

LCAP Overview¹

The LCAP is a three-year plan that describes the goals, actions, services, and expenditures to support positive student outcomes that address state and local priorities. The LCAP provides an opportunity for local educational agencies (LEAs) to share their stories of how, what, and why programs and services are selected to meet their local needs. The components of the LCAP for the 2023–2024 LCAP year must be posted as one document assembled in the following order:

- [LCFF Budget Overview for Parents](#)
- [Plan Summary](#)
- [Engaging Educational Partners](#)
- [Goals and Actions](#)
- [Increased or Improved Services for Foster Youth, English Learners, and Low-income students](#)
- [Action Tables](#)
- [Instructions](#)

The Federal Addendum to this LCAP is not required to be part of this single document, and is viewable [here](#).
The Local Performance Indicator Quick Guide is not required to be part of this single document, and is viewable [here](#).
The Google Drive Folder of this file and all related files for 2023-2024 is [here](#).

¹ From CDE website January 4, 2023: <https://www.cde.ca.gov/re/lc/>

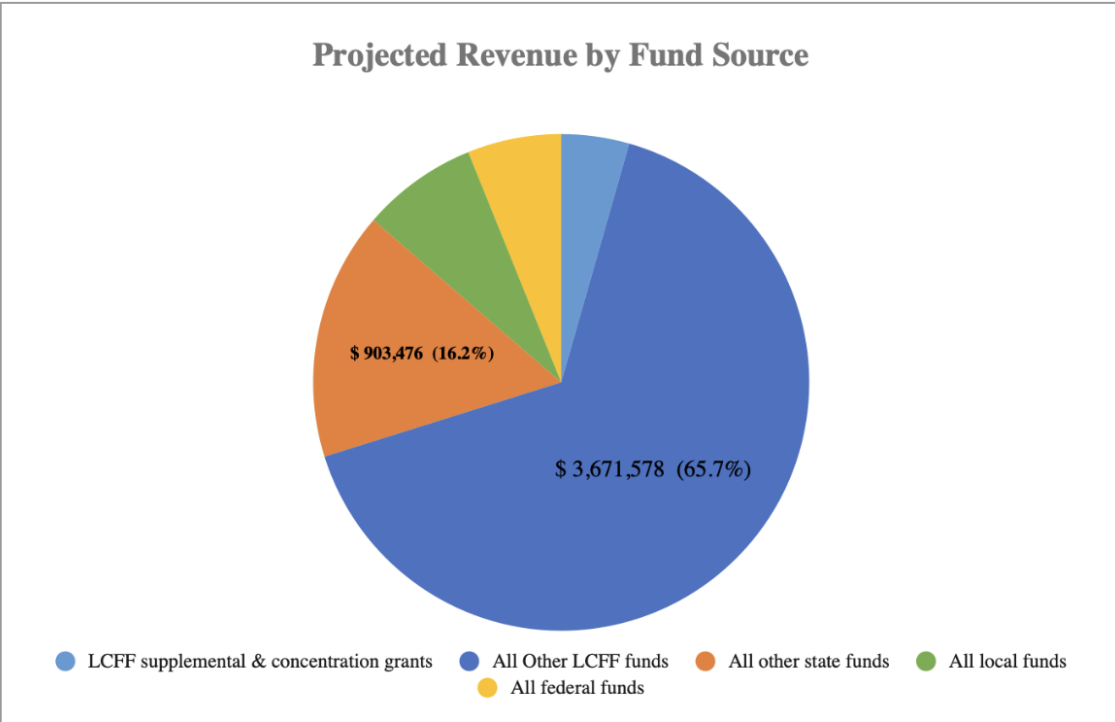
[LCFF Budget Overview for Parents](#)

LCFF Budget Overview for Parents Template

Local Educational Agency (LEA) Name: Urban Montessori Charter School
CDS Code: 01 10017 0125567
School Year: 2023 - 2024
LEA contact information: Krishna Feeney

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

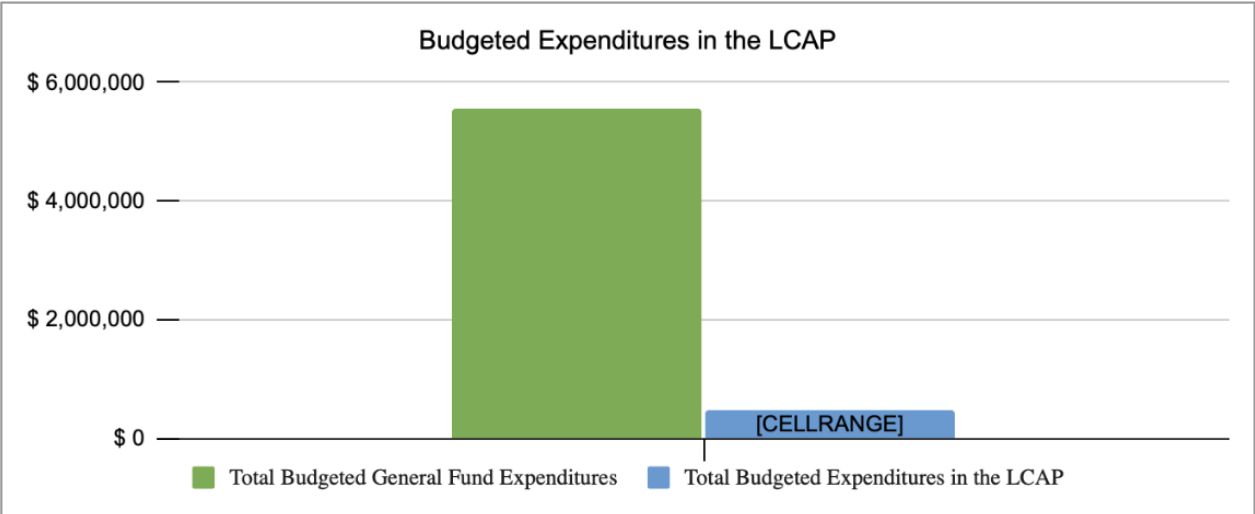
Budget Overview for the 2023 - 2024 School Year



This chart shows the total general purpose revenue Urban Montessori 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 Urban Montessori Charter School is \$5,585,201.00, of which \$3,918,738.00 is Local Control Funding Formula (LCFF), \$903,476.00 is other state funds, \$421,349.00 is local funds, and \$341,638.00 is federal funds. Of the \$3,918,738.00 in LCFF Funds, \$247,160.00 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

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



This chart provides a quick summary of how much Urban Montessori Charter School plans to spend for 2023 - 2024. It shows how much of the total is tied to planned actions and services in the LCAP.

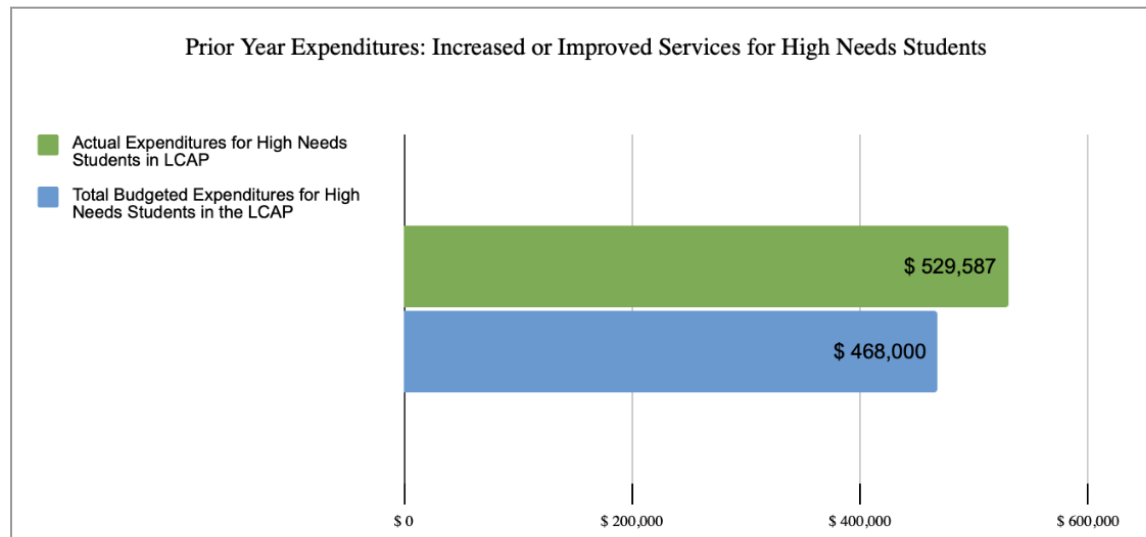
The text description of the above chart is as follows: Urban Montessori Charter School plans to spend \$5,557,696.00 for the 2023 - 2024 school year. Of that amount, \$476,000.00 is tied to actions/services in the LCAP and \$5,081,696.00 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

Personnel, Benefits, Facilities use and Maintenance, Financial and compliance support

Increased or Improved Services for High Needs Students in the LCAP for the 2023 - 2024 School Year

In 2023 - 2024, Urban Montessori Charter School is projecting it will receive \$247,160.00 based on the enrollment of foster youth, English learner, and low-income students. Urban Montessori Charter School must describe how it intends to increase or improve services for high needs students in the LCAP. Urban Montessori Charter School plans to spend \$257,000.00 towards meeting this requirement, as described in the LCAP.

Update on Increased or Improved Services for High Needs Students in 2022 - 2023



This chart compares what Urban Montessori 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 Urban Montessori 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 2022 - 2023, Urban Montessori Charter School's LCAP budgeted \$468,000.00 for planned actions to increase or improve services for high needs students. Urban Montessori Charter School actually spent \$529,587.00 for actions to increase or improve services for high needs students in 2022 - 2023.

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
Urban Montessori Charter School	Krishna Feeney, Head of School	krishnaf@urbanmontessori.org 510-842-1181

Plan Summary 2023

General Information

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

Urban Montessori is a public charter school serving TK through 8th grade children located in Oakland and aims to maximize the diversity and beauty of our vibrant urban community. We serve a socioeconomically, racially, and culturally diverse community of children because we believe that children learn about different backgrounds and perspectives by living and working with people from those backgrounds and perspectives. In addition, our long-term goal is to open a Montessori preschool program that allows us to provide a free and public Montessori preschool option to families who currently cannot access a private Montessori preschool option. In this way, we will provide a complete Montessori experience to our children.

Urban Montessori Charter School’s mission is to develop self-directed and engaged learners who are academically, socially and emotionally prepared to succeed in any high school. Nurturing the innovators of tomorrow to creatively meet the challenges of today’s world with confidence, compassion and grace, Urban Montessori cultivates individual curiosities and strengths, while holding children to a high standard of excellence. At Urban Montessori, children deepen their understanding of what it means to live responsibly in a diverse urban community.

In 2022-23, Urban Montessori Charter School served a total of 319 students with diverse needs and backgrounds in Kindergarten through 8th grade. Approximately 29.8% of students are identified as Socioeconomically Disadvantaged; 13.5% are English Learners; and 1.9% are Reclassified Fluent English Proficient. In addition, 10.34% of students qualify for Special Education services. Our students represent a variety of backgrounds, with our most significant populations identifying as White (30%); other ethnicities include Hispanic/Latino (29.5%), African American (19.4%), Asian (5.3%), Filipino (0.3%), and Pacific Islander (0.3%). Additionally, some students identify as having two or more races (15.8%).

The purpose of this Local Control Accountability Plan (LCAP) is to address the School Plan for Student Achievement (SPSA) for Urban Montessori Charter School which is the Schoolwide Program; herein referred to as the LCAP. The Charter School’s plan is to effectively meet the ESSA Requirements in alignment with the LCAP and other federal, state, and local programs. The plans included in the LCAP address these requirements to include focusing on three goals: 1) Black students, students with IEPs, and students contributing to our

unduplicated count achieve accelerated growth in both math and reading and meet grade-level standards; 2) All UMCS staff receive regular coaching and mentoring and feel sustained in their roles, every classroom has a fully trained Montessori teacher, and classrooms are each a fully prepared learning environment; 3) Continue to build a strong anti-racist, engaged, and collaborative school community.

The Charter School completed a comprehensive needs assessment of the entire school which included an analysis of verifiable state data and local performance data used to measure student outcomes as evidenced in the annual update portion of the LCAP. The needs assessment process included meeting parents, classified staff, teachers, and administrators to identify areas of opportunity for the students and groups of students who are not achieving standard mastery and to identify strategies which will be implemented in the LCAP to address those areas of opportunity. The identification of the process for evaluating and monitoring the implementation of the LCAP and the progress toward accomplishing the established goals will include discussing the actions and services with the use of supplemental funds at the school level through the Family Advisory Council which will include parents of English Learners. The Family Advisory Council will meet four times per year to inform the process. Parents, classified staff, certificated staff and an administrator will make up the council. The number of parents will exceed or be equal to the number of total staff members. The council will discuss academic performance, supplemental services and areas to make improvements with Title funds as part of the School Plan included in the LCAP conversations at the meeting in the fall and at the meeting in the spring. The teachers, staff, students, and parents also participate in an annual survey which provides feedback on the goals and services. The teachers, staff and administrators actively participate in the decision-making process throughout the year and during LCAP workshops. The decisions will consider the needs of Urban Montessori Charter School based on student achievement data to include SBAC, ELPAC, and interim assessment data such as NWEA MAP, cumulative assessments, and attendance and student demographic data to include the significant subgroups of Latino, Black or African American, White, socioeconomically disadvantaged, students with disabilities, and English learners. This student achievement data and student demographic data will be used as a basis for making decisions about the use of supplemental federal funds and the development of policies on basic core services.

Each goal includes actions and services that address the needs of all students and significant subgroups which include evidence-based strategies that provide opportunities for all children, methods and instructional strategies, and particular focus on students at risk of not meeting the State academic standards.

Reflections: Successes

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

The 2022 CA Dashboard shows the school met all standards for all of California's Local Indicators, including Basics: Teachers, Instructional Materials, Facilities; Implementation of Academic Standards; Parent and Family Engagement; Local Climate Survey; and Access to a Broad Course of Study. Another significant success is that UMCS a Medium Suspension rate, and nearly half that of California overall (1.6% vs 3.1%). No student subgroups were in the Very High category for Suspension, and the Socioeconomically Disadvantaged subgroup of students were in the Very Low category. In English Language Arts, students in the White subgroup performed in the High Category. The school provides a school-wide student support system with shared language to support students in re-engagement in the classroom space. The school assists in preventing student behavior issues in the classroom through administrator and school counselor support and utilizes

Child Study to identify individual student needs to determine appropriate supports. The school also provides a full-time counselor to support student mental health and social emotional learning. These supports will continue in 2023-24 and become more targeted to meet the needs of other subgroups (see below).

We also continued our partnership with and for staff around anti-racism with best-in-class facilitators.

In addition to state indicators, we survey students, families, and staff locally. Urban Montessori conducts an annual survey with both families and staff to assess strengths and identify areas of growth. Key indicators of the strength of the Urban Montessori program, as surveyed in Winter 2023, are as follows:

- 96% of families feel welcome and appreciated which is up 1%
- 96% of families feel Urban Montessori teachers create a safe school environment where all children can learn which is up 5%
- 75% of lead teachers are expected to return for the 2023-24 school year, with the majority of staff reporting they can see themselves staying longer than two more years.

We have been working this year across our LCAP goals to build on the successes named above. Specifically, the actions we took this current school year on behalf of African American Students have lessened the achievement gap for these students in Math and ELA. We will continue this work into next year!!

Reflections: Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

The 2022 CA Dashboard shows the results of the first full year back to in-person instruction after the pandemic forced schools to close. Like many schools, many of our student subgroups performed at the Very Low status level for English Language Arts and Mathematics. The school will continue to provide a standards-aligned Montessori program with a data-based intervention program to target specific skill development. There was no formal English Learner Progress performance level, and 33.3% of English learners made progress towards English language proficiency on the ELPAC. The school will continue to provide English Language Development through the structured English immersion program with integrated ELD provided throughout the school day and an English Language Specialist providing Designated ELD instruction based on student ELPAC data. All teachers will receive professional development on the use of SDAIE strategies and providing integrated ELD instruction within each content area.

Attendance is an identified need with the CA Dashboard indicating all students and all numerically significant subgroups at the Very High status level. The school will provide Attendance Tracking and Communications and Attendance Support actions with staff time for conducting

home visits for chronically absent students. We have already seen in the current 2022-2023 school year much improved attendance and lower rates of chronic absence.

LCAP Highlights

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

The 2021-22 LCAP Goal 1 “By Fall 2021, Fully return to in-person instruction while ensuring COVID-19 safety on campus; prepare for any *required* distance accommodations; attend to student unfinished learning; attend to student and staff physical, mental, and emotional needs.” has been met, so the goal has been removed for the 2023-24 LCAP. Since Goal 1 was removed, the previous Goal 2 became Goal 1 for 2023-24 and likewise for the previous year’s Goal 3 and Goal 4.

The 2023-24 LCAP describes the services and programs Urban Montessori Charter School provides for its students. The school plans to address the varied academic and social-emotional needs of students with the following three goals:

GOAL 1: Black students, students with IEPs, and students contributing to our unduplicated count achieve accelerated growth in both math and reading and meet grade-level standards. In terms of student achievement (Goal 1), the school leadership team will continue to provide professional development and accountability systems for staff and students. The school will ensure specialized support for reading intervention with the creation of a reading intervention specialist position. The school will also maintain full inclusion with push in pull out support and RTI training to support students with special needs, and it will implement a structured English Language Immersion program to support English learners.

GOAL 2: All UMCS staff receive regular coaching and mentoring and feel sustained in their roles, every classroom has a fully trained Montessori teacher, and classrooms are each a fully prepared learning environment. In terms of the work to maintain a positive culture and climate (Goal 2), the school will continue to provide instructional coaching, professional development in CA ELA and Math standards, specialized professional development for novice teachers, and teacher wellness support to ensure staff have the training and support they need to be successful. In addition, the school will maintain appropriate instructional materials, technology for all staff, and safe and clean school facilities so that staff and students are set up for success in the classroom environment.

GOAL 3: Continue to build a strong anti-racist, engaged, and collaborative school community. In terms of student, family, and community engagement (Goal 3), the school will continue to provide anti-racist and anti-bias professional development, attendance tracking and communications, and attendance support to help improve student engagement. In addition, the school will create opportunities for family engagement and communication support including translation services so that family members will feel supported and welcome. The school will also implement programs such as student activities/field trips, positive behavior intervention and supports, and SEL/mental health supports to improve student well being.

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.

Urban Montessori Charter School is not eligible for comprehensive support and improvement.

Support for Identified Schools

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

N/A

Monitoring and Evaluating Effectiveness

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

N/A

Engaging Educational Partners

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

Urban Montessori Charter School has a strong commitment to and history of listening to family members, teachers and staff, and students to create a strong, engaged school community. Educational partner review and input is an integral part of the LCAP process. Parent, teacher and staff, student, and public input was used in developing the plan and will be used in refining the plan annually. Urban Montessori Charter School actively engaged educational partners in monitoring progress toward LCAP goals, including implementation of actions and analysis of interim and final data on measures.

The different types of educational partner engagement were:

- Family Advisory Council Meetings [April 28, 2023]
- Student, Family, and Staff Surveys [Panorama Spring Survey for Students, Family, and Staff: 11/14/2023]
- Staff meetings [All Staff meetings bi-weekly on Wednesdays; Curriculum Planning, bi-weekly on Mondays; “Levels Logistics” for instructional level teams bi-weekly on alternate Mondays]
- Public Hearing and Public Board approval Public Hearing: May 25, 2023; Board Approval June 22, 2023]
- SELPA: October 14, 2022

Urban Montessori Charter School evaluated its educational partner engagement opportunities and determined tribes, civil rights organizations, foster youth, and children who are incarcerated are neither present nor served by the school. Likewise, Urban Montessori Charter School teachers and personnel are not represented by a local bargaining unit.

A summary of the feedback provided by specific educational partners.

The following feedback was collected from each group:

- Students:
 - Through surveys, students reported appreciating the Montessori materials, the freedom to choose their work and work spaces, and their teachers as things they appreciated about UMCS.
- Families

While the ELAC group took some time to get started with no community members attending the first several meetings, we have had renewed interest in recent weeks as families are engaging with the process. We now have a CORE group of community members that are looking to get involved and support with attendance and other areas of the school. There is interest in supporting families in understanding our pedagogy and creating shared vocabulary between home and school to create a consistent transition between the two.

Through FAC, families reported ongoing attendance at workshops around topics of race and anti-racism indicate a continued interest in these workshops.

Through surveys, families reported improved communication and more frequent communication.

Through general staff meetings, teachers and staff reported a clear need to ensure the physical campus and classrooms meet all required local, state, and federal health and safety guidelines.

Teachers and staff reported a desire to invest in professional development of teachers and other student facing staff to support with specific focus on training support staff for instructional lead positions and paying our Lead teachers a living wage in Oakland.

Board of Directors

Through Board and Committee meetings, members reported wanting to ensure that the LCAP encompasses all required State and Local priorities; include only a few (or one) Broad Goals; include clear Maintenance Goals that build on and honor the hard improvement work the school has already been doing for the past few years; and specifically names Focus Goals where Community wants to do something specific in the 2021-2024 school years for a specific group of children. The Board concerned itself with the overall LCAP development process, including asking questions about how the Administration engaged with everyone else, and what was learned from each of those engagements. The Board additionally wanted a final LCAP that included all required elements, aligned to the vision and mission of the school, and work laid out in our Charter.

SELPA: Continue leveraging the supports available to special education students in service of full inclusion model.

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

All aspects of our LCAP are influenced and shaped by specific stakeholder input. In particular our increased investment in staff professional development was influenced by staff and family feedback. Additionally, feedback from our ELAC support continued focus on best practices for integrated and designated ELD services including our SLD specialist position.

Goals and Actions

Goal 1

Goal #	Description
1 BROAD	Black students, students with IEPs, and students contributing to our unduplicated count achieve accelerated growth in both math and reading and meet grade-level standards.

An explanation of why the LEA has developed this goal.

Urban Montessori Charter School has developed this goal to support students from underserved groups academically because a strong foundation in math and reading will help them to be successful in many other areas of need. If the school provides school leadership support, reading intervention support and Special Education support including RTI coaching for staff, students will meet or exceed goals on the CAASPP ELA and Math exams, the CAST exam, and the NWEA Map Reading and Math exams. Finally, if the school provides English Language Development support through a structured English immersion program, English Learners will make progress on the ELPAC and attain reclassification.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome (2021-2022)	Year 2 Outcome (2022-2023)	Year 3 Outcome (2023-2024)	Desired Outcome for 2023–24
Percent of students meeting or exceeding standards on the ELA CAASPP for all students and all numerically significant subgroups (Data Source: CAASPP Results)	Data Year: 2018-2019 All Students: 45.84% SED: 14% EL: 28.57% Disability: 4.55% Asian: 64.28% Black/African American: 17.5% Hispanic/Latinx: 24.49% White: 68.85% Two or More Races: 65.39%	Data Year: 2020-21 CAASPP Not Administered due to the pandemic	Data Year: 2021-2022 All Students: 36.76% SED: 18.19% EL: 10.53% Disability: 16.67% Black/African American: 21.95% Hispanic/Latinx: 14.04% White: 63.46% Two or More Races: 54.17%		Data Year: 2022-23 50%
Percent of students meeting or exceeding standards on the Math CAASPP for all students and all numerically significant subgroups (Data Source: CAASPP Results)	Data Year: 2018-2019 All Students: 35.75% SED: 10% EL: 17.14% Disability: 13.64% Asian: 64.28% Black/African American: 7.5% Hispanic/Latinx: 18.36% White: 56.45% Two or More Races: 50%	Data Year: 2020-21 CAASPP Not Administered due to the pandemic	Data Year: 2021-2022 All Students: 23.78% SED: 11.37% EL: 2.63% Disability: 4.17% Black/African American: 14.64% Hispanic/Latinx: 7.01% White: 40.38% Two or More Races: 33.33%		Data Year: 2022-23 40%

Metric	Baseline	Year 1 Outcome (2021-2022)	Year 2 Outcome (2022-2023)	Year 3 Outcome (2023-2024)	Desired Outcome for 2023–24
Percent of students meeting or exceeding standards on the CA Science Test (CAST) for all students and all numerically significant subgroups (Data Source: CAST Results)	Data Year: 2018-2019 All Students: 50% White: 61.11%	Data Year: 2020-21 No data due to the pandemic	Data Year: 2021-2022 All Students: 27.08% SED: 21.43% EL: 8.33% Black/African American: 13.34% Hispanic/Latinx: 6.67%		Data Year: 2022-23 40%
Percent of students meeting growth goals on NWEA MAP Reading and Math for all students and all subgroups	Data Year:2020-2021 T2 Reading: SED: 37.14% Black/African American: 54.35% EL: 53.33% Math: SED: 48.48% Black/African American: 53.49%	Data Year:2021-2022 T2 Reading: SED: 23.81% Black/African American: 34.78% EL: 28.95% Math: SED: 38.1% Black/African American: 28.26%	Data Year: 2022-23 T3 Reading All Students: 35.4% SED: 34.1% Black/African American: 35.6% EL: 34.2% Math All Students: 35.1% SED: 24.4% Black/African American: 32.5% EL: 28.6%		Data Year:2021-2022 Reading: All Students: 100% SED: 100% Black/African American: 100% EL: 100% Math: All Students: 100% SED: 100% Black/African American: 100% EL: 100%

Metric	Baseline	Year 1 Outcome (2021-2022)	Year 2 Outcome (2022-2023)	Year 3 Outcome (2023-2024)	Desired Outcome for 2023–24
Percent of students who score average or above on NWEA MAP Reading and Math for all students and all subgroups	Data Year:2020-2021 T2 Reading: SED: 34.17% Black/African American: 60% Math: SED: 35.9% Black/African American: 49.18%	Data Year:2021-2022 T2 Reading: SED: 28.57% Black/African American: 36.96% Math: SED: 38.1% Black/African American: 28.26%	Data Year: 2022-23 T3 Reading: 56.8% SED: 29.5% Black/African American: 36.9% EL: 29.5 Math SED: 17.1% Black/African American: 26.6% EL: 17.1%		Reading All Students: 50% SED: 50% Black/African American: 50% Math: All Students: 50% SED: 50% Black/African American: 50%
Percent of English learners making progress on the ELPAC (Data Source: CA Dashboard)	Data Year:2018-19 40.7%	Data Year:2020-2021 All Students: 28.57% scored proficient or higher on Summative ELPAC Hispanic/Latinx: 18.18% scored proficient or higher on Summative ELPAC	Data Year: 2021-2022 33.1% (Low Progress)		Data Year: 2022-23 55% (High Progress)

Metric	Baseline	Year 1 Outcome (2021-2022)	Year 2 Outcome (2022-2023)	Year 3 Outcome (2023-2024)	Desired Outcome for 2023–24
English learner reclassification rate (Data Source: DataQuest Reclassification)	Data Year: 2019-20 13.41%	Data Year: 2020-21 14.86%	Data Year: 2021-22 0%	Data Year: 2022-23 11.3%	Data Year: 2022-23 >10%

Actions for 2023-2024

Action #	Title	Description	Total Funds	Contributing
1	School Leadership Team	The site Leadership teams meet twice a month to develop ongoing professional development for all staff, accountability systems for students and staff and more.	\$12,000 (Budget reference 1103)	N
2	Reading Intervention	Reading intervention specialist position that supports small group instruction using reading intervention curriculum and assessments. (Title I and LCFF S&C)	\$90,000 (Budget reference 2105)	Y
3	English Language Development	<p>The school provides a Structured English Immersion program to support English learners in acquiring English through the following services:</p> <ul style="list-style-type: none"> • ELD Strategy professional development for teachers. • Designated ELD instruction pull out with ELD specialist based on student ELPAC scores • Integrated and Designated ELD in general ed classroom 	\$30,000 (Budget reference 1100)	Y

Action #	Title	Description	Total Funds	Contributing
4	Special Education	Provide training and coaching for Response To Intervention (RTI) team members to develop systems that consistently monitor student progress aligned with IEP goals. All students receive required supports as indicated on IEPs. The Special Education team meets regularly with general education teachers to collaborate to support students with IEPs. The school provides a full Inclusion model with push in and pull out support.	\$12,000 (Budget reference 1148)	N

Goal Analysis for 2022-23

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

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

The majority of actions were implemented as planned.

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.

Our School Leadership team had fewer members than intended and thus we invested less money in this particular action.

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

The actions related to school leadership support, reading intervention support and special education support are showing limited effectiveness in academic achievement on state standardized testing with the 2022 CA Dashboard showing all students at the Low status level and all numerically significant subgroups at the Very Low status level for English Language Arts and Mathematics. The scores clearly demonstrate pandemic-related learning disruptions when compared to the 2019 scores. The school will continue to provide a standards-aligned Montessori program with a data-based intervention program to target specific skill development and expect to see academic growth going forward.

Local NWEA MAP assessment data shows progress with 35.4% of students meeting NWEA Map Reading growth goals and 35.1% of students meeting Math growth goals and 56.8% of students scoring average or above on Reading and 44.4% of students scoring average or above on Math.

English Learner Progress is at the Low level with 33.3% of English learners making progress towards English language proficiency on the ELPAC. The school will continue to provide English Language Development through the structured English immersion program with integrated ELD provided throughout the school day and an English Language Specialist providing Designated ELD instruction based on student ELPAC data. All teachers will receive professional development on the use of SDAIE strategies and providing integrated ELD instruction within each content area.

Finally, the English Language Development action was partially effective as evidenced by 33.1% of EL students making progress on ELPAC and 11.3% of students achieving reclassification in 2021-22.

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 previous Goal 1 “By Fall 2021, Fully return to in-person instruction while ensuring COVID-19 safety on campus; prepare for any *required* distance accommodations; attend to student unfinished learning; attend to student and staff physical, mental, and emotional needs.” has been met, so the goal has been removed for the 2023-24 LCAP and now the LCAP has three broad goals. The contents of Goal 1 remain unchanged from the previous Goal 2. The following metrics were added to better track the efficacy of the actions: Percent of students meeting or exceeding standards on the ELA CAASPP for all students and all numerically significant subgroups, percent of students meeting or exceeding standards on the Math CAASPP for all students and all numerically significant subgroups, percent of students meeting or exceeding standards on the CA Science Test (CAST) for all students and all numerically significant subgroups, percent of students meeting growth goals on NWEA MAP Reading and Math for all students and all subgroups, percent of students who score average or above on NWEA MAP Reading and Math for all students and all subgroups, percent of English learners making progress on the ELPAC, and English learner reclassification rate. Although the former metrics had included NWEA MAP Reading and Math growth and average scores, it was only for specific subgroups, and the current metric expanded the data to include all students and subgroups to give a broader understanding of our student population.

The previous Actions “MTSS PD to Support Students with Special Needs” and “RTI Support for Students with Special Needs” have been merged into one Special Education action.

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 BROAD	All UMCS staff receive regular coaching and mentoring and feel sustained in their roles, every classroom has a fully trained Montessori teacher, and classrooms are each a fully prepared learning environment.

An explanation of why the LEA has developed this goal.

Urban Montessori Charter School has developed this goal to create a positive learning environment for the entire school community because investing in teachers, curriculum and facilities is the foundation for student achievement and well-being. If the school provides instructional coaching, professional development, novice teacher professional development, teacher wellness support, and technology for staff, then it will increase the percentage of teachers properly credentialed and appropriately assigned, the percentage of classrooms with a fully Montessori trained lead teacher, the percentage of lead teachers and support teachers receiving coaching and support, and the percentage of staff who feel that the school is a supportive place to work. If the school provides appropriate instructional materials, then it will increase the percentage of students with access to state-adopted instructional materials for use at both school and home, the level of Implementation for curriculum aligned to CCSS, NGSS, ELD and other California adopted state standards, the percentage of students enrolled in a broad course of study including students with exceptional needs, and the percentage of classrooms with 90% full inventory of a Montessori environment. Finally if the school invests in safe and clean school facilities, student and family perceptions of school safety will increase and facilities inspections will show the facility in good repair.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for SY 2023–24
Percent of students with access to state-adopted instructional materials for use at both school and home (Source: SARC)	Data Year: 2021-22 100%	N/A Metric added in 2022-23	Data Year: 2022-23 100%		100%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for SY 2023–24
Level of Implementation for curriculum aligned to CCSS, NGSS, ELD and other California adopted state standards	Data Year: 2021-22 100%	N/A Metric added in 2022-23	Data Year: 2022-23 100%		100%
Percent of students enrolled in a broad course of study including students with exceptional needs	Data Year: 2021-22 100%	N/A Metric added in 2022-23	Data Year: 2022-23 100%		100%
Percent of teachers properly credentialed and appropriately assigned Data Source: SARC	N/A Metric added in 2022-23	N/A Metric added in 2022-23	Data Year: 2020-21 68.7%		100%
Percentage of classrooms with a fully Montessori trained lead teacher.	85%	84%	Data Year: 2022-23 93%		100%
Percentage of classrooms with 90% of full inventory of a Montessori environment.	33%	46%	Data Year: 2022-23 92%		100%
Percentage of Lead teachers receiving coaching and support.	100%	100%	Data Year: 2022-23 100%		100%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for SY 2023–24
Percentage of Support teachers receiving coaching and support.	0%	0%	Data Year: 2022-23 100%		100%
Percent of Staff who feel our school is a supportive and inviting place for staff to work (panorama Survey)	95%	100%	Data Year: 2022-23 82%		99%
Percent of students responding positively to questions about school safety	N/A Metric added in 2022-23	N/A Metric added in 2022-23	Data Year: 2022-23 62% gr. 3-5 56% gr. 6-8		85%
Percent of parents responding positively to questions about school safety	N/A Metric added in 2022-23	N/A Metric added in 2022-23	Data Year: 2022-23 96%		85%
Facilities in good repair Data Source: SARC	N/A Metric added in 2022-23	N/A Metric added in 2022-23	Data Year: 2022-23 Facilities are in fair repair		Facilities in Good Repair

Actions

Action #	Title	Description	Total Funds	Contributing
1	Instructional Coaching	Every Lead Teacher engages in instructional coaching cycles with the Assistant Head of School, including professional development activities specific to English learners. Assistant Head of School position also supports curriculum, instruction, and assessment with a focus on serving unduplicated students.	\$100,000(Budget reference 1311)	Y
2	Professional Development	Provide teachers with professional development that supports alignment of Montessori and California standards in English Language Arts and Mathematics. (Title II)	\$30,000(Budget reference 5863)	N
3	Novice Teacher Professional Development	Provide beginning teachers with induction professional development that supports alignment of Montessori and California standards in English Language Arts and Mathematics and to help them clear their CA Multiple Subject credential.	\$10,000(Budget reference 5863)	N
4	Teacher Wellness Support	Staff are supported with specific wellness opportunities and training, as well as regular appreciation and recognition.	5,000\$	N
5	Instructional Materials	Purchase of maintenance and expanded Montessori materials, reading intervention and English Language Development instructional materials.	\$20,000(Budget reference 4100)	N
6	Technology for Staff	Chromebooks, Monitors and work space setup for Staff	5,000\$	N
7	Facility Environment	Maintain school facilities that are safe, clean, and in good repair	20,000\$	N

Goal Analysis for 2022-23

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

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

All actions were implemented as planned.

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

There were no substantive difference in planned expenditures and and actual expenditures for these improved services.

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

The actions related to instructional coaching, professional development, novice teacher professional development, teacher wellness support, and technology for staff were effective as evidenced by the 100% of appropriately assigned teachers in 2022-23, 100% of classrooms with a fully Montessori trained teacher, 100% of lead teachers and support teachers receiving coaching and support, and the 82% of staff who feel that the school is a supportive place to work.

The instructional materials action was effective as evidenced by the 100% of students with access to state-adopted instructional materials for use at both school and home, the level of Implementation for curriculum aligned to CCSS, NGSS, ELD and other California adopted state standards, the 100% of students enrolled in a broad course of study including students with exceptional needs, and the 100% of classrooms with 90% full inventory of a Montessori environment.

Finally, the safe and clean facilities action was effective as evidenced by an increase in the 62% of students gr. 3-5 and 56% of students gr. 6-8 and 96% of families with positive feelings regarding school safety and the inspection indicating the facilities are in good repair.

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 contents of Goal 2 remain unchanged. The following metrics were added to better track the efficacy of the actions: Percent of students with access to state-adopted instructional materials for use at both school and home, level of implementation for curriculum aligned to CCSS, NGSS, ELD and other California adopted state standards, percent of students enrolled in a broad course of study including students with exceptional needs, percent of teachers properly credentialed and appropriately assigned, facilities in good repair, percent of students responding positively to questions about school safety, and percent of parents responding positively to questions about school safety.

Action 1 Facility Environment was moved from the previous Goal 1 action.

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 MAINTENANCE OF PROGRESS GOAL	Continue to build a strong anti-racist, engaged, and collaborative school community.

An explanation of why the LEA has developed this goal.

Urban Montessori Charter School has developed this goal to positively engage students in order to create a cooperative and inclusive school community. If the school provides attendance tracking and communication and attendance support, the student average daily attendance rate, chronic absence rate, and middle school dropout rate will improve. If the school provides family engagement workshops and communication support, the parent conference participation rate, governing board participation rate, and the number of families who report feeling connected to the school community will increase. Finally, if the school provides anti-racist professional development, student activities/field trips, PBIS supports and SEL/Mental Health supports, the percent of students responding positively to questions about school connectedness will increase.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for SY 2023–24
Student average daily attendance	94.69%	90.80%	92.36%		97.7% (1 percentage point increase each year)

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for SY 2023–24
Chronic absence rate for all students and all numerically significant subgroups	13.32% (5/18/21 data pull)	31.9	Data Year: 2021-22 All Students: 38% SED: 44.9% EL: 38.2% Students with Disabilities: 51% African American: 38.9% Hispanic: 44.1% Two or More Races: 27.5% White: 38.7%		3% lower chronic absence than baseline year
Suspension rate for all students and all numerically significant subgroups (Source: Dataquest)	.2%	0%	Data Year: 2021-22 All Students: 1.6% SED: 0% EL: 1.8% Students with Disabilities: 2% African American: 2.7% Hispanic: 0.9% Two or More Races: 3.8% White: 0%		

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for SY 2023–24
Expulsion rate for all students and all numerically significant subgroups	0%	0%	Data Year: 2021-22 0%		
Percent of students responding positively to questions about school connectedness	N/A Metric added in 2022-23	N/A Metric added in 2022-23	Data Year: 2022-23 71% for gr. 3-5 60% for gr. 6-8		
Middle school dropout rate	N/A Metric added in 2022-23	N/A Metric added in 2022-23	Data Year: 2021-22 0%		
Families who report feeling connected to the school community	N/A Metric added in 2022-23	N/A Metric added in 2022-23	Data Year: 2022-23 96%		
Parent Conference participation rate	N/A Metric added in 2022-23	N/A Metric added in 2022-23	Data Year: 2022-23 Unknown this year, will track for next year.		
Percent of parents who participate on the governing board (22-23)	N/A Metric added in 2022-23	N/A Metric added in 2022-23	Data Year: 2022-23 100% of board is parents		

Actions

Action #	Title	Description	Total Funds	Contributing
1	Anti-racist and anti-bias Professional Development	Provide teachers and staff with professional development that supports alignment of Montessori and anti-racist and anti-bias training and school culture-building.	\$6,000(Budget reference 5863)	Y
2	Attendance Tracking and Communications	Student Information System that provides updated and clear attendance reporting and trends. Also provides systems for communication with families to support positive attendance and school engagement.	\$25,000(Budget reference 5881)	Y
3	Attendance Support	Staff time to conduct virtual or in-person home visits for chronically absent students.	\$2000(Budget reference 1100)	Y
4	Family engagement workshops and technology support	Provide at least six family/caregiver workshops that are aligned with Montessori education, literacy development, and social emotional learning to support family engagement.	2,000\$	Y
5	Communication/Translation Services	Weekly all-school communication, Teacher, Admin and operation office hours, etc. Organize and provide translation services (Spanish) for all family/caregiver workshops to support family engagement.	2,000\$	Y
6	Student activities/Field Trips	Provide walking field trips and overnights (postponed due to Covid).	25,000\$	N
7	Positive Behavior Intervention and Supports	Maintain school-wide student support system with shared language to support students in reengagement in the classroom space. Assist in preventing student behavior issues in the classroom through administrator and school counselor support. Utilize Child Study to identify individual student needs to determine appropriate supports.	10,000\$	Y
8	Student Wellness	A full time counselor provides guidance lessons in the classroom and works with individual students as needed and Social emotional learning is included in the classroom as part of the Montessori pedagogy.	70,000\$	Y

Goal Analysis for 2022-23

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

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

Family support and engagement shifted into our FAC this year. All other actions were completed as planned

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.

With our FAC taking over family support and engagement we did not spend all of our planned dollars on those actions. Instead we invested additional funds in our attendance tracking and communications systems.

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

The actions related to attendance tracking and communication were effective as evidenced by the daily attendance rate of 92% and the middle school dropout rate of 0%. Similar to most schools across the state, the school experienced very high chronic absenteeism for all students and all subgroups in 2022-23. Due to improved pandemic circumstances and strong attendance tracking, communication, and support, we anticipate a decrease in chronic absenteeism in 2023-24.
The family engagement and communication support actions were effective as evidenced by the governing board parent participation rate of 100% (all board members are also parents), and the 96% of families who report feeling connected to the school community. The parent conference participation rate was not tracked this year, but we will begin to collect that data next year.
The actions related to anti-racist professional development, student activities/field trips, PBIS supports and SEL/Mental Health supports were partially effective as evidenced by a small increase (2-3%) of students responding positively to questions about school connectedness.

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 contents of Goal 3 remain unchanged. The following metrics were added to better track the efficacy of the actions: Attendance Rate for all students and Black subgroup, chronic absence rate for all students and all numerically significant subgroups, suspension rate for all students and all numerically significant subgroups, expulsion Rate for all students and all numerically significant subgroups, percent of students responding positively to questions about school connectedness, middle school dropout rate, families who report feeling connected to the school community, parent conference participation rate, and number of parents who participate on the governing board. While the former

metric for attendance included data for Black students, this metric includes all students. In addition, subgroup data has been added to the former chronic absence metric.

The following metrics will still be part of the overall school plan but were removed to sharpen focus on other engagement metrics: school policies are reviewed and addressed annually and family/caregiver workshops are provided annually.

The Student Wellness action was moved from the previous Goal 1. Student Activities/Field Trips and Positive Behavior Intervention and Supports actions were added to better describe the supports and services provided to students.

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

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

Projected LCFF Supplemental and/or Concentration Grants	Projected Additional LCFF Concentration Grant (15 percent)
\$246,041	\$0

Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
6.32%	0%	\$0	6.32%

The Budgeted Expenditures for Actions identified as Contributing may be found in the Contributing Actions Table.

Required Descriptions

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

Academic Achievement

In reviewing the 2022 ELA and Math performance of our English Learners and Socioeconomically Disadvantaged students, we find that both groups are at Very Low level for ELA and Math. Urban Montessori Charter has identified significant need for improvement in ELA and Math achievement for all student groups. The most recent data from 2022 indicates our students were at -43.2 and -75.3 Distance from Standard (DfS) respectively for ELA and Math. In ELA, 18.18% of our Socioeconomically Disadvantaged students met/exceeded standards and in math 11.37%. This data points to the need to increase the level of targeted intervention in Math and ELA, as well as identifying more strategies for progress monitoring, using data to inform instruction, and professional development on differentiating instruction and interventions.

Actions:

Reading Intervention: Reading intervention specialist position that supports small group instruction using reading intervention curriculum and assessments.

English Language Development: The school provides a Structured English Immersion program to support English learners in acquiring English through the following services: ELD strategy professional development for teachers, designated ELD instruction pull out with ELD specialist based on student ELPAC scores, and integrated and designated ELD in the general ed classroom,

Expected Outcomes By implementing the identified actions, we will ensure steady growth in our academic outcomes, such as SBAC ELA and Math, English Learner Progress, Reclassification rates. Current targets aim for growth for both ELA and Math (see expected outcomes in Goal 1), growth in the English Learner Progress Indicator and reclassification rate. We plan to use interim assessment data to gauge progress throughout the year.

School Culture

In 2022, our Socioeconomically disadvantaged students had a suspension rate in the Very Low level, with English Learners at the Medium level. In 2023, 62% of students gr. 3-5 and 56% of students gr. 6-8 reported feeling safe and 71% of students gr. 3-5 and 60% of students gr. 6-8 reported a sense of connectedness to the school community based on climate survey data. The Chronic Absentee rate was at the Very High level for all students and all numerically significant subgroups.

Actions

Based on the data, we see positive signs of the impact of our efforts to foster a positive culture and climate in support of students both holistically and academically. Key components of these additional efforts include the following actions

Attendance Support: Staff time to conduct virtual or in-person home visits for chronically absent students.

Expected Outcomes

By implementing strategic actions in support of culture and climate, we hope to achieve our goals in academic growth and achievement, described above, and to progress toward high attendance, and low chronic absenteeism (see above).

Family Engagement

Needs, Conditions, Circumstances

In order to achieve our academic growth and achievement goals, we know that parents are critical partners in the endeavor. We know that parents of our socioeconomically disadvantaged students may benefit from additional opportunities that increase their ability to support their students' learning. Parents of English Learners benefit from additional outreach to support their students in English Language Development.

Actions

Family engagement workshops and technology support: Provide at least six family/caregiver workshops that are aligned with Montessori education, literacy development, and social emotional learning to support family engagement.

Communication/Translation Services: Weekly all-school communication, Teacher, Admin and operation office hours, etc. Organize and provide translation services (Spanish) for all family/caregiver workshops to support family engagement.

Expected Outcomes

By implementing a comprehensive Family Engagement program, we hope to achieve our goals in academic growth and achievement, described above. We also believe this work will support us in achieving our goals in climate and culture, described in the plan above. We will measure progress in our family engagement efforts by specific indicators around parent participation on the governing board, parent perceptions of connectedness to school, and participation in parent-teacher conferences.

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

LEA-wide Actions

Students contributing to our unduplicated count will receive improved or increased services as compared to the services we provide to all other students in a variety of ways, including no-cost or subsidized extended school day opportunities after school; no-cost or subsidized extended school year opportunities in summer; designated English Language Development instruction and instructional materials; response to intervention small group instruction; focused professional development and training for their teachers about their specific needs and corresponding instructional strategies; augmented engagement with their families; and additional access to internet and computers, as well as online learning subscriptions and licenses.

The school plans to increase services to high need students through a combination of Limited and LEA-wide actions.

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.

Urban Montessori is a single school LEA with a less than 55% unduplicated pupil population that does not receive the additional concentration grant add-on funding.

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	N/A	N/A
Staff-to-student ratio of certificated staff providing direct services to students	N/A	N/A

Action Tables The complete spreadsheet is available here: [Action Tables](#). Below are screenshots of the same information.

2023-24 Total Planned Expenditures Table

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	\$ 354,446	\$ 70,944	\$ -	\$ 50,610	476,000	\$ 338,000	\$ 138,000

Goal #	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1	School Leadership Team	All	\$ 12,000	\$ -	\$ -	\$ -	\$ 12,000
1	2	Reading Intervention	All	\$ 45,000	\$ -	\$ -	\$ 45,000	\$ 90,000
1	3	English Language Development	All	\$ 30,000	\$ -	\$ -	\$ -	\$ 30,000
1	4	Special Education	SPED	\$ 12,000	\$ -	\$ -	\$ -	\$ 12,000
2	1	Instructional Coaching	All	\$ 100,000	\$ -	\$ -	\$ -	\$ 100,000
2	2	Professional Development	All	\$ 8,446	\$ 15,944	\$ -	\$ 5,610	\$ 30,000
2	3	Novice Teacher Professional Development	All	\$ 10,000	\$ -	\$ -	\$ -	\$ 10,000
2	4	Teacher Wellness Support	All	\$ 5,000	\$ -	\$ -	\$ -	\$ 5,000
2	5	Instructional Materials	All	\$ -	\$ 20,000	\$ -	\$ -	\$ 20,000
2	6	Technology for Staff	All	\$ 5,000	\$ -	\$ -	\$ -	\$ 5,000
2	7	Facility Environment	All	\$ 20,000	\$ -	\$ -	\$ -	\$ 20,000
3	1	Anti-Racist and Anti-Bias Professional Development	All	\$ 6,000	\$ -	\$ -	\$ -	\$ 6,000
3	2	Attendance Tracking and Communications	All	\$ 25,000	\$ -	\$ -	\$ -	\$ 25,000
3	3	Attendance Support	All	\$ 2,000	\$ -	\$ -	\$ -	\$ 2,000
3	4	Family engagement workshops and technology support	All	\$ 2,000	\$ -	\$ -	\$ -	\$ 2,000
3	5	Communication/Translation Services	All	\$ 2,000	\$ -	\$ -	\$ -	\$ 2,000
3	6	Student Activities/Field Trips	All	\$ 25,000	\$ -	\$ -	\$ -	\$ 25,000
3	7	Positive Behavior Intervention and Supports	All	\$ 10,000	\$ -	\$ -	\$ -	\$ 10,000
3	8	Student Wellness	All	\$ 35,000	\$ 35,000	\$ -	\$ -	\$ 70,000

2023-24 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
\$ 3,894,083	\$ 246,041	6.32%	0.00%	6.32%	\$ 257,000	0.00%	6.60%	Total:	\$ 257,000
								LEA-wide Total:	\$ 257,000
								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	2	Reading Intervention	Yes	LEA-wide	All	Elementary	\$ 45,000	0.00%
1	3	English Language Development	Yes	LEA-wide	English Learners	Elementary	\$ 30,000	0.00%
3	3	Attendace Support	Yes	LEA-wide	All	Elementary	\$ 2,000	0.00%
3	4	Family engagement workshops and technc	Yes	LEA-wide	All	Elementary	\$ 2,000	0.00%
3	5	Communication/Translation Services	Yes	LEA-wide	All	Elementary	\$ 2,000	0.00%

2023-24 Annual Update Table

Totals:	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Actual Expenditures (Total Funds)
Totals:	\$ 476,000.00	\$ -

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1	School Leadership Team	No	\$ 12,000	\$ -
1	2	Reading Intervention	Yes	\$ 90,000	\$ -
1	3	English Language Development	Yes	\$ 30,000	\$ -
1	4	Special Education	No	\$ 12,000	\$ -
2	1	Instructional Coaching	Yes	\$ 100,000	\$ -
2	2	Professional Development	No	\$ 30,000	\$ -
2	3	Novice Teacher Professional Development	No	\$ 10,000	\$ -
2	4	Teacher Wellness Support	No	\$ 5,000	\$ -
2	5	Instructional Materials	No	\$ 20,000	\$ -
2	6	Technology for Staff	No	\$ 5,000	\$ -
2	7	Facility Environment	No	\$ 20,000	\$ -
3	1	Anti-Racist and Anti-Bias Professional Development	Yes	\$ 6,000	\$ -
3	2	Attendance Tracking and Communications	Yes	\$ 25,000	\$ -
3	3	Attendace Support	Yes	\$ 2,000	\$ -
3	4	Family engagement workshops and technology support	Yes	\$ 2,000	\$ -
3	5	Communication/Translation Services	Yes	\$ 2,000	\$ -
3	6	Student Activities/Field Trips	No	\$ 25,000	\$ -
3	7	Positive Behavior Intervention and Supports	Yes	\$ 10,000	\$ -
3	8	Student Wellness	Yes	\$ 70,000	\$ -

2023-24 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)
\$ -	\$ 257,000	\$ -	\$ 257,000	0.00%	0.00%	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	School Leadership Team	No	\$ -	\$ -	0.00%	0.00%
1	2	Reading Intervention	Yes	\$ 45,000		0.00%	0.00%
1	3	English Language Development	Yes	\$ 30,000		0.00%	0.00%
1	4	Special Education	No	\$ -	\$ -	0.00%	0.00%
2	1	Instructional Coaching	Yes	\$ 100,000		0.00%	0.00%
2	2	Professional Development	No	\$ -	\$ -	0.00%	0.00%
2	3	Novice Teacher Professional Development	No	\$ -	\$ -	0.00%	0.00%
2	4	Teacher Wellness Support	No	\$ -	\$ -	0.00%	0.00%
2	5	Instructional Materials	No	\$ -	\$ -	0.00%	0.00%
2	6	Technology for Staff	No	\$ -	\$ -	0.00%	0.00%
2	7	Facility Environment	No	\$ -	\$ -	0.00%	0.00%
3	1	Anti-Racist and Anti-Bias Professional Development	Yes	\$ 6,000		0.00%	0.00%
3	2	Attendance Tracking and Communications	Yes	\$ 25,000		0.00%	0.00%
3	3	Attendance Support	Yes	\$ 2,000		0.00%	0.00%
3	4	Family engagement workshops and technology support	Yes	\$ 2,000		0.00%	0.00%
3	5	Communication/Translation Services	Yes	\$ 2,000		0.00%	0.00%
3	6	Student Activities/Field Trips	No	\$ -	\$ -	0.00%	0.00%
3	7	Positive Behavior Intervention and Supports	Yes	\$ 10,000		0.00%	0.00%
3	8	Student Wellness	Yes	\$ 35,000		0.00%	0.00%

2023-24 LCFF Carryover Table

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

Instructions

[Plan Summary](#)

[Engaging Educational Partners](#)

[Goals and Actions](#)

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

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

Introduction and Instructions

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

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

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

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

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

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

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

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

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

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

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

Engaging Educational Partners

Purpose

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

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

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

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

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

Requirements and Instructions

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

Local Control and Accountability Plan:

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

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

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

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

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

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

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

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

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

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

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

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

Focus Goal(s)

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

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

Broad Goal

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

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

Maintenance of Progress Goal

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

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

Required Goals

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

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

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

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

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

Measuring and Reporting Results:

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

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

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

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

Complete the table as follows:

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

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

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

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

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

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

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

Goal Analysis:

Enter the LCAP Year.

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

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

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

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

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

Purpose

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

Requirements and Instructions

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

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

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

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

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

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

Required Descriptions:

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

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

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

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

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

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

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

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

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

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

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

For School Districts Only:

Actions Provided on an LEA-Wide Basis:

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

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

Actions Provided on a Schoolwide Basis:

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

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

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

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

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

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

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

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

Provide the following descriptions, as applicable to the LEA:

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

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

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

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

Complete the table as follows:

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

Action Tables

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

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

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

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

Data Entry Table

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

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

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

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

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

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

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

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

LCFF Carryover Table

- **9. Estimated Actual LCFF Base Grant:** Provide the total amount of LCFF funding the LEA estimates it will receive for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Grant Program and the Home to School Transportation Program, pursuant to 5 CCR Section 15496(a)(8).
- **10. Total Percentage to Increase or Improve Services for the Current School Year:** This percentage will not be entered. The percentage is calculated based on the amounts of the Estimated Actual LCFF Base Grant (9) and the Estimated Actual LCFF Supplemental and/or Concentration Grants (6), pursuant to 5 CCR Section 15496(a)(8), plus the LCFF Carryover – Percentage from the prior year. This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the current LCAP year.

Calculations in the Action Tables

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

Contributing Actions Table

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

Contributing Actions Annual Update Table

Pursuant to *EC* Section 42238.07(c)(2), if the Total Planned Contributing Expenditures (4) is less than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the LEA is required to calculate the difference between the Total Planned Percentage of Improved Services (5) and the Total Estimated Actual Percentage of Improved Services (7). If the Total Planned Contributing Expenditures (4) is equal to or greater

than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the Difference Between Planned and Estimated Actual Percentage of Improved Services will display “Not Required.”

- 6. Estimated Actual LCFF Supplemental and Concentration Grants
 - This is the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on of the number and concentration of unduplicated students in the current school year.
- 4. Total Planned Contributing Expenditures (LCFF Funds)
 - This amount is the total of the Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)
- 7. Total Estimated Actual Expenditures for Contributing Actions
 - This amount is the total of the Estimated Actual Expenditures for Contributing Actions (LCFF Funds)
- Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)
 - This amount is the Total Estimated Actual Expenditures for Contributing Actions (7) subtracted from the Total Planned Contributing Expenditures (4)
- 5. Total Planned Percentage of Improved Services (%)
 - This amount is the total of the Planned Percentage of Improved Services column
- 8. Total Estimated Actual Percentage of Improved Services (%)
 - This amount is the total of the Estimated Actual Percentage of Improved Services column
- Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)
 - This amount is the Total Planned Percentage of Improved Services (5) subtracted from the Total Estimated Actual Percentage of Improved Services (8)

LCFF Carryover Table

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

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

The amount of LCFF funds is calculated by subtracting the Estimated Actual Percentage to Increase or Improve Services (11) from the Estimated Actual Percentage of Increased or Improved Services (10) and then multiplying by the Estimated Actual LCFF Base Grant (9). This amount is the amount of LCFF funds that is required to be carried over to the coming year.
- 13. LCFF Carryover — Percentage (12 divided by 9)
 - o This percentage is the unmet portion of the Percentage to Increase or Improve Services that the LEA must carry over into the coming LCAP year. The percentage is calculated by dividing the LCFF Carryover (12) by the LCFF Funding (9).