# LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Bert Corona Charter School
CDS Code: CA
School Year: 2022-23
LEA contact information:
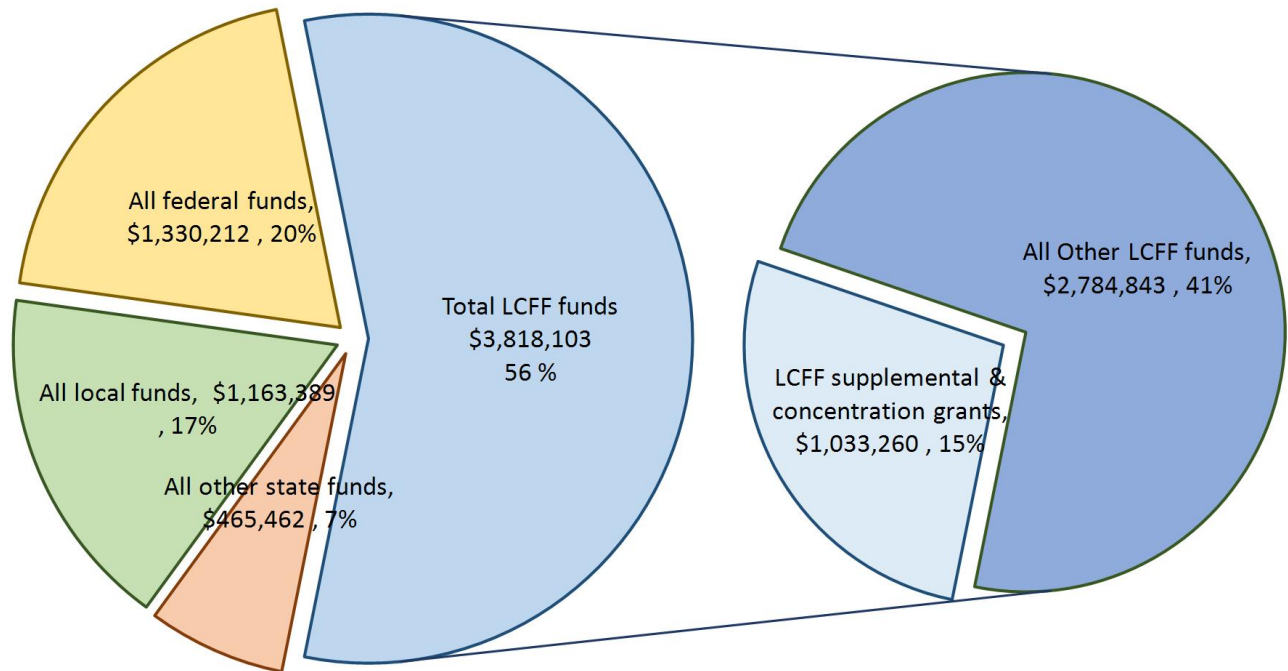Yvette King Berg
Executive Director
ykingberg@ypics.org
(818) 305-2791

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

## Budget Overview for the 2022-23 School Year

### Projected Revenue by Fund Source

All federal funds, $1,330,212 , 20%

All local funds, $1,163,389 , 17%

All other state funds, $465,462 , 7%

Total LCFF funds $3,818,103 56 %

All Other LCFF funds, $2,784,843 , 41%

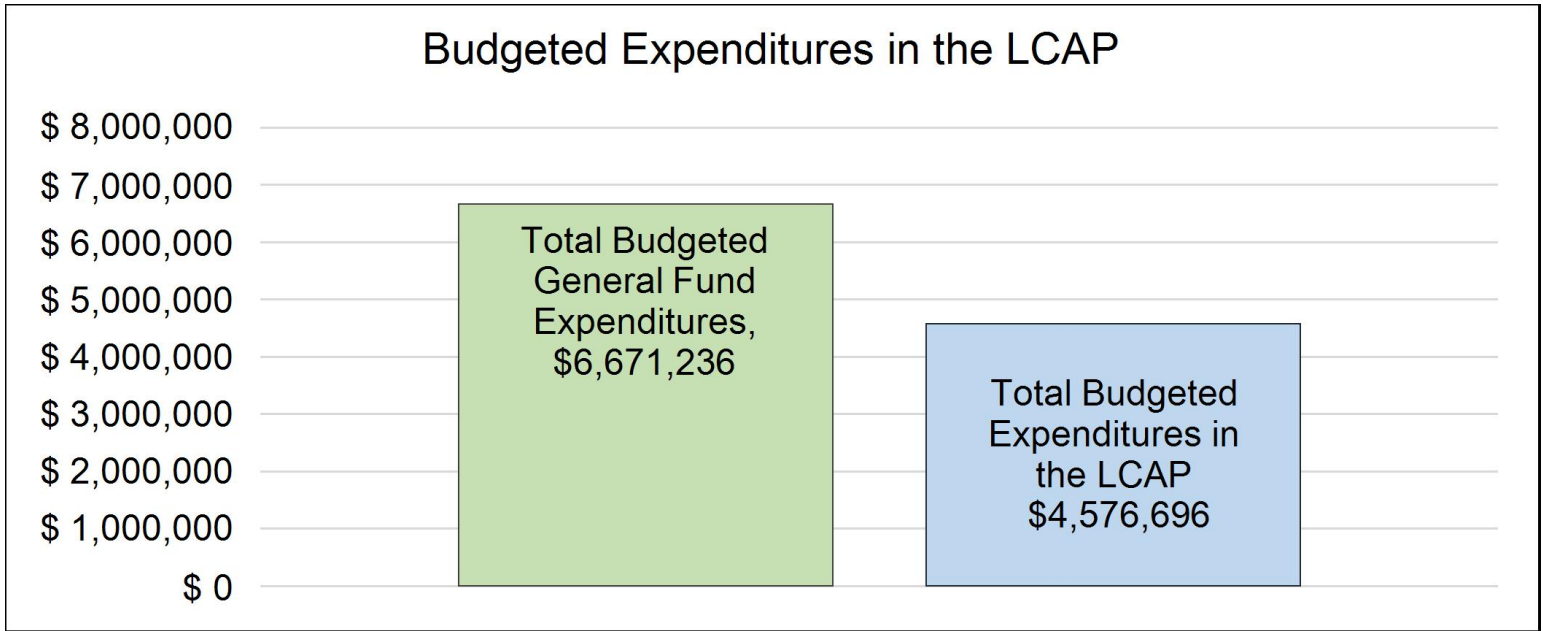LCFF supplemental & concentration grants, $1,033,260 , 15%

*This chart shows the total general purpose revenue Bert Corona 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 Bert Corona Charter School is $6,777,166, of which $3,818,103 is Local Control Funding Formula (LCFF), $465,462 is other state funds,

$1,163,389 is local funds, and $1,330,212 is federal funds.  Of the $3,818,103 in LCFF Funds, $1,033,260 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

# LCFF Budget Overview for Parents

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

## Budgeted Expenditures in the LCAP

Total Budgeted General Fund Expenditures, $6,671,236

Total Budgeted Expenditures in the LCAP $4,576,696

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

The text description of the above chart is as follows: Bert Corona Charter School plans to spend $6,671,236 for the 2022-23 school year. Of that amount, $4,576,696 is tied to actions/services in the LCAP and $2,094,540 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

Funds not included in the LCAP consist of Child Nutrition, Special Education, Entitlement/Encroachment, Services & Other Operating Expenses, and Depreciation Expenses.

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

In 2022-23, Bert Corona Charter School is projecting it will receive $1,033,260 based on the enrollment of foster youth, English learner, and low-income students. Bert Corona Charter School must describe how it intends to increase or improve services for high needs students in the LCAP.  Bert Corona Charter School plans to spend $1,038,635 towards meeting this requirement, as described in the LCAP.

# LCFF Budget Overview for Parents

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

## Prior Year Expenditures: Increased or Improved Services for High Needs Students

Total Budgeted Expenditures for High Needs Students in the LCAP: $884,577

Actual Expenditures for High Needs Students in LCAP: $943,118
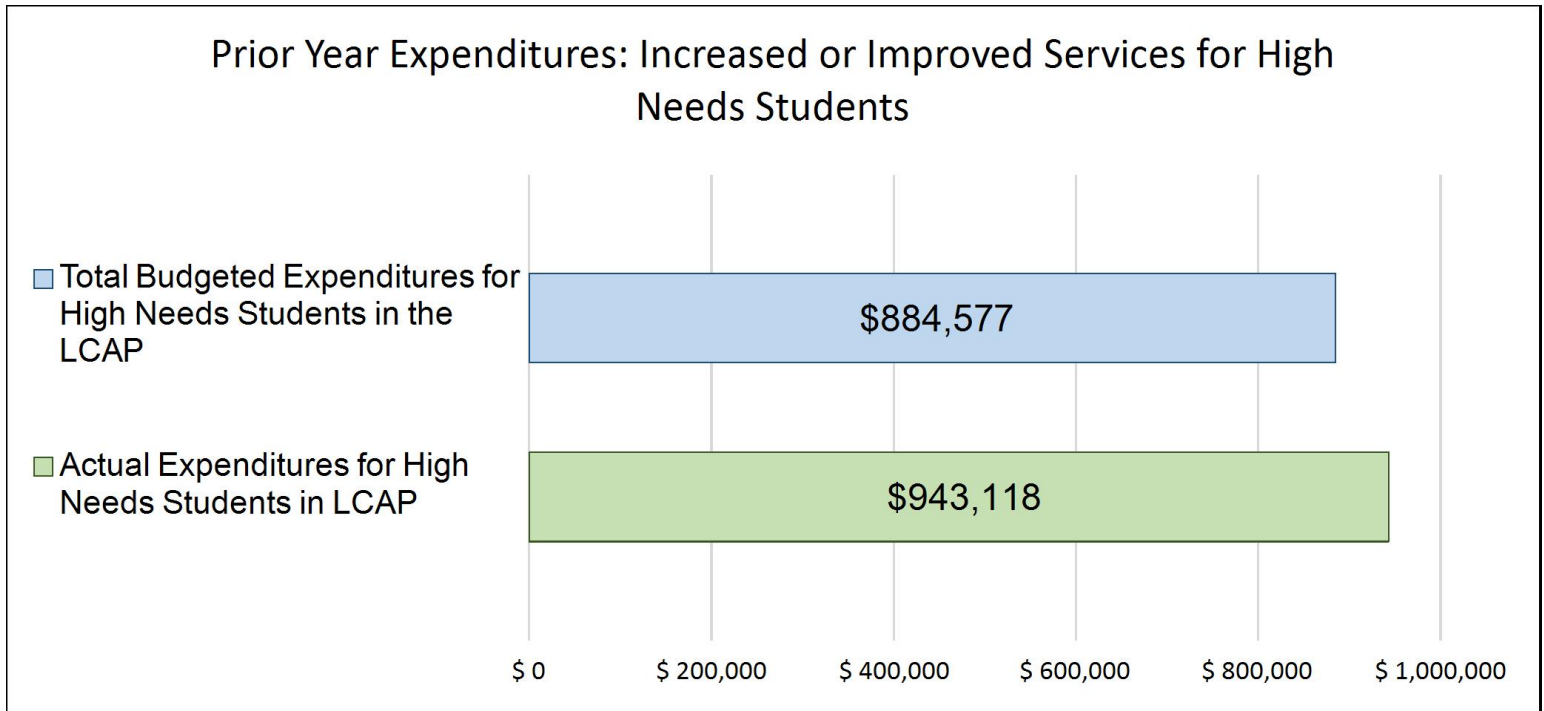
*This chart compares what Bert Corona Charter School budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what Bert Corona Charter School estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.*

The text description of the above chart is as follows: In 2021-22, Bert Corona Charter School's LCAP budgeted $884,577 for planned actions to increase or improve services for high needs students. Bert Corona Charter School actually spent $943,118 for actions to increase or improve services for high needs students in 2021-22.

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

| Local Educational Agency (LEA) Name | Contact Name and Title | Email and Phone |
|---|---|---|
| Bert Corona Charter School | Yvette King-Berg<br>Executive Director | ykingberg@ypics.org<br>(818)726-8883 |

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

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

Additional funds not included in the 2021-22 Local Control and Accountability Plan (LCAP). Elementary & Secondary School Emergency Relief (ESSER) II; Elementary & Secondary School Emergency Relief (ESSER) III; Expanded Learning Opportunities Grant; 5.07% mega COLA applied to the LCFF base grants.

The Charter School developed a Task Force to respond to the needs of our community during the COVID-19 global pandemic. The Charter School sent out surveys and video recordings to staff, students and families to gather input on items that indicated the unique needs of our children specific to individual student needs. Information sent to parents was translated into Spanish and made available on several platforms, including Google, YouTube, Facebook, Instagram, Twitter, Remind, and SMORE Newsletters. Surveys were sent out to families through google, email, text messages to ensure families could access the content. In addition, staff was available at the Charter School for parents that preferred to meet in-person following social distancing norms outside of the building.

Teachers, school counselors, and support staff created personalized websites for students to access (Google Classroom). The Charter School has staff fluent in Spanish and regularly communicates with families through phone calls, text messaging, emails, and the Remind Communication Platform. Counselors and additional support staff were notified if a teacher, principal, or parent-reported a student experiencing any forms of anxiety. Classified and certificated staff continued locating and resolving lists of "unreachable" students to provide assistance and engage them in distance learning. Charter School staff continue to assist with technology needs for students experiencing homelessness, including providing iPads and WiFi Hotspots as needed to ensure full access to distance learning.

The following are aspects of the ESSER III Plan that stakeholders influenced
- Identify/revise essential standards for each grade/course;
- Ensure all students have access to grade-level essential standards;
- Identify students who need additional support to mitigate pupil-learning loss;

- Schedule additional instructional time for students experiencing pupil-learning loss;
- Provide students with mental health services and supports;
- Students were provided with ten additional school days;
- Offer students comprehensive afterschool programs;
- Ensure all students have access to summer learning or summer enrichment opportunities.

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

The following actions are intended to increase the number of staff who provide direct services to students on school campus with an enrollment of students who are low-income, English learners, and foster youth that is greater than 55 percent.
- Provide in-person instruction and services stipends to maintain operations and continuity of services and continuing to employ existing staff;
- Students will receive additional, comprehensive after-school intervention during the 2021-2022 school year. These services will be provided by either staff of the Charter School or through an outside provider at the Charter School;
- The Charter School extended the number of instructional days students receive. Students will receive two extra instructional days during the 2021-2022 school year for a total of 182 instructional days;
- The Charter School uses i-Ready to measure student learning. Students will be prioritized for extended learning opportunities based on the results of i-Ready data, classroom assessment data, and teacher observations;
- The goal of the Charter School is to enable all students to participate in extended learning opportunities.

The Charter School will prioritize the following students for extended learning opportunities:
- Students with disabilities; Youth in foster care, Homeless youth; English learners; Students from low-income families; Students without access to the technology needed for distance learning; Disengaged students; Students with failing grades; Students at risk of dropping out; Students identified as needing social and mental health supports.

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

The Executive Administrator shared the ELO-G plan with all stakeholders during the 2020-2021 school year. The YPICS Board approved the ELO-G plan of Directors on May 24, 2021. The Executive Administrator shared the ESSER III plan with all stakeholders during October. The YPICS Board approved the ESSER III plan of Directors on October 28, 2021.

The Charter School engage its educational partners on the use of one-time federal funds through the following:
- Council/Committee Meetings;
- School Site Council/ School Advisory Council Meetings;
- ELAC Meetings;
- Parent Conferences;
- Community Update Letters sent to all families of the Charter School;
- Videos featuring expanded learning opportunities;
- Newsletters sent home to families;
- Electronic messaging such as email, Google Classroom, text messages, Remind, SMORE Newsletters;
- Direct invitation and communication from classroom teachers.

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

Our children have experience aspects of humanity through the COVID-19 global pandemic and the impact of racial injustice on the nation. As a result, our Social-Emotional Support System Subgroup stakeholders felt our students needed to receive Anti-Bias & Anti-Racist Education woven into their daily instruction. As a result, staff participated in a Professional Development training focused on Anti-Bias & Anti-Racist Education (Equity). The Charter School will continue to provide Equity resources and training throughout the school year. The Charter School will implement trauma-informed teaching and the tools and resources to move from a Learner Manager to a Learner.

- Empowered by incorporating welcoming/inclusion activities;
- Create learning teams and expectations;
- Use groups to get students talking; and Set goals together;
- School facility repairs and improvements to enable operation of schools to reduce risk of virus transmission and exposure to environmental health hazards and to support student health needs.

- Professional development to address learning loss among students, including low-income students, students with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and children in foster care, of the Charter School;
- Purchasing educational technology (including hardware, software, and connectivity) for students served by the Charter School that aids in regular and substantive academic interactions between students and their classroom teachers.

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

Consistent with the Charter School's plan for Safe Return to In-Person Instruction and Continuity of Services, the School will maintain the health and safety of students, educators, and other school and Charter School staff, and the extent to, which it has adopted policies, and a description of any such procedures, on each of the CDC's safety recommendations, including the universal and correct wearing of masks; modifying facilities to allow for physical distancing; handwashing and respiratory etiquette; cleaning and maintaining healthy facilities, including improving ventilation; contact tracing in combination with isolation and quarantine, in collaboration with the State, local, territorial, or Tribal health departments; diagnostic and screening testing; efforts to provide vaccinations to school communities; appropriate accommodations for children with disabilities concerning health and safety policies; and coordination with State and local health officials.

The Charter School will follow the California Department of Public Health (CDPH) released public health guidance for the 2021-22 school year that takes effect immediately, based on U.S. Centers for Disease Control and Prevention (CDC) updated recommendations. Charter School will ensure the continuity of services, including but not limited to services to address students' academic needs and students' and staff social, emotional, mental health, and other conditions, which may include student health and food services." All families can contact the Executive Administrator of their child's school for questions about accessing meals, whether through distance learning or in-person.

Charter School provides the public with an opportunity to provide comments and feedback and how The Charter School incorporated such input into the plan's development. Charter School developed a Reopening Committee in June 2020. The Reopening Committee consists of staff and parents. Our staff and parents have been involved in reopening plans throughout the school year to meet the needs of our students, and The Charter School used their feedback to develop COVID-19 safety plans and protocols. All parents have an opportunity to continue to provide input directly with staff and at parent meetings. Parents are welcome to send comments and feedback to ykingberg@ypics.org

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

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

# Introduction

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

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

The 2021–22 Supplement is considered part of the 2022–23 LCAP for the purposes of adoption, review, and approval, and must be included with the LCAP as follows:
- The 2022–23 Budget Overview for Parents
- The 2021–22 Supplement
- The 2022–23 LCAP
- The Action Tables for the 2022–23 LCAP
- The Instructions for the LCAP Template

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

# Instructions

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

must, to the greatest extent practicable, use language that is understandable and accessible to parents.

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

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

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

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

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

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

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

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

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

Describe how and when the LEA engaged its educational partners on the use of one-time federal funds it received that are intended to support recovery from the COVID-19 pandemic and the impacts of distance learning on students. See the COVID-19 Relief Funding Summary Sheet web page (https://www.cde.ca.gov/fg/cr/relieffunds.asp) for a listing of COVID-19 relief funding and the Federal Stimulus Funding web page

([https://www.cde.ca.gov/fg/cr/](https://www.cde.ca.gov/fg/cr/)) for additional information on these funds. The LEA is not required to describe engagement that has taken place related to state funds.

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

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

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

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

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

California Department of Education
November 2021

# Local Control Accountability Plan

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

| Local Educational Agency (LEA) Name | Contact Name and Title | Email and Phone |
|---|---|---|
| Bert Corona Charter School | Yvette King Berg<br>Executive Director | ykingberg@ypics.org<br>(818) 305-2791 |

# Plan Summary [2022-23]

## General Information

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

Bert Corona Charter School (BCCS), a Youth Policy Institute Charter School (YPICS), serves 339 students In the San Fernando Valley area of Los Angeles County. Represented with .1% African American, 97% Latino, 1% Native Hawaiian or Other Pacific Islander, .2% White, 21.8% English Learners, 19% Students with Disabilities, and 80% of our students who participate in Free and Reduced Lunch.

VISION Our school is named in honor of and inspired by Bert Corona, a prominent Latino community organizer who dedicated his life to lead the struggle of poor immigrant communities in California and across the nation for social and economic justice.

MISSION The Bert Corona Charter School prepares urban students in grades 5-8 for academic success and active community participation. The school is located in the San Fernando Valley of Los Angeles, California, an area fraught with poverty and academically struggling students. The majority of students attending schools in this area come from predominantly Latino immigrant families where Spanish is spoken in the home. Many area public school students are eligible for federal free or reduced meals, indicative of the high poverty levels in the area. Bert Corona Charter School seeks to close the achievement gap for these students by providing clear and high expectations for all students to achieve a personalized and supportive learning environment that recognizes students' accomplishments, family-school-community partnerships and service, and integrated technology the classroom.

The Charter School also serves a wide range of scholars requiring a rigorous program that includes acceleration, differentiated instruction, depth, and complexity.  The Charter School is a data-driven school that uses assessment data to understand and improve scholar and school performance.  The assessment data (diagnostic, formative, and summative) helps the Charter School continuously plan, monitor, and improve academic programs.  Staff reviews the previous spring's state testing results to evaluate the school's academic program and chart a

course for the new year based on the students' needs. Subgroups in need of intervention/acceleration are identified and monitored. In addition to state testing, other assessments include publisher assessments, student work samples, and i-Ready Diagnostic assessments. The Charter School is a data-driven school that uses assessment data to understand and improve scholar and school performance. The assessment data (diagnostic, formative, and summative) helps the Charter School Continuously plan, monitor, and improve academic programs. Staff reviews the previous spring's state testing results to evaluate the school's academic program and chart a course for the new year based on the students' needs. Subgroups in need of intervention are identified and monitored. In addition to state testing, other assessments include publisher assessments, student work samples, and i-Ready Diagnostic assessments.
Assessments are used to: Identify scholars and subgroups who need additional instruction or intervention; Prescribe a re-teaching or acceleration focus for individual scholars; Identify professional development needs and target school resources.

The Charter School's educators believe it is essential to take a multidimensional approach to meet the needs of its diverse population. The Charter School addresses the social and emotional needs of all students. Teachers analyze data to determine each student's unique talents and needs. Students who are on grade level and approaching proficiency are targeted in the critical instructional areas that propel them to advance in all areas. Students struggling with basic skills are provided grade-level instructional materials and targeted for support by various education experts, Education Specialists, school psychologists, speech pathologists, classroom teachers, and administrators.

The Charter School created its own culture of awareness with considerate, committed, and conscientious teachers serving the needs of our scholars. Many visitors, including the LAUSD Charter Schools Division Executive Director and staff, The US Department of Education, and elected have recognized the positive culture at the Charter School.

# Reflections: Successes

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

California School Dashboard data for 2019-2020, 2020-21 and 2021-22 is not available for analysis due to school closures resulting from COVID-19. Amidst the global pandemic, teachers incorporated Universal Design for Learning (UDL) into their distance learning plans for synchronous and asynchronous instruction. Teachers planned and implemented synchronous lessons through a format to provide small group support and designated ELD. Scholars are provided opportunities to engage in Integrated ELD Daily. Certificated and classified staff worked in collaboration to meet the needs of English Learners, foster youth, and low-income scholars.

Teachers and staff receive training in research-based education practices to raise student achievement. These training are conducted through staff leaders, outside educational professionals, and sending staff to external professional development programs. These include programs and strategies such as "Teach Like a Champion." "Data-Driven Instruction," "Getting Better," and the Success for All Program. Bert Corona Charter School utilizes various assessment tools in evaluating student achievement of stated objectives across all disciplines. The assessments used are teachers' assessments of student work and mastery of applicable standards and other learning objectives, student work portfolios, teacher observation, and conferencing with students.

BCCS successes are as follows:
One area of strength this year was our focus on having our teachers assigned to the correct classes and that they have a clean and safe environment, despite the pandemic. All students had resources online so they did not have to share, and rooms were clean and sanitized several times per day. All facilities were in good repair and managed operations when specific issues arose throughout the school year. Ensuring that all teachers were teaching to the state standards and that all students were receiving grade-level instruction in every class, every day. Although our students came into this year (out of the pandemic virtual learning time) with learning loss and deficits instruction is provided at their grade level while scaffolding to ensure they made up for lost instruction. In addition to providing authentic learning experiences and that the needs of all students were met through our support programs.

BCCS has invested in a high level of resources that will help students succeed academically. Given that operating school in the age of technology, it is important students have the tools and resources necessary to help the learning process and how to succeed in this technological world.

To monitor progress and to ensure student growth, the use of classroom assessments to track mastery, use the iReady diagnostic to provide a benchmark three times per year. This tool helps us to provide feedback to teachers and individual feedback to students, and provides recommendations and resources for teachers to meet the specific needs of all of our students.
While academic resources are important, students will not be able to perform academically if their other needs are not met. BCCS has counselors and support staff who are trained to provide counseling and support to our students. PBIS framework is used to support the needs of all of our students and this, combined with our MTSS referral process, helps us to assess the needs of all students and to allocate the appropriate resources needed for each student. BCCS partners with Luminarious to provide counseling to our students and families, and we use Ripple effects to help students learn to strengthen their emotional and social intelligence. To further meet all the needs of all students, our school has been fortunate to be the recipient of two grants: the ELOP grant and the Community Schools grant. These grants will allow us to expand our extended learning programs before and after school, during breaks, and during the summer. Additionally, they will allow us to plan to meet the needs of families in addition to the needs of our students, thus increasing student potential for achievement.

Verified Data: ELA & Math Growth (2019-20, 2020-21 and 2021-2022)

Verified Data (Assessments)

Verified Data Assessment Grade Levels Assessed 95% Participation Rate (Met/Not Met) Frequency of Administration of Verified Data Assessment
1. iReady Reading Diagnostic 5-8 X Met Administered 3 times per year
2. iReady Math Diagnostic 5-8 X Met Administered 3 times per year

95% completion rate was met for the final assessment (taken in early May 2022). To hit this threshold, we simply discussed the importance

of hitting 95% with the instructional team and asked teachers/proctors to follow up with their students to finish in the days following our iReady diagnostic. Teachers provided a quiet space during advisory classes to allow students to finish and our admin team supported by continually checking our completion rates and updating the entire team on our status as a school and by grade level.

As an entire school, our students' median typical growth (the metric recommended by iReady for tracking group progress) was 172% of their annual typical growth expectations. Our students excelled at all grade levels, demonstrating growth from 165% to 200% growth. Moreover, our students moved up in their performance bands. We grew from 13% of students being on grade level to 24%, 15% of students one level below to 24%, and in the lowest performance bands, we dropped from 72% performing 2 or more levels below to only 52%. In the breakdown below, it is clear that all of our students surpassed our expectations and grew significantly.

BCCS analyzed performance across all student groups our mathematics diagnostic initial assessment indicated that a large percentage of students were performing below grade level. The i-Ready assessment used focuses on growth rather than reaching for a specific score. A grade level scale score is between 580 and 680, students collectively continued to strive for a higher average scale score for each grade level. Students exceeded typical growth expectations across the board. Schoolwide, our English Learners grew an average of 17 points on their diagnostic over the course of the year compared to 28 points of growth on average for our general population. Students with special needs increased 33 points on average compared to 22 points for the general population. In ELA, both student subgroups out-performed their general education peers in terms of growth. In math, our students with special needs outgrew the general population, but our English Learners did not. This will be an area of growth for next year so our ELs grow as much in math as they do in ELA.

Schoolwide, our English Learners grew an average of 31 points on their diagnostic over the course of the year compared to 25 points of growth on average for our general population. Students with special needs increased 36 points on average compared to 25 points for the general population. This shows that although our student subgroups start at a lower scale score, our team and our students are making up the academic gap over the time they are with us at our school.

BCCS used iReady internal assessments during the 2019-20 and 2020-21 school years, which the State Board approved of Education as "verified data." Despite challenges from the pandemic, at both the school- and grade levels, BCCS students had measurable increases in student achievement, clearly demonstrating at least one year of progress in 2019-20 and 2020-21 academic years. Overall typical growth for the year was met at 139% in reading. The data shows that BCCS scholars far exceeded expectations based on national normative data. This result is especially exciting because the school had only achieved 42% of typical growth halfway through the year, in December. BCCS scholars' academic achievement in reading grew almost 100% in one semester.

Similar to the reading data, the school was behind in growth in December 2020. In math, The LEA had only achieved 33% of typical growth for the year, leaving a mountainous 67% still needing to be accomplished. The iReady May results revealed that BCCS scholars achieved 100% typical growth, meaning the school met expected growth for the year based on normative data.

Technology in the classroom
Technology in the classroom including, but is not limited to i-Ready in ELA, Mathematics, SFA, Achieve3000, and other programs. As noted in Bert Corona Charter School, 2019-20 LCAP on it is our goal to provide our students with chrome books 1 to 1 ratio". With increased

access to computers in every classroom, more time is devoted to online tools designed to precisely target standard alignment in reading and writing. Programs such as open-source programs such as i-Ready, Achieve3000, SFA, and licensed software as presented above Bert Corona Charter School scholars' innovative ways of reaching standard mastery.

At BCCS, each student is issued a Chromebook for use at school and at home, and all students are given access to their learning tools through that device. Students can access assignments and teacher-provided materials through Google classroom, their textbooks and accompanying materials are all online, their self-paced learning tools through iReady are available online, and their grades and feedback are available through Infinite Campus. All resources are standards-based and grade appropriate, and some provide individualized and scaffolded lessons to students (e.g., iReady and NewsELA). In addition to their chromebooks, each classroom also has a set of Macbooks that student can use for creation and projects, and in case they forget their Chromebook when they come to school.

Aside from their web-based resources, BCCS has a wide variety of books, both class sets and individual reading books that student can access for their reading time. Additionally, teachers can use these books for class or small group instruction, giving kids a chance to engage with literature off of their computers.

English Learners

The cooperative learning process is designed to ensure that English Language students can progress faster than in a non-collaborative environment. Groups are strategically selected for mixed ability, allowing leaders to assist students who struggle. The group work process allows for processing time (wait time). It removes the pressure while maintaining accountability by preparing all group members to be the possible "random reporter" responsible for communicating the group's findings to the class. The preparation time allows EL students to safely rehearse their response rather than not respond or participate in the process entirely, as often happens in the non-collaborative classroom. Teachers are also trained through Professional Development and coaching to support EL and whole-class learning by using SDAIE strategies, as defined in the Bert Corona Charter School's English Learner Plan.

COVID-19 Aligned Strengths

Community Engagement/Support
BCCS supported its surrounding community, which experienced some of the highest death rates in California during the pandemic, by providing safety updates & information, as well as distributing food each week 75 meals, connecting families with counseling services, and providing financial assistance to those in need, connected to families to rent support agencies, and partnered with larger food banks to support the community. Supported students and families who lost family members by providing access to city and county agencies. Provided Mental Health services to families through one of our Community Partners, Lumanarious Counseling services.

Student Engagement
- BCCS launched online learning at the very beginning of the week following campus shutdowns in March 2020.
- In May 2021, BCCS students reported a higher level of engagement than in the prior year and a higher level than the CA average.
- In May 2021, BCCS staff reported a higher level of engagement (4.33 out of 5) than in the prior year and a higher level than the CA average.

Digital Divide
BCCS rapidly eliminated the digital divide by distributing hot spots & Chromebooks to students in need in March 2020. The percentage of families with at-home technology access increased from 61% in March 2020 to 99% in April 2020.

Social/Emotional Wellbeing
While many students struggled socially & emotionally during the pandemic, BCCS students reported a higher level of belonging and peer collaboration in May 2021 than in November 2019. This was also higher than the state average.

COVID-19 Aligned Vulnerabilities
Student Engagement
BCCS's enrollment declined by 15%, or 24students (from 373 students in 2019 to 349 students in 2020) during the pandemic. This was largely driven by a decrease in the 6th-grade class, which had 116 students in 2019-20 and only 84 students in 2020-21. MORCS was able to maintain similar 7th & 8th-grade enrollment in 2020-21.

LAUSD annual visit reflects the following:
Areas of Demonstrated Strength and/or Progress
1. The Governing Board complies with most material provisions of the Brown Act.
2. The YPICS Board meets regularly (8/19/2019, 9/16/2019, 10/21/2019, 11/6/2019, and 1/18/2019.
3. Agendas and minutes are posted and included as a link on Board-On Track.
4. The board takes and reports votes in an open meeting by creating a motion to approve and call the Roll Call of Board members present at the meeting.
5. The Governing Board monitors school performance and other internal data to inform decision-making. A review of documents provided in Binder 1 revealed the following: The Youth Policy Institute Charter Schools (YPICS) discussed on Monday, June 17, 2019, via the Executive Director's Report data collection in preparation for the 2019-2020 school year. As a result of reviewing data which was formative, summative, and surveys, the Board and the Leadership Team developed focus areas that include:
6. Consistent Classroom Management Strategies in all classrooms to create emotionally safe spaces for ALL students (Relay GSE Instructional Leadership) Support rigorous, thinking-rich classes (Relay GSE Instructional Leadership)
7. Weekly observation and feedback to teachers (Relay GSE Instructional Leadership)
8. Data focus: iReady
9. Decrease Chronic absenteeism to below 5%
10. Decrease Suspension and expulsion below 3%
11. Increase student academic achievement in ELA and math by 5%

The LAUSD annual visit reflects the following:
Governance – demonstrating fulfillment of the governing board's fiduciary responsibility to effectively direct and provide oversight for the charter public school, including but not limited to enactment and monitoring of policies and procedures to ensure the school's full compliance with applicable law, policy, and the terms of the charter approved by the LAUSD Board of Education.

Student Achievement and Educational Performance – demonstrating academic achievement and growth for all students

Organizational Management, Programs, and Operations – demonstrating effective leadership and implementation of the governing board's policies and procedures, as well as the school's educational program and systems and procedures for the day-to-day operations of the school

Fiscal Operations – demonstrating sound fiscal management, appropriate use of public funds, and compliance with regulatory requirements.

# 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 Charter School created custom reports from Illuminate that enable teachers, administrators, and office to monitor chronic absenteeism by student, class, and grade level.  Parents were notified immediately if their child is approaching being absent for 10% or more instructional days. In addition, targets were set for individual students and teachers, along with various incentive programs to engage students in the learning process.

Areas of growth would be our parent and family engagement and our school climate. Although these have historically been areas of strength for our school, the pandemic limited our ability to hold events and to have parents participating on our campus. An intentional focus on rebuilding our parent engagement in all aspects of school, academics, school culture, and school safety. Additionally, continue building on some of our successes this year in rebuilding our culture, particularly in regard to our Tier 1 plan and intervention for our PBIS framework. Having regular recognition, celebration, and re-teaching of expectations will help continue to build a solid foundation for learning and success at BCCS.

# LCAP Highlights

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

BCCS provides resources to assist under-achieving students. These include school breakfast and lunch program, an after-school program, summer school opportunities to recover units and reduce summer learning loss, and a strong student services team to assist with academics, behavior, attendance, and social-emotional wellbeing.

Working closely with stakeholders through the school, the goals align with the California Dashboard, LCFF rubrics, and charter petition goals, core values, the YPICS School Success Plan, and our Governance structure to improve outcomes for all students.  The outcomes and metrics have been modified or changed to align with the state LCFF Evaluation rubrics and state and local indicators.

Goal 1:  Increase Student Achievement

| Goal 2: Increase meaningful and purposeful student, teacher, and parent engagement. |
| Goal 3: Provide an appropriate Basic Condition for Learning |

# 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.

BCCS is eligible for comprehensive support and improvement due to the following outcomes:

The schoolwide Dashboard ELA Indicator color is red. Bert Corona Middle School's 2019 Average DFS was - 78.2%, which is lower than the State 2019 Average DFS at -2.5%.

The schoolwide Dashboard Math Indicator color is red. Bert Corona Middle School's 2019 Average DFS was - 109.5%, which is higher than the State's 2019 Average DFS at -33.5%.

All numerically significant subgroups have "Status/Distance From Standard (DFS)" scores below the statewide averages in Math, as follows: English Learners at -138.8 vs. -68.6 points; Latino at -110.8 vs. -62.2 points; Socioeconomically Disadvantaged at -109.9 vs. -63.7 points; and Students with Disabilities at - 176.7 vs. -119.4 points.

## *Support for Identified Schools*

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

Other factors, internal and/or external that the Team considered when evaluating performance for results on Mathematics. The team analyzed and set up plans to address students needs; specifically reviewing students with disabilities, English Learners, and other sub-groups are they working as intended: The results indicated the following:

- The Charter School determined that BCCS needed to re-evaluate its Mathematics curriculum.
- Teachers needed to be provided with strategies on the integration of mathematics across other courses.
- Demystifying the concept that mathematics is difficult; changing the climate of some student's belief in their abilities to compete.
- Engage Administrators, teachers, staff, parents, students, and stakeholders in actively addressing the concepts of mathematics in daily life using differentiated instruction, accelerating learning opportunities, professional development, parent training and workshops, and various collaborative efforts.

## *Monitoring and Evaluating Effectiveness*

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

In 2018, BCCS began creating priority standards that The Charter School gave greater weight on the SBAC. The LEA finalized this process towards the beginning of the 2019-20 school year.

SBAC Mathematics intervention and acceleration: An initiative was started in the latter half of 2018-19 onto 2019-2020 to prioritize Mathematics. During this initiative:

Identified bubble students who were close to moving up an achievement band. (2019-20) Planned intentional small group instruction to target student needs. (2019-20)

Due to the Pandemic, teachers could provide acceleration and intervention during extended class time, offering access to reteaching and additional daily support through an individual instructional plan for each student.

- BCCS provided ongoing Professional Development and coaching. The presenters also observed teachers and gave them feedback on implementing the strategies covered during professional development. ?
- Implemented intervention blocks of time where teachers target students' deficits in small groups. (2020-21)
- Developed IEP's as a comprised team of various stakeholders: o Parents/caretakers, teachers, staff, SPED, admin, etc.).
- Targeted Mathematics instruction began implementation in 2019-20.
- Used i-Ready results to determine student Math levels (2019-20).
- Implemented practice i-Ready assessments twice a year (2019-20).
- After-school program assisted by providing intervention and accelerated support during Fall Break, Winter Break, and Spring Break, ?starting in 2019-20 and 2020-2021, due to the Pandemic, ongoing learning opportunities were made available.
- Pandemic caused Distance Learning and small group instruction and intervention using accelerated learning strategies, ?differentiated instruction, and other research-based learning strategies.
- BCCS provided socio-emotional support, supplemental support systems, food, and concentrated support for families. To identify appropriate root causes for both English Language Arts and Mathematics Achievement, a formal and informal review of data to understand the factors contributing to the challenges experienced.

# Engaging Educational Partners

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

YPI Charter Schools (YPICS) developed a Task Force that began meeting in April through the summer to gather and collect feedback from various stakeholders, including parents, students, teachers, and staff. The Taskforce was composed of over 65 members across the three YPICS schools. The team met 17 times from April 30, 2020-August 7, 2020. The Task Force was composed of smaller subgroups to enable the Task Force to focus in-depth on various complex topics. The Subcommittees consisted of the following:

Academic & Instruction: School Culture & Climate Operations & Safety
The resources collected from the Taskforce for instruction are located at http://typ.ypics.com/, and additional Virtual Instructional Strategies can be found on our website https://sites.google.com/coronacharter.org/remoteteaching/virtual-pd. The YPICS Reopening Guidelines developed by TaskForce are also located on the Charter School's website.

In addition to the YPICS Task Force, the YPI Charter Schools held its first collective TownHall (Cafe con Los Directores) for all three schools in April, using the platform CrowdCast. This was an opportunity for parents to hear about plans for the LCAP Development and had the opportunity to share their concerns and what was most important for them for the new year. This was also an opportunity for parents to ask questions to all YPICS leaders. In addition, YPICS sent out surveys and video recordings to staff, students, and families to gather input on items to meet the unique needs of their children. Information sent to parents was translated into Spanish and made available on several platforms, including CrowdCast, YouTube, Facebook, and Instagram. Surveys were sent to families through our "Remind" parent communications system. Parent meetings were held every Thursday using either CrowdCast or Google Meet through the end of the school year. Specifically, multiple parent surveys were conducted regarding the end of the year activities, summer school, and planning for the 20-21 school year. And, parents are invited to participate in the Board Public Hearing set to review this plan.

The BCCS ' Team, including the Executive Director, the Board of Trustees, Leadership Team, teachers, parents, and students, all contributed to the influence, integration, and specific support to engage all stakeholders in the LCAP development. The Charter School's team also communicated with parents electronically and mailed information home. In the process of daily calls, the Charter School also updated parent emails or cell phones to ensure that the most updated parent contact information was available for mass communication through Both Remind and OneCall.

The staff communicated using Google Meets and Slack. BCCS regularly holds School Advisory Council meetings, Academic Advisory Committee, and Coffee with the Principal. Elements of the LCAP are discussed often, as are the Title 1, Tihe II, Title III, and another federal funding budget at our meetings. BCCS' School Advisory Council and English Learner's Advisory Council proceeded during the 2019-20 school year through the LCAP development process. As usual, not knowing COVID 19 would alter what was going to be expected. The 2020-2021 BCCS SPSA is centered in the goals already outlined in the 2019-20 LCAP since 2019-20 was an abbreviated year, and the SBAC was canceled.

A summary of the feedback provided by specific educational partners.

Parents, community representatives, classroom teachers, students, and other school personnel are included in the planning, implementation, and evaluation of ConApp programs through various stakeholder meetings throughout the year, as previously discussed. All stakeholders are encouraged to attend and provide feedback at board meetings, school advisory council meetings, weekly teacher school meetings, student leadership team meetings, academic instructional team meetings, and school climate and culture team meetings.

Students at BCCS were surveyed in November 2021 about their perceptions of their school in terms of Engagement, Academic Rigor, Relationships, Belonging & Peer Collaboration, and Culture. In addition, students provided feedback about Project-Based Learning, Student Voice and Leadership, and Drugs and Alcohol.

This report compares BCCS students' ratings to the ratings from students at 396 other middle schools across the country to put student feedback into context.

Compared to other participating middle schools, BCCS's highest-rated themes were:

Relationships
Belonging & Peer Collaboration
and the lowest rated themes were:

Academic Rigor
Engagement
Compared to other participating middle schools, BCCS's highest-rated question within the key themes was:

How many of your teachers try to understand what your life is like outside of school? (which is in the Relationships theme)
and the lowest rated question within the key themes was:

I take pride in my school work (which is in the Engagement theme)
Students also provided feedback about Project-Based Learning. For example, 38% of students responded positively to the question: In school, I can find solutions to problems that I haven't been taught how to solve.

Students also provided feedback about Student Voice and Leadership. For example, 32% of students responded positively to the question: I feel like I can make a difference at my school.

This report represents feedback from 332 students. Based on the enrollment data provided, you had an 89% response rate. Please refer to the Appendix section for more information about the demographics of the respondents.

The survey also gathered parent input on items to meet the uniqueness of their children and information from teachers and staff with the same themes; academic, rigor, cultural relationships, and engagement. Information sent to parents was translated into Spanish and made

available on many platforms, including Google, Zoom, Facebook, Instagram, and Twitter.  Surveys were sent out to parents through email and text messages to ensure families could access the content.

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

The following are aspects of the LCAP that stakeholders influenced.

Focus on Essential Standards (Learning Outcomes/Indicators)
- Identify/revise essential standards for each grade/course;
- Ensure all students have access to grade-level Essential Standards and materials;
- Identify students who need additional support to accelerate learning and to mitigate pupil learning loss;
- Schedule time for students experiencing pupil learning loss.

# Goals and Actions

## Goal

| Goal # | Description |
|---|---|
| 1 | Increase Student Achievement<br><br>Maintain high standards for our community focused on providing a safe, nurturing, engaged learning environment in which all students are supported in attaining high levels of achievement through the use of high-quality curricula and assessments and targeted acceleration/supports.<br>(State Priorities: 1 Basic Services, 4 Pupil Achievement, 2 Implementation of State Standards, 7 Course Access), Other Pupil Outcomes |

An explanation of why the LEA has developed this goal.

Based on review of data, BCCS found gaps for underserved students in the areas of ELA/ELD, Mathematics and Science. Input from stakeholder groups focused on the need for increased rigor and relevance in curriculum and increase support for students academic achievement.

# Measuring and Reporting Results

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|---|---|---|---|---|---|
| All classroom teachers will hold a valid CA Teaching Credential as defined by the CA Commission on Teaching Credentialing and appropriate EL authorization; all teachers will be appropriately assigned. | 100% All classroom teachers hold a valid CA Teaching Credential as defined by the CA Commission on Teaching Credentialing and have appropriate EL authorization. All teachers were appropriately assigned. | 100% All classroom teachers hold a valid CA Teaching Credential as defined by the CA Commission on Teaching Credentialing and have appropriate EL authorization. All teachers were appropriately assigned. | | | 100% of teachers fully credentialed and appropriately assigned |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|---|---|---|---|---|---|
| Access to standards-aligned curricular and instructional materials | 100% of teachers/students with access to standards-aligned curricula (ELA, 100% of teachers/students with access to standards-aligned curricula (ELA, ELD, math, science, social science, and social science) | 100% of teachers/students with access to standards-aligned curricula (ELA, 100% of teachers/students with access to standards-aligned curricula (ELA, ELD, math, science, social science, and social science) | | | 100% of teachers/students with access to standards-aligned curricula (ELA, 100% of teachers/students with access to standards aligned curricula (ELA, ELD, math, science, social science, and social science) |
| Teacher Retention | Teacher turnover (core content teachers form 18-19 to 19-20). | COVID19 affected teacher retention-N/A | | | Retain Teachers->50% Due to the large shortage of teachers and the competitive salaries offered by larger districts this will not be applicable. |
| Professional Learning: Teaching, social-emotional learning, and Management Strategies | 100% of BCCS' teachers are credentialed in their subject areas. Teachers have a variety of professional development opportunities. Staff meetings hosted twice per week offer trainings led by | 100% of BCCS' teachers are credentialed in their subject areas. Teachers have a variety of professional development opportunities. Staff meetings hosted twice per week offer trainings led by | | | 100% of BCCS' teachers are credentialed in their subject areas. Teachers have a variety of professional development opportunities. Staff meetings hosted twice per week offer trainings led by |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|---|---|---|---|---|---|
| | outside professionals and teacher leaders. Additionally, teachers are encouraged to attend outside | outside professionals and teacher leaders. Additionally, teachers are encouraged to attend outside | | | outside professionals and teacher leaders. Additionally, teachers are encouraged to attend outside trainings specific to their needs, such as subject specific training. |
| Implementation and sustainability of academic content standards, as measured by the Local Indicator Rubric on the California Accountability Dashboard | 100% Teachers are provided with curriculum aligned to current content and performance standards. | California Accountability Dashboard N/A 100% Teachers are provided with curriculum aligned to current content and performance standards. | | | California Accountability Dashboard N/A 100% Teachers are provided with curriculum aligned to current content and performance standards. |
| Student Access to Broad Course of Study | 100% of students have access to a broad course of study | 100% of students have access to a broad course of study | | | 100% of students have access to a broad course of study |
| English Language Arts- Proficiency | All: 16.76%<br><br>EL: 0.00<br>Latino: 16.98<br>SED: 16.72<br>SWD: 2.60<br><br>SBAC 2018-2019 English Language Arts was DFS -78.2 .points below | California Accountability Dashboard N/A Use  of Verifiable Data i-Ready results | | | California Accountability Dashboard N/A Use  of Verifiable Data i-Ready results |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|---|---|---|---|---|---|
| | standards (declining 15.7 points) | | | | |
| Mathematics Proficiency | All: 11.44%<br><br>EL: 0.00<br>Latino: 11.23<br>SED:<br>SWD: 1.30<br><br>The schoolwide Dashboard Math Indicator color is red. Bert Corona Middle School's 2019 Average DFS was -109.5 points. All numerically significant subgroups have "Status/Distance From Standard (DFS)" scores below the statewide averages in Math, as follows: English Learners at -138.8 vs. -68.6 points; Latino at -110.8 vs. -62.2 points; Socioeconomically Disadvantaged at -109.9 vs. -63.7 points; and Students with Disabilities at - 176.7 vs. -119.4 point | California Accountability Dashboard N/A Use  of Verifiable Data i-Ready results: Reading 172% of student typical growth All grades 165% to 200% growth 13% of students at grade to 24% Mathematics 122% of student typical growth All grades 28% of students at grade | | | California Accountability Dashboard N/A Use  of Verifiable Data i-Ready results: Reading 172% of student typical growth All grades 165% to 200% growth 13% of students at grade to 24% Mathematics 122% of student typical growth All grades 28% of students at grade |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|---|---|---|---|---|---|
| | | | | | |
| Access iReady assessment and technology | ELA:<br>Math:<br><br>Increased student performance as monitored by i-Ready scores show improvement from start of the year to current | 95% of students participated in testing 3 times a year.<br>Reading<br>&bull; Ready results are as follows:<br>&bull; Students "On or Above"<br>Grade level increased from 28% in<br>&bull; Students "Two or<br>More Grade Levels Below" decreased from __%<br>&bull; Median Progress to Annual<br>Typical Growth is at 97% overall for all students in reading<br>&bull; All grade levels showing growth from D1 to D2 in Reading<br><br>Math<br>i-Ready results areas follows::<br>Students "On or Above" Grade level increased from 6% to | | | ELA:<br>Math:<br>Increased student performance as monitored by i-Ready scores show improvement from start of the year to current |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|---|---|---|---|---|---|
| | | 11% in Math from D1 to D2<br>• Students "Two or More Grade Levels Below" decreased<br>• Median Progress to Annual Typical Growth is at 73% overall for all students in math<br>• 8th grade math saw the highest growth at 108% median growth and 42% stretch growth<br>• All grade levels showing growth from D1 to D2 in Math | | | |
| English Learner Proficiency | Reclassification<br><br>% of English Learners who progress in English Proficiency (Measured by ELPAC) 10.23% 2018-2019 Learners at -107.2 vs. -45.1 points; | Reclassification measured reviewed to include Reading Inventory Proficiency Band for Reclassification BASIC | | | Reclassification measured reviewed to include Reading Inventory Proficiency Band for Reclassification BASIC |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|---|---|---|---|---|---|
| Students with IEPs proficiency | Increase Students with IEPs on SBAC by 1% or more per year. | Increase Students with IEPs on SBAC by 1% or more per year. | | | Increase Students with IEPs on SBAC by 1% or more per year. |

# Actions

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| 1.1 | Support to increase student academic achievement | Counselor, Tutors; Specialists; Stipends; 10 PD Days; 2 Extra Days; Instructional Materials | $517,243.00 | Yes |
| 1.2 | Teacher Retention: Coaching Support | Ensure teacher retention remains high.<br>Director of Instruction and 50% of Executive Administrator<br>Provide consistent teacher observation, coaching, and mentoring support | $206,404.00 | Yes |

# Goal Analysis [2021-22]
An analysis of how this goal was carried out in the previous year.

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

Although we meticulously planned for our return to school in April 2021, there was still an air of uncertainty the day students arrived back on campus. Students, parents, and staff were noticeably uncomfortable being back on campus despite the extensive protocols and safety measures we had in place. That feeling lingered through the semester, but the main focus at the end of last year was getting a small group of our students to engage safely back on campus. In that, we were successful
Returning to school for the 21-22 school year had the same feeling of uncertainty and discomfort. We were all returning to school, but it was different. Safety protocols, testing, and many restrictions on what we could and could not do on campus. In the classroom, our foundational strategies have been focused on collaborative group work. We encourage interactions between students and for teachers to engage in small group and individualized instruction. Outside of the classroom, we have always been focused on building a positive school culture and a service-mindset through projects, events, and community engagement. Our way of running schools, both in an out of the classroom, was stifled by the pandemic.

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.

None noted

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

BCCS students' median typical growth (the metric recommended by iReady for tracking group progress) was 172% of their annual typical growth expectations. Our students excelled at all grade levels, demonstrating growth from 165% to 200% growth. Moreover, our students moved up in their performance bands. We grew from 13% of students being on grade level to 24%, 15% of students one level below to 24%, and in the lowest performance bands, we dropped from 72% performing 2 or more levels below to only 52%. In the breakdown below, it is clear that all of our students surpassed our expectations and grew significantly.

Again, our goal was to hit 100% typical growth and 50% stretch growth. Our students surpassed the typical growth goal and all grade levels but one passed the goal for stretch growth as well (8th grade was close with 42% stretch growth).

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.

BCCS took careful steps to analyze performance across all student groups for our mathematics diagnostic. Initial assessment indicated that a large percentage of students were performing below grade level. The great thing about the iReady assessment is the focus on growth rather than reaching for a specific score. A grade level scale score is between 580 and 680. Schoolwide, our English Learners grew an average of 17 points on their diagnostic over the course of the year compared to 28 points of growth on average for our general population. Students with special needs increased 33 points on average compared to 22 points for the general population. In ELA, both student subgroups out-performed their general education peers in terms of growth. In math, our students with special needs outgrew the general population, but our English Learners did not. This will be an area of growth for next year so our ELs grow as much in math as they do in ELA.

Our students with special needs are exceeding the growth of the general population in most grade levels. Our English learners are growing in solid margins, but they are not quite keeping up with their peers. This year, we worked with our teachers to integrate ELD strategies and standards into their classrooms, and it worked very well for our reading results. While we are proud of the growth our ELs demonstrated across the board, we will continue to work on integrating and implementing these strategies more effectively in our math classes.

BCCS' assessments were all administered as intended. BCCS maintains a testing schedule so students have ample time to complete their assessments. Prior to diagnostic testing, our teachers review student data and goals that were discussed after the previous diagnostic. All students are assigned their reading and math assessments through their advisory teacher and teachers monitor testing to ensure students are focused on their task. At our school, our teachers actively monitor by walking around, but they also use a program called Go Guaridan that allows them to monitor student activity from their teacher computer. Any student who is flagged by the system as rushing will be pulled

and talked to, and perhaps given a break so they can come back to the test when they are ready to focus. Once testing is completed, teachers provide a quiet activity so students can work quietly without distracting those who are still taking their test.

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

# Goals and Actions

## Goal

| Goal # | Description |
|---|---|
| 2 | Increase meaningful and purposeful student, teacher, and parent engagement.<br><br>(State Priorities: 3 Parent Engagement, 5 Student Engagement, & 6 School Climate Culture) |

An explanation of why the LEA has developed this goal.

Increase meaningful and purposeful student, teacher, and parent engagement.

## Measuring and Reporting Results

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|---|---|---|---|---|---|
| Fall Youth Truth Survey: Parent Involvement | School will continue to provide multiple opportunities for parent involvement in school life and ease of home-school communication | School will continue to provide multiple opportunities for parent involvement in school life and ease of home-school communication. | | | School will continue to provide multiple opportunities for parent involvement in school life and ease of home-school communication |
| Spring Parent Survey: Engagement | School will engage parents and students in decision-making. | Continued engagement of parents in decision-making open communication on all levels. | | | School will engage parents and students in decision-making. |
| ADA Rate | School will continue to maintain ADA rate at or above 96% | The team continues to address the issues and have determined a detailed action plan and/or a marketing | | | School will continue to maintain ADA rate at or above 96% |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|---|---|---|---|---|---|
| | | strategy calendar which includes quarterly check-ins to ensure that the implementation is successful. | | | |
| Suspensions and Expulsion Rates | The School will continue to maintain a low suspension rate below 1%. The school will continue to maintain a low suspension rate below 1%. | Maintained below 1% | | | The School will continue to maintain a low suspension rate below 1%. The school will continue to maintain a low suspension rate below 1%. |

# Actions

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| 2.1 | Parent Coordinator | The parent Coordinator will assist with the engagement of parents. | $67,454.00 | Yes |
| 2.2 | Program Coordinator/Operations Team  & School Culture Climate Team | Identified staff will assist with the engagement of students. The Program Coordinator and Operations Team will focus on attendance. The School Culture and Climate Team will work on implementing the PBIS Framework and programs. (Title 1 & Title IV) | $338,181.00 | Yes |
| 2.3 | Student Activities | Student Activities to engage students in learning | $51,300.00 | Yes |

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| **2.4** | Enrollment and Outreach- "SCHOLA Services " and Increase ADA | Ensure that all parents have on-boarding support from first point of LEA interest and contact through traIning to use all communications and technology systems to support their child's education at the charter school. | $18,000.00 | Yes |

## Goal Analysis [2021-22]
An analysis of how this goal was carried out in the previous year.

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

As previously stated the effect of the Pandemic caused by COVID-19 where distance learning took place and returning to in-classroom instruction changed instructional deliver, however refocused on students socio-emotional well being.

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.

None

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

Parents, teachers and students were polled regarding issues on student learning and all elements affecting student learning.
- Polled staff, students and parents using 2021 Youth Truth targeted questions about school safety survey, students and culture in the spring of 2022.
- Ranked the school in Meet with School Culture and Climate the 49th percentile team in the spring/summer of 2022.
- Used a strategic planning process to for CA schools) identify a specific vision and goal(s) for school culture in 22-23. The team determined a detailed action plan, based on the survey data (and other SCC data) provided.
- The action plan includes quarterly check-ins to ensure that the implementation is successful by monitoring and calibrating results to actions.65th)

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.

Attendance was reevaluated as follows:
Enrollment

1. Held meetings with the Operations team along with BCCS has with the YPICS Director of Marketing in declined from the spring/summer of 2022.
2. Use a (2019-20), to 318 strategic planning process to identify a (2020-21), to specific vision and goal(s) for outreach (2021-22). ?and enrollment in 22-23. The team continues to address the issues and have determined a detailed action plan and/or a marketing strategy calendar, which includes quarterly check-ins to ensure that the implementation is successful. ?Suspensions?Continuing to building a more positive school culture with students by implementing PBIS (positive behavior intervention systems), MTSS (multi-tiered systems of support), and restorative practices into student life, including our response to behaviors.
3. Through the use of PBIS, BCCS' staff focus on teaching and rewarding positive student behaviors through explicit instruction, modeling, and a token system of "scholar dollars" to recognize students who are acting safely, responsibly, and respectfully.
4. Use of the MTSS process staff meets regularly with grade-level teams to identify high-need students and to determine and implement supports for these students, whether they are academic, behavioral, or socio-emotional.
5. Use Restorative Practices, we teach students how to heal the harm that their actions may have caused themselves, their peers, and/or their school community. We also have students and staff engage in community circles in order to build relationships and trust.
6. These combined use of effective research-based strategies and programs reflect that efforts have resulted in the following downward trend of suspensions: ?The BCCS' leadership team has identified the following areas of growth during this school year. Over the past few years, in each area, we have implemented a variety of interventions and strategies that we have already articulated in previous questions. Monitoring. modifying and identifying what is working well and which key actions will lead to the highest impact and improvements. Therefore our overall mindset in creating action plans for improvement at this point is focused on 1) gathering data on the current state of affairs with regards to that area of growth, 2) meeting with the appropriate team in order to identify the highest-impact actions that will lead to significant improvement, 3) making a strategic plan (using the following resource: Strategic Planning Process.pdf ) to execute those actions, and 4) making plans to review our progress in order to ensure that we are always making steady progress with regards to implementation of that strategic plan.

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

# Goals and Actions

## Goal

| Goal # | Description |
|---|---|
| 3 | Provide and appropriate Basic Condition of LearningSocial-emotional and behavioral support with extended classes and enrichment activities for students, and ensure all students are actively engaged and supported through a safe, healthy, and rigorous learning environment. Increase student engagement. |

An explanation of why the LEA has developed this goal.

Provide students with a safe place to learn, providing MTSS and social emotional support to all students.

## Measuring and Reporting Results

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|---|---|---|---|---|---|
| Use of Mutli-tier schoolwide program (MTSS) | 100% | 100% | | | 100% |
| ADA | 96.% | 96% | | | 96.% |
| Chronic Absenteeism | The schoolwide Dashboard Chronic Absenteeism Indicator color is yellow. Bert Corona Middle School's 2019 Chronic Absenteeism Percentage was 7.0%, which was lower than the State at 10.1%. | N/A | | | <7.0% for all students |
| Suspensions | The schoolwide Dashboard | 0 Suspensions | | | <6.2% a decline of 6% |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|---|---|---|---|---|---|
| | Suspension Rate Indicator color is green, which is 6.2% a decline of .5%. English learners is green with 3.3% a decline of 5.9%. | | | | |
| Teachers will participate in ongoing research-based professional development in the areas of English Language Arts, Math, Next Generation Science Standards (NGSS), English Language Development (ELD), Technology, and Differentiated instruction to meet the needs of all students and subgroups. | 96% Teachers participated in professional development throughout the physical closure of the Charter School. | 96% Teachers participated in professional development throughout the physical closure of the Charter School. | | | 96% Teachers participated in professional development throughout the physical closure of the Charter School. |
| 100% of ELs will have full access to CCSS-aligned curriculum as they develop EL proficiency. | 100% All students had access to CCSS-aligned curriculum as they develop EL proficiency. | 100% All students had access to CCSS-aligned curriculum as they develop EL proficiency. | | | 100% All students had access to CCSS-aligned curriculum as they develop EL proficiency. |

# Actions

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| **3.1** | Salaries and Benefits | Salaries and Benefits for all staff members, not included in identified LCAP planned actions. | $2,787,441.00 | No |
| **3.2** | Professional Development | Professional Development for all staff members<br><br>CCSS training will be embedded into professional development meetings.<br>BTSA Training/ New Teacher Support (Title 2)<br>. Backwards Design<br>. Standards-Based Grading<br>. Project-Based Learning<br>. Service-Learning<br>    • CCSS ELD Strategies for EL students to access core curriculum/attain academic English<br>    • Implementation of Bert Corona Charter School's English Learner Plan<br>    • Whetstone Observation and Evaluation Process for teacher growth<br>    • CCSS curriculum implementation of ELA, ELD, Mathematics, NEXT Generation Science Standards, and Social<br>SFA Training, Coaching, and Support (Title 3)<br>Science<br>    • Effective use of multimedia and technology in the classroom (Nearpod, Peardeck, Flipgrid, and Google Forms)<br>    • Instructional Shifts for ELA/Math, Speaking/Listening Standards, Design, Big Ideas, Essential Questions, Academic Conversations/Discourse, Close Reading Strategies, and Text-Dependent Questions<br>    • Using iReady, Infinite Campus/Thinking Nation Writing Assessment Programs<br>    • Strategies for SWD to access core curriculum in the general classroom<br>    • Positive Behavior and Intensive Support (PBIS) and alternatives to suspension | $48,573.00 | Yes |

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| | | • Maintenance of database system to track teacher credentialing, medical clearances, and background clearances-Human Resources.<br><br>Challenging, Engaging, and Empowering Students with Deeper Instruction | | |
| 3.3 | Core Instructional Materials; Technology | Core Instructional Materials; Technology provided to all students.<br><br>Technology in the classroom including, but is not limited to i-Ready in ELA, Mathematics, and other programs. Nearpod, Peardeck, Flipgrid, and Google Forms<br><br>SFA Materials (Title 3) | $144,926.00 | No |
| 3.4 | Maintenance/Custodial/Security (2201) | Maintenance/Custodial/Security<br><br>School facilities are clean and maintained in good repair with daily spot check and Site Inspection Lists iwth greater than 90% of items in compliance or good standing. | $317,516.00 | No |
| 3.5 | Technology Enhancement | Additional Technology and IT Support to enhance the basic instructional program. | $79,658.00 | No |

# Goal Analysis [2021-22]

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

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

Implementation of a BCCS' team developed strategies for improvement specific to mathematics.

1. BCCS met during the Spring of 2022 (Ongoing implementation, monitoring and focused on the use of strategic planning)-Use of developed strategic planning
2. Exceeded standard process to identify a specific vision and goal(s) for math proficiency (overall and for resource CAASPP compared students) in 22-23.
3. The team will determine a detailed action plan including quarterly reviews.
4. Continued collaborations with Math and Resource teams in the progress to annual spring/summer of 2022. Use a strategic growth on iReady planning process to identify a specific vision was 54% for and goal(s) for math proficiency (overall and resource students in for resource students) in 22-23. The team met in December to determine a detailed action plan.
6. Quarterly check-ins to ensure that teachers are reading evaluation of the implementation and monitoring of student academic achievements

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.

None

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

LCAP implementation are working very well:
Collection of verified data (using iReady diagnostics) demonstrating significant growth in reading and math over the last 3 years: Utilizing research-based instructional strategies. This year, our instructional team focused on the following strategies through professional development as well as coaching:
1. Sharing examples of high quality work in order to demonstrate high and clear expectations for academic excellence "in high definition". Research shows that sharing exemplars of quality work is much more effective in communicating high academic expectations for an assignment compared with simply describing the high expectations or even sharing a finely tuned rubric.
2. Providing structured checks for understanding that allow the teacher to get a "snapshot" of students' progress towards the learning objective. These class-wide "cfu"s allow the teacher to gather quickly gather actionable data which informs them if students are ready to move onto the next topic, if students need more clarification or practice, or if most of the class are confused and need to revisit the material from another lens.
3. Providing effective assessments, such as Exit Tickets or short quizzes at the end of a class period, so that they can ascertain with a high degree of clarity whether students met the learning objective for the day or not.
4. Continued focus on English Learner progress, by hiring an ELD teacher, opening up 2 leveled ELD support classes per grade level, implementing English Learner Snapshots (which include goals and accommodations), and investing in classroom libraries with reading material appropriate to each group of learners, 16% of English Learners met their stretch  growth in Math, and 31% met their stretch growth in Reading.
5. i-Reading results support growth Reading  5% to 13%, Math was 1% and went to 9% growth,

|  |
|--|

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 process of addressing changes has been modified as follows: The BCCS leadership team has identified the following areas of growth during this school year. Over the past few years, in each area, we have implemented a variety of interventions and strategies that we have addressed. Monitoring. Modifying and identifying what is working well and which key actions will lead to the highest impact and improvements. Therefore our overall mindset in creating action plans for improvement at this point is focused on 1) gathering data on the current state of affairs with regards to that area of growth, 2) meeting with the appropriate team in order to identify the highest-impact actions that will lead to significant improvement, 3) making a strategic plan (using the following resource: Strategic Planning Process.pdf ) to execute those actions, and 4) making plans to review our progress in order to ensure that we are always making steady progress with regards to implementation of that strategic plan.

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

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

| Projected LCFF Supplemental and/or Concentration Grants | Projected Additional LCFF Concentration Grant (15 percent) |
|---|---|
| $1,033,260 | $127,908 |

**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 |
|---|---|---|---|
| 37.10% | 0.00% | $0.00 | 37.10% |

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

## Required Descriptions

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

FY 21-22, The Charter School will implement the following goals and actions to meet our English learners' academic and social-emotional needs, socioeconomically disadvantaged, and Foster Youth.
Goal 1: Action 1--Planned services for this action item include School Counselor, Tutors, Specialists, Stipends, 10 Professional Development Days, 2 Extra Instructional Days, and Instructional materials for Acceleration, intervention, and enrichment.

Goal 1: Action 2—Planned services for this action item include the Director of Instruction and 50% of Administrator focus on coaching support for teachers.

Goal 2: Action 1 --Planned services for this action item include a Parent Coordinator.

Goal 2: Action 2--Planned services for this action item include Program Coordinator & operations team (attendance), School Climate & Culture (SCC) Coordinator, and the SCC Team will work on implementing the Positive Behavior Interventions and Supports (PBIS) Framework and Programs (Title 1 & Title 4).

Goal 2: Action 3--Planned services for this action item includes funds for field trips and vendors to provide enhanced learning opportunities through enriching life experiences.

Goal 2: Action 4--Planned services for this action item includes funds to Ensure that all parents have onboarding support from the first point of LEA interest and contact through training to use all communications and technology systems to support their child's education at the charter school.

Goal 3: Action 2--Planned services for this action item include professional development for all staff members on strategies to meet our English learners' academic and social-emotional needs, socioeconomically disadvantaged, and Foster Youth.

Goal 3: Action 3--Planned services for this action item include enhance technology to customize and individualize instruction.

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

FY 21-22, The Charter School has a detailed plan to increase foster youth, English learners, and low-income student services. The Charter School staff will take on a "triage" approach to screen student need, apply appropriate tiered instruction, monitor student achievement, and revise the application of instructions needed. All students will have access to grade-level instruction and resources (democracy and equity). Based on the analysis of summative and formative assessments, targeted acceleration and intervention will be provided. The focus will be to scale up. Targeted instruction will be provided to students at their level and address student-specific needs, focusing on skills needed to master grade-level content in language arts, mathematics, and English Language Development. (less is more, depth over coverage). This accelerated instruction will occur during the instructional day and enable a wide range of services from general education teachers, special education teachers, support staff, and administration. A strategic instructional program requires a multi-tiered instructional delivery model responding to each student's individual needs (personalization).

The Charter School has provided all English Learners, foster youth, and low-income with a Chromebook and a Mobile WIFI Hotspot to engage in distance learning. Teachers have incorporated Universal Design for Learning (UDL) into their distance learning for synchronous and asynchronous instruction. Teachers planned and implemented synchronous lessons. Provide small group support and designated ELD. Students are provided opportunities to engage in Designated ELD Daily. All certificated and classified worked collectively to meet the needs of English learners, foster youth, and low-income students.

Mental Health and Well-Being of All: Teachers will continue to receive professional development on trauma-teaching along with the tools and resources to move from a learner manager to a Learner Empowered (Active-Citizen).
- Incorporate welcoming/inclusion activities (develop a tone of decency and trust)
- Create learning teams and expectations (student as worker-teacher as coach)
- Use groups to get students talking (SFA the power is in the conversation)
- Set goals together (student agency)
- Core Priorities of Trauma-Informed Distance Learning

- Predictability
- Flexibility
- Connection
- Empowerment

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.

FY 22-23, The Charter School has a detailed plan to increase foster youth, English learners, and low-income student services. As stated above the Charter School staff will take on a "triage" approach to screen student need, apply appropriate tiered instruction, monitor student achievement, and revise the application of instructions needed. All students will have access to grade-level instruction and resources (democracy and equity). Based on the analysis of summative and formative assessments, targeted acceleration and intervention will be provided. The focus will be to scale up. Targeted instruction will be provided to students at their level and address student-specific needs, focusing on skills needed to master grade-level content in language arts, mathematics, and English Language Development. (less is more, depth over coverage). This accelerated instruction will occur during the instructional day and enable a wide range of services from general education teachers, special education teachers, support staff, and administration. A strategic instructional program requires a multi-tiered instructional delivery model responding to each student's individual needs (personalization).

The Charter School has provided all English Learners, foster youth, and low-income with a Chromebook and a Mobile WIFI Hotspot to engage in distance learning. Teachers have incorporated Universal Design for Learning (UDL) into their distance learning for synchronous and asynchronous instruction. Teachers planned and implemented synchronous lessons. Provide small group support and designated ELD. Students are provided opportunities to engage in Designated ELD Daily. All certificated and classified worked collectively to meet the needs of English learners, foster youth, and low-income students.

Mental Health and Well-Being of All: Teachers will continue to receive professional development on trauma-teaching along with the tools and resources to move from a learner manager to a Learner Empowered (Active-Citizen).
- Incorporate welcoming/inclusion activities (develop a tone of decency and trust)
- Create learning teams and expectations (student as worker-teacher as coach)
- Use groups to get students talking (SFA the power is in the conversation)
- Set goals together (student agency)
- Core Priorities of Trauma-Informed Distance Learning
- Predictability
- Flexibility
- Connection
- Empowerment

Engagement of Parents and stakeholders in providing access to their student's academic and social achievements.

| Staff-to-student ratios by type of school and concentration of unduplicated students | Schools with a student concentration of 55 percent or less | Schools with a student concentration of greater than 55 percent |
|---|---|---|
| Staff-to-student ratio of classified staff providing direct services to students | | 1:29 |
| Staff-to-student ratio of certificated staff providing direct services to students | | 1:16 |

## 2022-23 Total Expenditures Table

| Totals | LCFF Funds | Other State Funds | Local Funds | Federal Funds | Total Funds | Total Personnel | Total Non-personnel |
|---|---|---|---|---|---|---|---|
| Totals | $4,368,176.00 | | | $208,520.00 | $4,576,696.00 | $3,997,112.00 | $579,584.00 |

| Goal | Action # | Action Title | Student Group(s) | LCFF Funds | Other State Funds | Local Funds | Federal Funds | Total Funds |
|---|---|---|---|---|---|---|---|---|
| 1 | 1.1 | Support to increase student academic achievement | English Learners Foster Youth Low Income | $487,243.00 | | | $30,000.00 | $517,243.00 |
| 1 | 1.2 | Teacher Retention: Coaching Support | English Learners Foster Youth Low Income | $206,404.00 | | | | $206,404.00 |
| 2 | 2.1 | Parent Coordinator | English Learners Foster Youth Low Income | $67,454.00 | | | | $67,454.00 |
| 2 | 2.2 | Program Coordinator/Operations Team & School Culture Climate Team | English Learners Foster Youth Low Income | $188,234.00 | | | $149,947.00 | $338,181.00 |
| 2 | 2.3 | Student Activities | English Learners Foster Youth Low Income | $51,300.00 | | | | $51,300.00 |
| 2 | 2.4 | Enrollment and Outreach- "SCHOLA Services " and Increase ADA | English Learners Foster Youth Low Income | $18,000.00 | | | | $18,000.00 |
| 3 | 3.1 | Salaries and Benefits | All | $2,787,441.00 | | | | $2,787,441.00 |
| 3 | 3.2 | Professional Development | English Learners Foster Youth Low Income | $20,000.00 | | | $28,573.00 | $48,573.00 |
| 3 | 3.3 | Core Instructional Materials; Technology | All | $144,926.00 | | | | $144,926.00 |
| 3 | 3.4 | Maintenance/Custodial/Security (2201) | All | $317,516.00 | | | | $317,516.00 |
| 3 | 3.5 | Technology Enhancement | All | $79,658.00 | | | | $79,658.00 |

**2022-23 Contributing Actions Table**

| 1. Projected LCFF Base Grant | 2. Projected LCFF Supplemental and/or Concentration Grants | 3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1) | LCFF Carryover — Percentage (Percentage from Prior Year) | Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %) | 4. Total Planned Contributing Expenditures (LCFF Funds) | 5. Total Planned Percentage of Improved Services (%) | Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5) | Totals by Type | Total LCFF Funds |
|---|---|---|---|---|---|---|---|---|---|
| $2,784,843 | $1,033,260 | 37.10% | 0.00% | 37.10% | $1,038,635.00 | 0.00% | 37.30 % | **Total:** | $1,038,635.00 |
| | | | | | | | | **LEA-wide Total:** | $1,038,635.00 |
| | | | | | | | | **Limited Total:** | $0.00 |
| | | | | | | | | **Schoolwide Total:** | $0.00 |

| Goal | Action # | Action Title | Contributing to Increased or Improved Services? | Scope | Unduplicated Student Group(s) | Location | Planned Expenditures for Contributing Actions (LCFF Funds) | Planned Percentage of Improved Services (%) |
|---|---|---|---|---|---|---|---|---|
| 1 | 1.1 | Support to increase student academic achievement | Yes | LEA-wide | English Learners Foster Youth Low Income | | $487,243.00 | |
| 1 | 1.2 | Teacher Retention: Coaching Support | Yes | LEA-wide | English Learners Foster Youth Low Income | | $206,404.00 | |
| 2 | 2.1 | Parent Coordinator | Yes | LEA-wide | English Learners Foster Youth Low Income | Specific Schools: Bert Corona charter Middle School 5-8 | $67,454.00 | |
| 2 | 2.2 | Program Coordinator/Operations Team & School Culture Climate Team | Yes | LEA-wide | English Learners Foster Youth Low Income | | $188,234.00 | |
| 2 | 2.3 | Student Activities | Yes | LEA-wide | English Learners Foster Youth Low Income | | $51,300.00 | |

| Goal | Action # | Action Title | Contributing to Increased or Improved Services? | Scope | Unduplicated Student Group(s) | Location | Planned Expenditures for Contributing Actions (LCFF Funds) | Planned Percentage of Improved Services (%) |
|------|----------|-------------|-------------------------------------------------|-------|-------------------------------|----------|-----------------------------------------------------------|---------------------------------------------|
| 2 | 2.4 | Enrollment and Outreach- "SCHOLA Services " and Increase ADA | Yes | LEA-wide | English Learners Foster Youth Low Income | | $18,000.00 | |
| 3 | 3.2 | Professional Development | Yes | LEA-wide | English Learners Foster Youth Low Income | | $20,000.00 | |

## 2021-22 Annual Update Table

| Totals | Last Year's Total Planned Expenditures (Total Funds) | Total Estimated Expenditures (Total Funds) |
|---|---|---|
| Totals | $3,357,947.00 | $3,750,241.00 |

| Last Year's Goal # | Last Year's Action # | Prior Action/Service Title | Contributed to Increased or Improved Services? | Last Year's Planned Expenditures (Total Funds) | Estimated Actual Expenditures (Input Total Funds) |
|---|---|---|---|---|---|
| 1 | 1.1 | Support to increase student academic achievement | Yes | $354,070.00 | $405,473 |
| 1 | 1.2 | Teacher Retention: Coaching Support | Yes | $199,511.00 | $178,757 |
| 2 | 2.1 | Parent Coordinator | Yes | $58,656.00 | $58,656 |
| 2 | 2.2 | Program Coordinator/Operations Team & School Culture Climate Team | Yes | $374,008.00 | $310,253 |
| 2 | 2.3 | Student Activities | Yes | $40,000.00 | $20,000 |
| 2 | 2.4 | Enrollment and Outreach- "SCHOLA Services " and Increase ADA | Yes | $15,000.00 | $18,000 |
| 3 | 3.1 | Salaries and Benefits | No | $1,867,513.00 | $2,109,633 |
| 3 | 3.2 | Professional Development | Yes | $48,573.00 | $48,573 |
| 3 | 3.3 | Core Instructional Materials; Technology | No | $144,926.00 | $144,926 |
| 3 | 3.4 | Maintenance/Custodial/Security (2201) | No | $213,756.00 | $376,312 |

| 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) |
|---|---|---|---|---|---|
| | | | | | |
| 3 | 3.5 | Technology Enhancement | No | $41,934.00 | $79,658 |

## 2021-22 Contributing Actions Annual Update Table

| 6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount) | 4. Total Planned Contributing Expenditures (LCFF Funds) | 7. Total Estimated Expenditures for Contributing Actions (LCFF Funds) | Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4) | 5. Total Planned Percentage of Improved Services (%) | 8. Total Estimated Percentage of Improved Services (%) | Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8) |
|---|---|---|---|---|---|---|
| $939,858 | $884,577.00 | $943,118.00 | ($58,541.00) | 0.00% | 0.00% | 0.00% |

| Last Year's Goal # | Last Year's Action # | Prior Action/Service Title | Contributing to Increased or Improved Services? | Last Year's Planned Expenditures for Contributing Actions (LCFF Funds) | Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds) | Planned Percentage of Improved Services | Estimated Actual Percentage of Improved Services (Input Percentage) |
|---|---|---|---|---|---|---|---|
| 1 | 1.1 | Support to increase student academic achievement | Yes | $354,070.00 | $431,327 | | |
| 1 | 1.2 | Teacher Retention: Coaching Support | Yes | $199,511.00 | $199,109 | | |
| 2 | 2.1 | Parent Coordinator | Yes | $58,656.00 | $58,656 | | |
| 2 | 2.2 | Program Coordinator/Operations Team & School Culture Climate Team | Yes | $197,340.00 | $196,026 | | |
| 2 | 2.3 | Student Activities | Yes | $40,000.00 | $20,000 | | |
| 2 | 2.4 | Enrollment and Outreach- "SCHOLA Services " and Increase ADA | Yes | $15,000.00 | $18,000 | | |
| 3 | 3.2 | Professional Development | Yes | $20,000.00 | $20,000 | | |

## 2021-22 LCFF Carryover Table

| 9. Estimated Actual LCFF Base Grant (Input Dollar Amount) | 6. Estimated Actual LCFF Supplemental and/or Concentration Grants | LCFF Carryover — Percentage (Percentage from Prior Year) | 10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %) | 7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds) | 8. Total Estimated Actual Percentage of Improved Services (%) | 11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8) | 12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9) | 13. LCFF Carryover — Percentage (12 divided by 9) |
|---|---|---|---|---|---|---|---|---|
| $2,590,033 | $939,858 | 0 | 36.29% | $943,118.00 | 0.00% | 36.41% | $0.00 | 0.00% |

# Instructions

*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:

  o 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 services
- Determination of effectiveness of the specific actions to achieve the goal
- Determination of material differences in expenditures
- Determination of changes made to a goal for the ensuing LCAP year based on the annual update process
- Determination of challenges or successes in the implementation of actions

# Goals and Actions

## Purpose

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

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

## Requirements and Instructions

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

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

- Focus Goal: A Focus Goal is relatively more concentrated in scope and may focus on a fewer number of metrics to measure improvement. A Focus Goal statement will be time bound and make clear how the goal is to be measured.

- Broad Goal: A Broad Goal is relatively less concentrated in its scope and may focus on improving performance across a wide range of metrics.

- Maintenance of Progress Goal: A Maintenance of Progress Goal includes actions that may be ongoing without significant changes and allows an LEA to track performance on any metrics not addressed in the other goals of the LCAP.

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

**Focus Goal(s)**

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

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

**Broad Goal**

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

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

**Maintenance of Progress Goal**

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

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

**Required Goals**

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

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

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

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

- **Goal Description:** Describe the outcomes the LEA plans to achieve to address the needs of, and improve outcomes for, the student group or groups that led to the LEA's eligibility for Differentiated Assistance.

- **Explanation of why the LEA has developed this goal**: Explain why the LEA is required to develop this goal, including identifying the student group(s) that lead to the LEA being required to develop this goal, how the actions and associated metrics included in this goal differ from previous efforts to improve outcomes for the student group(s), and why the LEA believes the actions, metrics, and expenditures included in this goal will help achieve the outcomes identified in the goal description.

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

- **Low-performing school(s) goal requirement:** A school district or COE meeting the low-performing school(s) criteria must include a goal in its LCAP focusing on addressing the disparities in performance between the school(s) and the LEA as a whole. This goal must include metrics, outcomes, actions, and expenditures specific to addressing the needs of, and improving outcomes for, the students enrolled at the low-performing school or schools. An LEA required to address multiple schools is not required to have a goal to address each school; however, each school must be specifically addressed in the goal. This requirement may not be met by combining this goal with another goal.

- **Goal Description:** Describe what outcomes the LEA plans to achieve to address the disparities in performance between the students enrolled at the low-performing school(s) and the students enrolled at the LEA as a whole.

- **Explanation of why the LEA has developed this goal**: Explain why the LEA is required to develop this goal, including identifying the schools(s) that lead to the LEA being required to develop this goal; how the actions and associated metrics included in this goal differ from previous efforts to improve outcomes for the school(s); and why the LEA believes the actions, metrics, and expenditures included in this goal will help achieve the outcomes for students enrolled at the low-performing school or schools identified in the goal description.

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

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

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

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

Complete the table as follows:

- **Metric**: Indicate how progress is being measured using a metric.

- **Baseline**: Enter the baseline when completing the LCAP for 2021–22. As described above, the baseline is the most recent data associated with a metric. Indicate the school year to which the data applies, consistent with the instructions above.

- **Year 1 Outcome**: When completing the LCAP for 2022–23, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.

- **Year 2 Outcome**: When completing the LCAP for 2023–24, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.

- **Year 3 Outcome**: When completing the LCAP for 2024–25, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above. The 2024–25 LCAP will be the first year in the next three-year cycle. Completing this column will be part of the Annual Update for that year.

- **Desired Outcome for 2023**–**24**: When completing the first year of the LCAP, enter the desired outcome for the relevant metric the LEA expects to achieve by the end of the 2023–24 LCAP year.

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

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

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

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

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

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

**Goal Analysis:**

Enter the LCAP Year.

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

- Describe the overall implementation of the actions to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process. This must include any instance where the LEA did not implement a planned action or implemented a planned action in a manner that differs substantively from how it was described in the adopted LCAP.

- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures and between the Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services, as applicable. Minor variances in expenditures or percentages do not need to be addressed, and a dollar-for-dollar accounting is not required.

- Describe the effectiveness of the specific actions to achieve the articulated goal as measured by the LEA. In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal. When responding to this prompt, LEAs may assess the effectiveness of a single action or group of actions within the goal in the context of performance on a single metric or group of specific metrics within the goal that are applicable to the action(s). Grouping actions with metrics will allow for more robust analysis of whether the strategy the LEA is using to impact a specified set of metrics is working and increase transparency for educational partners. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.

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

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

## Purpose

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

## Requirements and Instructions

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

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

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

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

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

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

***Required Descriptions:***

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

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

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

- It considers the needs, conditions, or circumstances of its unduplicated pupils;

- The action, or aspect(s) of the action (including, for example, its design, content, methods, or location), is based on these considerations; and

- The action is intended to help achieve an expected measurable outcome of the associated goal.

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

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

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

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

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

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

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

# For School Districts Only:

**Actions Provided on an LEA-Wide Basis:**

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

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

**Actions Provided on a Schoolwide Basis:**

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

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

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

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

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

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

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

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

Provide the following descriptions, as applicable to the LEA:

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

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

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

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

Complete the table as follows:

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

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

# Action Tables

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

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

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

- Table 2: Contributing Actions Table (for the coming LCAP Year)

- Table 3: Annual Update Table (for the current LCAP Year)

- Table 4: Contributing Actions Annual Update Table (for the current LCAP Year)

- Table 5: LCFF Carryover Table (for the current LCAP Year)

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

# Data Entry Table

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

- **LCAP Year**: Identify the applicable LCAP Year.

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

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

- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants the LEA estimates it will receive on the basis of the number and concentration of unduplicated students for the coming school year.

- **3. Projected Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected LCFF Base Grant and the Projected LCFF Supplemental and/or Concentration Grants, pursuant to 5 *CCR* Section 15496(a)(8). This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the coming LCAP year.

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

- **Total Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected Percentage to Increase or Improve Services for the Coming School Year and the LCFF Carryover —

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

- **Goal #**: Enter the LCAP Goal number for the action.

- **Action #**: Enter the action's number as indicated in the LCAP Goal.

- **Action Title**: Provide a title of the action.

- **Student Group(s)**: Indicate the student group or groups who will be the primary beneficiary of the action by entering "All," or by entering a specific student group or groups.

- **Contributing to Increased or Improved Services?:** Type "Yes" if the action **is** included as contributing to meeting the increased or improved services; OR, type "No" if the action is **not** included as contributing to meeting the increased or improved services.

- If "Yes" is entered into the Contributing column, then complete the following columns:

  - **Scope**: The scope of an action may be LEA-wide (i.e., districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.

  - **Unduplicated Student Group(s)**: Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.

  - **Location**: Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate "All Schools." If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter "Specific Schools" or "Specific Grade Spans." Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades transitional kindergarten through grade five), as appropriate.

- **Time Span**: Enter "ongoing" if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter "1 Year," or "2 Years," or "6 Months."

- **Total Personnel**: Enter the total amount of personnel expenditures utilized to implement this action.

- **Total Non-Personnel**: This amount will be automatically calculated based on information provided in the Total Personnel column and the Total Funds column.

- **LCFF Funds**: Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA's total LCFF target (i.e., base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).

    o **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.

    o 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)

    o This amount is the total of the Planned Expenditures for Contributing Actions (LCFF Funds) column

- 5. Total Planned Percentage of Improved Services

    o 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)

    o 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

    o 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)

    o 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

  - o 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)

  - o 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 (%)

  - o This amount is the total of the Planned Percentage of Improved Services column

- 8. Total Estimated Actual Percentage of Improved Services (%)

  - o 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)

  - o 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)

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

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