psych/therapist, supplemental	Yes	\$ 48,788	\$ 48,788.00	64.51%	64.51%
3	3	Social Worker	Yes	\$ 47,792	\$ 47,792.00	60.36%	60.36%
3	4	Chaser	No	\$ -	\$ -	0.00%	0.00%
3	5	Satellite and mobile campuses	No	\$ -	\$ -	0.00%	0.00%
3	6	Transportation	No	\$ -	\$ -	0.00%	0.00%
3	7	Summer ELOs with integrated supports	No	\$ -	\$ -	0.00%	0.00%
3	8	Tutors	Yes	\$ 97,146	\$ 97,146.00	52.39%	52.39%
3	9	Incentives	No	\$ -	\$ -	0.00%	0.00%
3	10	Meals	Yes	\$ 3,474	\$ 3,474.00	100.00%	100.00%
3	11	Digitally-deliverd curriculum: enhancements	No	\$ -	\$ -	0.00%	0.00%
3	12	Health screenings	No	\$ -	\$ -	0.00%	0.00%
3	13	Graduation Ceremony	No	\$ -	\$ -	0.00%	0.00%

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)
\$ 1,206,556	\$ 158,668	0.00%	13.15%	\$ 320,288	435.83%	462.38%	\$0.00 - No Carryover	0.00% - No Carryover

Instructions

[Plan Summary](#)

[Engaging Educational Partners](#)

[Goals and Actions](#)

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

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

Introduction and Instructions

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

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

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

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

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

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

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

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

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

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

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

Engaging Educational Partners

Purpose

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

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

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

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

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

Requirements and Instructions

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

Local Control and Accountability Plan:

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

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

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

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

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

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

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

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

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

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

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

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

Focus Goal(s)

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

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

Broad Goal

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

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

Maintenance of Progress Goal

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

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

Required Goals

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

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