

LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Mt. Baldy Joint Elementary

CDS Code: 36677930000000

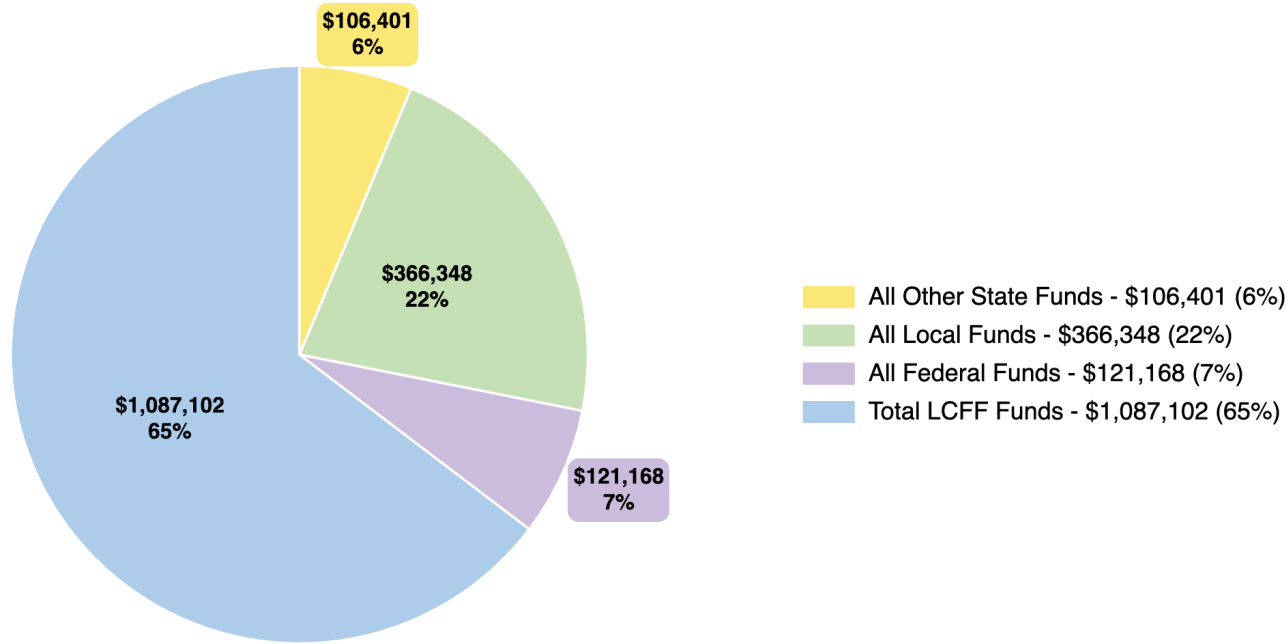
School Year: 2022-23

LEA Contact Information: Nancy Sirski | Nancy_sirski@mtbaldy.k12.ca.us | 909-985-0991

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).

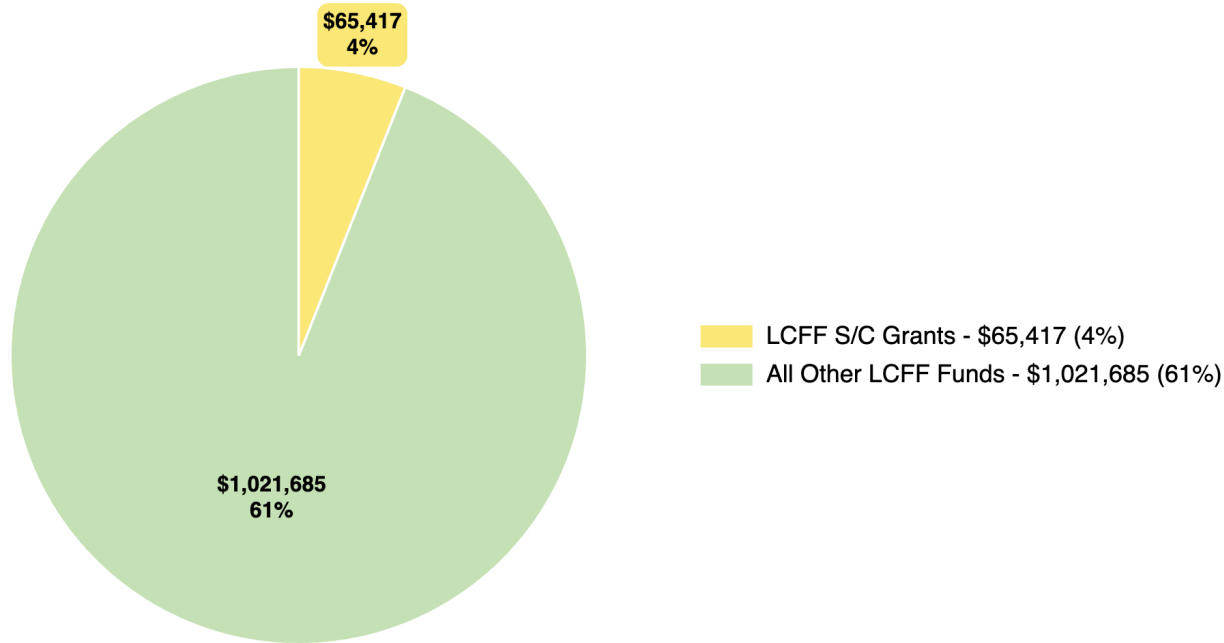
Budget Overview for the 2022-23 LCAP Year

Projected Revenue by Fund Source



Source	Funds	Percentage
All Other State Funds	\$106,401	6%
All Local Funds	\$366,348	22%
All Federal Funds	\$121,168	7%
Total LCFF Funds	\$1,087,102	65%

Breakdown of Total LCFF Funds



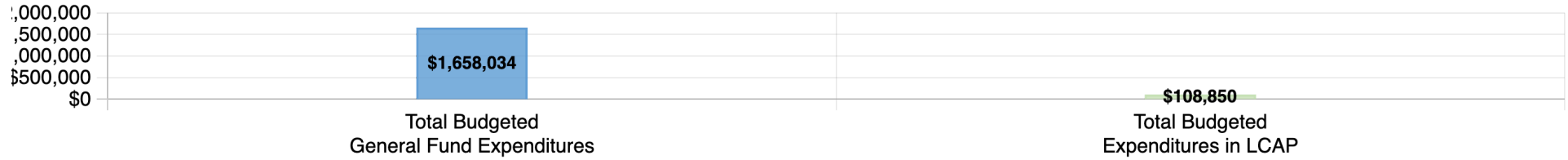
Source	Funds	Percentage
LCFF S/C Grants	\$65,417	4%
All Other LCFF Funds	\$1,021,685	61%

These charts show the total general purpose revenue Mt. Baldy Joint Elementary expects to receive in the coming year from all sources.

The total revenue projected for Mt. Baldy Joint Elementary is \$1,681,019, of which \$1,087,102 is Local Control Funding Formula (LCFF), \$106,401 is other state funds, \$366,348 is local funds, and \$121,168 is federal funds. Of the \$1,087,102 in LCFF Funds, \$65,417 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

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

Budgeted Expenditures in the LCAP



This chart provides a quick summary of how much Mt. Baldy Joint Elementary plans to spend for 2022-23. It shows how much of the total is tied to planned actions and services in the LCAP.

Mt. Baldy Joint Elementary plans to spend \$1,658,034 for the 2022-23 school year. Of that amount, \$108,850 is tied to actions/services in the LCAP and \$1,549,184 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

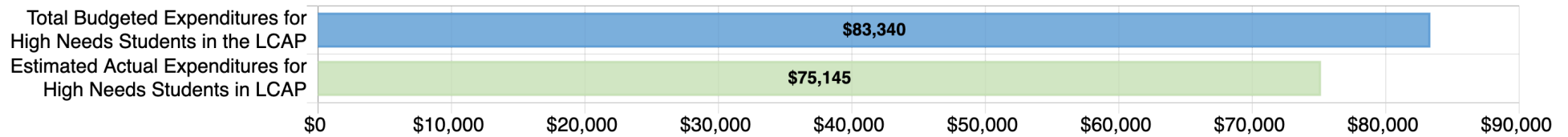
The majority of our general fund is dedicated to salary, benefits, and statutory expenditures. The remaining is allotted for school maintenance and repair, our school bus and driver, and other support materials.

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

In 2022-23, Mt. Baldy Joint Elementary is projecting it will receive \$65,417 based on the enrollment of foster youth, English learner, and low-income students. Mt. Baldy Joint Elementary must describe how it intends to increase or improve services for high needs students in the LCAP. Mt. Baldy Joint Elementary plans to spend \$104,883 towards meeting this requirement, as described in the LCAP.

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

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



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

In 2021-22, Mt. Baldy Joint Elementary's LCAP budgeted \$83,340 for planned actions to increase or improve services for high needs students. Mt. Baldy Joint Elementary actually spent \$75,145 for actions to increase or improve services for high needs students in 2021-22. The difference between the budgeted and estimated actual expenditures of \$8,195 had the following impact on Mt. Baldy Joint Elementary's ability to increase or improve services for high needs students:

Although all planned actions were not implemented in 2021-22 due to constraints of the COVID-19 pandemic, sufficient actions were taken to address all goals in the LCAP. The implemented actions and expenditures for the 2021-22 school year meet the minimum proportionality percentage, the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all pupils.

Instructions

LCFF Budget Overview for Parents Data Entry Instructions

These instructions are for the completion of the Local Control Funding Formula (LCFF) Budget Overview for Parents.

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

LEA Information

The LEA must enter the LEA name, county district school (CDS) code (14 digits), and LEA contact information (name, phone number and email address) in the corresponding blue boxes.

Coming School Year: This information is automatically generated.

Current School Year: This information is automatically generated.

Projected General Fund Revenue for the 2022–23 School Year

All amounts should be entered in the boxes below the corresponding amount title. The coming school year (as indicated above) means the fiscal year for which an LCAP is adopted or updated by July 1.

- *Total LCFF Funds:* This amount is the total amount of LCFF funding (including supplemental & concentration grants) the LEA estimates it will receive pursuant to California Education Code (EC) sections 2574 (for county offices of education) and 42238.02 (for school districts and charter schools), as applicable for the coming school year. This amount is the amount indicated in the Standardized Account Code Structure (SACS) Budget Fund Form 01, Column F, row A.1 (LCFF Sources).
- *LCFF Supplemental & Concentration Grants:* This amount is the total amount of LCFF supplemental and concentration grants the LEA estimates it will receive on the basis of the number and concentration of low income, foster youth, and English learner students as determined pursuant to California Code of Regulations, Title 5 (5 CCR) Section 15496(a)(5), pursuant to EC sections 2574 and 42238.02, as applicable for the coming school year.
- *All Other State Funds:* This amount is the total amount of other state funds (do not include LCFF funds) the LEA estimates it will receive.
- *All Local Funds:* This amount is the total amount of local funds and entitlements the LEA estimates it will receive.
- *All Federal Funds:* This amount is the total amount of federal funds (including all Every Student Succeeds Act Title funds) the LEA estimates it will receive.

The total of the Projected General Fund Revenue should equal the amount indicated in the SACS Budget Fund Form 01, Column F, row A.5 (Total Revenues).

- *Brief description for General Fund Expenditures:* Briefly describe any of the General Fund Budget Expenditures for the current school year that are not included in the Local Control and Accountability Plan. The LEA's response for this prompt is limited to 450 characters.

Total Budgeted Expenditures for the 2022–23 School Year

- *Total Budgeted General Fund Expenditures:* This amount is the LEA's total budgeted General Fund expenditures for the coming school year as indicated on SACS Budget Fund Form 01, column F, Row B.9 (Total Expenditures). The General Fund is the main operating fund of the LEA and accounts for all activities not accounted for in another fund. All activities are reported in the General Fund unless there is a compelling reason to account for an activity in another fund. For further information please refer to the California School Accounting Manual (<http://www.cde.ca.gov/fg/ac/sa/>). (Note: For some charter schools that follow governmental fund accounting, this amount is the total budgeted expenditures in the Charter Schools Special Revenue Fund. For charter schools that follow the not-for-profit accounting model, this amount is total budgeted expenses, such as those budgeted in the Charter Schools Enterprise Fund.)

- *Total Budgeted Expenditures in the LCAP:* This is the total amount of budgeted expenditures for the planned actions to meet the goals included in the LCAP for the coming school year.
- *Total Budgeted Expenditures for High Needs Students in the LCAP:* This is the total amount of the LCFF funds budgeted to implement the planned actions and services included in the LCAP that are identified as contributing to the increased or improved services for high needs students pursuant to EC Section 42238.07.
- *Expenditures Not in the LCAP:* This amount is automatically calculated.
- *Brief description for High Needs Students:* If the amount in “Total Budgeted Expenditures for High Needs Students in the LCAP” is less than the amount in “LCFF Supplemental & Concentration Grants”, a prompt will appear and the LEA must provide a brief description of the additional actions it is taking to meet its requirement to increase or improve services for high needs students.
Note: If no prompt appears, the LEA is not required to supply a description.

Expenditures for High Needs Students in the 2021–22 School Year

- *Total Budgeted Expenditures for High Needs Students in the LCAP:* This is the total amount of the LCFF funds budgeted to implement the planned actions and services included in the LCAP that are identified as contributing to the increased or improved services for high needs students pursuant to EC Section 42238.07 for the current school year.
- *Actual Expenditures for High Needs Students in the LCAP:* This is the total of the estimated actual expenditures of LCFF funds to implement the actions and services included in the LCAP that are identified as contributing to the increased or improved services for high needs students pursuant to EC Section 42238.07, as reflected in the Annual Update for the current LCAP year.
- *Brief description for actual expenditures for high needs students:* If the amount in “Total Budgeted Expenditures for High Needs Students in the LCAP” for the 2021–22 school year is greater than the amount in “Actual Expenditures for High Needs Students in LCAP”, a prompt will appear and the LEA must provide a brief description of how the difference impacted the actions and services and overall increased or improved services for high needs students in the current fiscal year pursuant to EC Section 42238.07.
Note: If no prompt appears, the LEA is not required to supply a description.

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
Mt. Baldy Joint Elementary	Nancy Sirski Superintendent/Principal	Nancy_sirski@mtbaldy.k12.ca.us 909-985-0991

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

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

Funds received by the LEA not included in the LEA's 2021-22 LCAP (pp. 30-32, see plan URL below) include the Educator Effectiveness Block Grant (see plan URL below) and Expanded Learning Opportunity Program (see plan URL below) funds. The LEA has engaged educational partners several times in the past year through surveys and meetings in order to solicit feedback and input.

During an in-person meeting in November 2021, the LEA worked with teachers to identify targeted needs for the Educator Effectiveness Block Grant funds. Additional input was gathered in a face to face meeting with the Mt Baldy Teachers Association in the Spring of 2021. The identified priorities are reflected in the Educator Effectiveness Plan. The plan was presented for review and comment at the November 18th, 2021 school board meeting and approved at the December 9, 2021 school board meeting.

Although the LEA is in receipt of Expanded Learning Opportunities Program funding, the LEA currently will continue its engagement of educational partners specific to these funds. Feedback and input in regards to the unique needs of the LEA will be solicited through in-person meetings and surveys in the Spring of 2022.

Plan URLs:**2021-22 LCAP:**

<https://static1.squarespace.com/static/596e73fed482e974b9b5cc55/t/61ede806d7de350e5f5e7042/1642981383391/MBS+21-22+LCAP.pdf>

Educator Effectiveness Block Grant:

<https://static1.squarespace.com/static/596e73fed482e974b9b5cc55/t/61ede96113e7d34a9eba8c34/1642981730152/MBS+Educator+Effective>

Expanded Learning Opportunity Program:

<https://static1.squarespace.com/static/596e73fed482e974b9b5cc55/t/60ddf9812db90b4113fe5e09/1625160066019/ELO.pdf>

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 LEA does not receive a concentration grant or the concentration grant add-on.

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.

During the COVID-19 pandemic, the LEA engaged educational partners in a variety of activities including surveys and virtual meetings as the LEA sought the input and feedback of its educational partners from the onset of the pandemic and continuing through the development of the Learning Continuity and Attendance Plan (pp. 3-8, see plan URL below), the 2021-2022 LCAP (pp. 30-32, see plan URL below), and the Expanded Learning Opportunities Grant Plan (pp. 2-3, see plan URL below).

Plan URLs:

Learning Continuity and Attendance Plan:

<https://static1.squarespace.com/static/596e73fed482e974b9b5cc55/t/5fadfda354d7bd32bace2c40/1605238179720/Learning+Continuity+and+>

2021-22 LCAP:

<https://static1.squarespace.com/static/596e73fed482e974b9b5cc55/t/61ede806d7de350e5f5e7042/1642981383391/MBS+21-22+LCAP.pdf>

Expanded Learning Opportunity Program:

<https://static1.squarespace.com/static/596e73fed482e974b9b5cc55/t/60ddf9812db90b4113fe5e09/1625160066019/ELO.pdf>

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.

The LEA does not receive Elementary and Secondary School Emergency Relief (ESSER) funding.

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.

Although the LEA does not qualify for ESSER III funds, the LEA used its fiscal resources to implement the Safe Return to In-Person Instruction and Continuity of Services Plan by providing contact tracing, COVID-19 testing, PPE, additional hours for custodial staff to disinfect high-contact surfaces, provision of MERV-13 filters, and purchase of air sanitizers to ensure safer air for students and staff in classrooms. While not directly aligned to the 2021-2022 LCAP, the Safe Return to In-Person Instruction and Continuity of Services Plan (see plan URL below) is indirectly aligned to the LCAP in the areas of access (Goal 1, Actions 1, 2, 3) and engagement and school climate (Goal 3, Actions 1, 2).

Plan URLs:

Safe Return to In-Person Instruction and Continuity of Services Plan:

<https://static1.squarespace.com/static/596e73fed482e974b9b5cc55/t/61edea1aee7ff04677d6b538/1642981916482/MBS+ReturntoOn-CampusInstructionParentHandbook+%281%29.pdf>

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

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

Introduction

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

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

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

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

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

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

Instructions

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

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

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

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

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

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

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

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

providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent.

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

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

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

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

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

Describe the LEA’s implementation of its efforts to maintain the health and safety of students, educators, and other staff and ensure the continuity of services, as required by the federal American Rescue Plan Act of 2021, and its implementation of the federal Elementary and

Secondary School Emergency Relief (ESSER) expenditure plan to date, including successes and challenges.

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

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

California Department of Education November 2021

Local Control and Accountability Plan

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Mt. Baldy Joint Elementary	Nancy Sirski Superintendent/Principal	Nancy_sirski@mtbaldy.k12.ca.us 909-985-0991

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.

Mt Baldy Joint Elementary School District (MBS) is a single-school district located in the village of Mt Baldy at 4,000 feet in the San Gabriel Mountain range approximately 50 miles northeast of Los Angeles. MBS is a multiage school with 7 full time teachers that serves approximately 80 students from transitional kindergarten to 8th grade. 71 percent of the student body attends school with inter-district permits. Approximately 25 percent of the student population is categorized as “unduplicated” which includes low income, foster youth, and English Learners. 22.5 percent of the student population is identified as low income while 3.75 percent is identified as English Learners. The district has no foster youth.

The district uses local metrics and CAASPP scores as multiple measures to assess the percentage of students who meet grade level standards. MBS has a strong parent/community involvement with at least one PTA sponsored event a month. Students are offered a dynamic program that meets Common Core State Standards through free choice, center activities, novel units, labs, classroom simulations, independent and group projects and cross age tutoring as well as multiple field trips, hikes and time spent in the garden or at the creek.

Mt Baldy School recognizes students must have a sense of belonging and emotional groundedness in order to be ready and able to learn.

The program is committed to developing social emotional needs of students by implementing strategies across content areas to help students feel seen, heard, and valued and to help them self-regulate their emotions and resolve their own conflicts. The focus of MBS is to cultivate self-reliant children who will grow to productive members of a larger community.

Reflections: Successes

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

According to 2019 Dashboard data, all students in grades 3-8 performed 43.5 points above standard in English Language Arts (Blue) For math, students in grades 3-8 scored 20.3 points above standard (Green). However, since state testing has not been completed since then due to the Pandemic the focus has been upon local assessment using i-Ready measures.

In math, using September 2021 to December 2021 i-Ready data, all students in grades 3-8 are on target to make 100% annual growth as measured by i-Ready diagnostic measures. 20% of students advanced from two or more grade levels below grade level standards to one grade level below grade level or on grade level standard achievement. Goal 2 Action 1 will continue to serve to maintain this growth in math. In the 2022-23 LCAP, the addition of new Actions 7 and 8 in Goal 2 directly serve to build upon this growth in math.

i-Ready reading data from September 2021 to December 2021 indicates that students achieved over 100% annual growth. 8% of students moved from two grade levels below to either one grade level below or on grade level standards performance. There was a 17% positive change in students that scored on or above grade level. Goal 2 Action 1 directly addresses supporting the progress made in building or maintaining reading achievement. In addition, Goal 2 Action 7 will also support the maintenance or growth in reading achievement.

School climate was measured using a new instrument this year called Panorama. Parent/guardian responses to questions about school climate administered in January 2022 indicate 81% of family members favorably responded to questions related to perceptions of the overall social and learning climate of the school. In the January 2022 survey, 30% of parents/guardians (60-75 national percentile), responded favorably to questions about the degree families become involved with and interact with their child's school. Action 1, 2, and 3 in Goal 3 will serve to maintain and build upon this growth in school climate.

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.

2019-20 Dashboard Data indicates that the district's Chronic Absenteeism rate was 13.7% (Orange). Due to a data migration error in 2017-18, Chronic Absenteeism was incorrectly reported as 0% on the Dashboard. The Chronic Absenteeism rate for the 2019-20 school year was 13.7%. The erroneous significant increase produced an indicator marked Orange. The Chronic Absenteeism rate for the 2020-21 year was 5.3% (distance learning occurred during this time period). Our overall goal for Chronic Absenteeism reduction is 10% as the District anticipates higher levels of absenteeism as students resume on-campus instruction. The District continues efforts to reduce student Chronic Absenteeism through the actions within Goal 2, specifically Action 3, Integrating SEL practices, as well as Parent/Guardian outreach addressed in Goal 3, Action 2, Educational Partner Involvement, and Goal 3, Action 3, Transportation.

The CAASPP was not administered in 2020. i-Ready was used as a Local Metric in place of CAASPP. i-Ready math data from December 2021 indicate 17% of students were performing at or above grade level. 54% of students were performing one grade level below, and 28% of students were two or more grade levels below grade level standard proficiency. Math data also indicated 35% of unduplicated students were scoring two or more grade levels below, and 50% were scoring one grade level below. 14% of unduplicated students were at grade level.

MBS continues to work on increasing student achievement in math through Goal 2, Actions 1, 2, 3, 4, and 7, which include targeted instructional planning in math, the use of Thinking Maps to access grade level math standards, integration of SEL skills, professional development for teachers, and a focus upon Tier 1 math instruction.

Input from the district's Parent Advisory Committee (PAC) determined a need to increase the survey participation rate specifically for Parent/Guardians of the unduplicated student group. January 2022 survey data indicated 13% of respondents represented the unduplicated group. In order to address this need, educational partners have been brainstorming ideas to increase participation such as phone calls to families, inclusion of the survey link in classroom newsletters, and computer access for families during school events. A metric in Goal 3 was added in order to measure the effectiveness of these efforts.

LCAP Highlights

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

Key features of the 2022-23 LCAP include revision of actions and metrics to reflect student need and educational partner feedback.

The established three goals will remain the same in the 2022-23 LCAP.

Goal 1: Mt Baldy School will maintain progress made in the areas of teacher assignment, instructional materials, and course access over the upcoming three years.

Goal 2: Mt Baldy School will focus on excellent first instruction to expand our integrated, whole child, student centered learning so all

students have equitable opportunities to grow and develop.

Goal 3: Mt Baldy School will maintain progress made in the areas of parent and family engagement and school climate during the upcoming three years.

The LCAP is structured to meet students where they are, both academically and emotionally, and stresses the importance of social emotional learning as the foundation for all 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.

N/A

Support for Identified Schools

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

N/A

Monitoring and Evaluating Effectiveness

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

N/A

Engaging Educational Partners

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

The District reached out to our community of educational partners to share student successes and challenges and to gather input to assist with the development of the 2022-23 LCAP. The Parent Advisory Committee (PAC) including parents representing English Learners, low-income families, students with disabilities, classified staff, Mt Baldy Teachers Association (MBTA) members, PTA members, and the SELPA, participated in virtual meetings. Due to the small number of English Learners enrolled in the district, MBS does not have a District English Learner Advisory Committee (DELAC) but parents representing English Learners attend PAC meetings. MBS does not have any foster youth enrolled in the district. Additional LCAP meetings were held with teachers and the Superintendent/Principal.

Surveys were administered to students and parents in October 2021 and January 2022. Additionally, teachers completed a survey in January 2022. The district reaches out to our educational partners on an ongoing basis to advise them of the dates of LCAP development opportunities through e-mails, school memos, and social media.

Virtual meetings were held on November 2, 2021, February 8, 2022, and April 19, 2022 for the PAC. An in-person community event was held on September 8, 2021 for all educational partners. In-person meetings for certificated staff were held on March 3, 2022 and March 31, 2022, during which LCFF funding and current LCAP goals and actions were presented. Data shared at meetings pertained to the strengths and challenges students demonstrated on the CAASPP for math and ELA. As well, local data in math, reading, and social emotional learning was provided. Data was also shared for student and parent feedback from school climate surveys that were administered in October 2021 and January 2022. Educational partner input was requested to maintain, modify, delete, or add LCAP actions. A draft was presented to the Parent Advisory Committee (PAC) on April 19, 2022 and to certificated staff on March 31, 2022. No comments were generated by the PAC therefore no written responses by the superintendent/principal occurred. The LCAP draft was posted for public view on the District website and in the District office on June 16, 2022. Public Hearing of the LCAP took place on June 16, 2022, and the Governing Board adopted the LCAP on June 23, 2022.

A summary of the feedback provided by specific educational partners.

The District requested and collected feedback regarding LCAP actions from multiple educational partners during the LCAP development meetings to determine high needs and areas of concern and interest which were included in the LCAP. Ideas and trends that were analyzed from feedback received at meetings and surveys by specific educational partners are as follows:

Parent Advisory Committee (PAC):

- Increase parent and family survey participation
- Math area of concern

Teachers and Superintendent/Principal:

- Focus on math instruction
- Training to support the school visioning process in integrating learning opportunities

Students and Families:

- Families favorably scored MBS in the areas of family engagement, family support, school climate, and school fit on parent/guardian surveys
- Students favorably scored MBS in the areas of school belonging, school climate, school engagement, school safety, and valuing of school

Based on the analysis of the feedback provided above, math is an area of concern as well as increasing survey participation for parents and families. Additionally, training focused on creating integrated units is a priority for teachers. School climate and family engagement continues to be a strength for MBS.

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

Goals and actions within the LCAP were highly influenced by the feedback from educational partners. Feedback from educational partners indicated the need to include math achievement as a focus.

Based on the input from educational partners, the established three goals will remain the same in the 2022-23 LCAP.

Goal 1: Mt Baldy School will maintain progress made in the areas of teacher assignment, instructional materials, and course access over the upcoming three years. The district will monitor these areas and materials on an on-going basis to assure maintenance of the progress made.

Goal 2: Mt Baldy School will focus on excellent first instruction to expand our integrated, whole child, student centered learning so all students have equitable opportunities to grow and develop.

Goal 3: Mt Baldy School will maintain progress made in the areas of parent and family engagement and school climate during the upcoming three years. Maintenance of progress will be measured by the use of multiple surveys throughout the course of the school year. Results will be analyzed and identified areas of need will be addressed.

Based on educational partner feedback, the actions in LCAP Goal 1 will remain the same in the 2022-23 LCAP.

LCAP Goal 2 pertains to excellent first instruction to expand integrated, whole child, student centered learning. Educational partner feedback

influenced the actions in this goal as follows:

- Inclusion of new action 7 pertaining to integrated learning opportunities
- Inclusion of new action 8 pertaining to Tier 1 math instruction

LCAP Goal 3 pertains to parent and family engagement and school climate. Educational partner feedback influenced the metrics and actions in this goal as follows:

- Inclusion of an additional metric for parent/guardian school climate survey participation
- Inclusion of a contributing action (communication tools) for climate survey participation

Goals and Actions

Goal

Goal #	Description
Goal 1	Mt Baldy School will maintain progress made in the areas of teacher assignment, instructional materials, and course access over the upcoming three years.

An explanation of why the LEA has developed this goal.

Goal 1 was developed to address Priority 1 and Priority 7 and associated metrics. An analysis of available data and input received from educational partners has not identified concerns or needs within Priority 1 or Priority 7, therefore, MBS will maintain these actions and monitor progress while focusing implementation efforts on the actions covered by other goals in the LCAP. The metrics below were selected to ensure that the progress that we have made in these priority areas will be evaluated on a regular basis.

Measuring and Reporting Results

Metric #	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023-24
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% of teachers appropriately assigned, per review of students served and master schedule State metric: Priority 1	2020-21 Baseline: 100% of teachers appropriately assigned	2021-22: 100% of teachers are appropriately assigned	[Intentionally Blank]	[Intentionally Blank]	Maintain target of 100% teachers appropriately assigned
% of students with access to state adopted materials including ELD State metric: Priority 1	2020-21 Baseline: 100% of students have access to state adopted materials including ELD	2021-22: 100% of students have access to state adopted materials including ELD	[Intentionally Blank]	[Intentionally Blank]	Maintain target of 100% of students with access to state adopted materials including ELD
% of students with access to a broad course of study, per review of course enrollment identified through administrative review of programs State metric: Priority 7	2020-21 Baseline: 100% of students have access a broad course of study	2021-22: 100% of students have access to a broad course of study	[Intentionally Blank]	[Intentionally Blank]	Maintain target of 100% of students with access to a broad course of study
% of facilities in good repair State metric: Priority 1	2020-21: 100% of facilities are in good repair	2021-22: 100% of facilities are in good repair	[Intentionally Blank]	[Intentionally Blank]	Maintain target of 100% of facilities in good repair

Actions

Action #	Title	Description	Total Funds Contributing
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Action #	Title	Description	Total Funds Contributing	
Action #1	Teacher Assignment	The Superintendent/Principal will continue to review and place teachers that are appropriately assigned and credentialed for all students in order to assure high quality instruction for all students as measured by the percentage of teachers appropriately assigned.	\$460.00	No
Action #2	Adopted Textbooks	The Superintendent/Principal will continue to oversee the implementation and adoption of CCSS aligned textbooks and materials for all students in order to provide access to high quality instructional materials for all students as measured by the percentage of students with access to state adopted materials including ELD.	\$2,080.00	No
Action #3	Enrollment	The Superintendent/Principal will continue to ensure student enrollment in a broad course of study for all students including programs and services developed and provided for unduplicated students and students with exceptional needs in order to provide opportunities for instructional growth and enrichment for all students as measured by the percentage of students who have access to a broad course of study.	\$500.00	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.

The continuing impacts of the COVID-19 pandemic, including the challenges of hiring staff and substitute teacher shortages, teacher and student absences due to COVID quarantines, impacted the actual implementation of the actions. Due to these extenuating circumstances, work on piloting Common Core materials and textbooks was not fully implemented due to lack of substitute teachers and time. Although

piloting Common Core curriculum did not occur this year, all students continued to have access to high quality instructional materials. After an analysis of data and input received from educational partners, maintenance within Priority 1 and Priority 7 has been successful.

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

The \$8,673 identified for piloting Common Core textbooks was not spent due to lack of substitute teachers and time.

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

After an analysis of the available data and input received from educational partners, the actions were deemed effective in making progress toward the goal as progress was maintained from baseline data to year 1 outcomes.

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.

MBS was able to maintain progress in Goal 1. After an analysis of available data and input received from educational partners, there were no identified concerns or needs. Therefore, no changes were made to this goal, expected outcomes, metrics, or actions in order to maintain progress moving forward.

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

Goal

Goal #	Description
Goal 2	Mt Baldy School will focus on excellent first instruction to expand our integrated, whole child, student centered learning so all students have equitable opportunities to grow and develop.

An explanation of why the LEA has developed this goal.

When families were surveyed in the Spring of 2020, 62% reported they were concerned or extremely concerned about their child's academics when they return to school. In the Spring of 2020, 100% of teachers were concerned or extremely concerned about learning loss. Current research from The New Teacher Project (TNTP) is indicating that learning acceleration is an equitable approach that increases student achievement more than remediation. Learning acceleration focuses on grade level standards while meeting students where they are at. In conjunction with that, intentional integration also accelerates learning. According to research by the Science of Learning and Development Alliance (2021), the "brain learns best and expresses its fullest potential when affective, cognitive, social, physical, and emotional development are intentionally integrated within and across all learning environments." Bringing all these elements together, Mt Baldy School (MBS) is committed to providing equitable opportunities for students to grow and develop. The district developed this goal in response to concerns expressed in survey data by parent/guardians and teachers as well as analysis of 2020-21 median growth iReady data, attendance data and SEL student survey results. Providing training for instructors in the design of instruction focused upon ensuring grade level instruction, and the use of Thinking Maps as cognitive scaffolds for students with unfinished learning will support increases in student performance in the areas of math and reading as measured by iReady growth data. Integrated SEL practices will provide an increase in students' perceptions as feeling successful and safe at school as measured through SEL student surveys, as well as motivate students to attend school as much as possible as measured by chronic absentee data.

As mentioned in the Engaging Educational Partners section, math is an area of concern. iReady data from 21-22 has shown a 108% growth in the area of math. Utilizing training from TNTP and integrating learning opportunities, students will continue to grow as teachers continue to implement effective strategies to accelerate learning. Based upon teacher input, the MBS instructional team determined that while progress was made in integration of TNTP planning and teaching strategies to accelerate learning, the next step would be to incorporate a student-centered curriculum process that is delivered through an integrated instructional design. These strategies in lesson design and differentiation will create classrooms where problem solving is evident while simultaneously continuing support for students with unfinished learning. Implementation of these strategies will have a positive impact on student achievement in math.

Measuring and Reporting Results

Metric #	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023-24
School Attendance Rate State metric: Priority 5 Revised 21-22	2019-20: Average ADA is 101.88	2020-21: Average ADA is 82	[Intentionally Blank]	[Intentionally Blank]	Increase the average ADA to 88
Middle School Dropout Rate State metric: Priority 5	Baseline 2019-20: 0% of middle school students have dropped out of the MBS program	2020-21: 0% of middle school students have dropped out of the MBS program	[Intentionally Blank]	[Intentionally Blank]	Maintain 0% of middle school students who have dropped out of the LEA program
% of EL making progress toward proficiency as measured by ELPAC State metric: Priority 4	2018-19 Baseline: 100% of students are making progress toward English proficiency as measured by ELPAC	2020-21: 100% of students identified as English Learners are making progress toward English proficiency as measured by ELPAC	[Intentionally Blank]	[Intentionally Blank]	Maintain 100% of students identified as English Learners who are making progress toward English proficiency as measured by ELPAC
English Learner reclassification rate State metric: Priority 4	2018-19 Baseline: 0% of students identified as English Learners were reclassified	2020-21: 0% of students identified as English Learners were reclassified	[Intentionally Blank]	[Intentionally Blank]	Increase to 33% of students identified as English Learners who are reclassified

<p>% of median student growth in reading on i-Ready diagnostics Local metric: Priority 8</p>	<p>2020-21 Baseline: Median typical student growth for grades 3-8 at MBS is 62% in reading.</p>	<p>2021-22: Median typical student growth for students in grades 3-8 at MBS in reading is 67%</p>	<p>[Intentionally Blank]</p>	<p>[Intentionally Blank]</p>	<p>Increase median typical student growth for students in grades 3-8 at MBS in reading to 80%</p>
<p>% of median student growth in math on i-Ready diagnostics Local metric: Priority 8</p>	<p>2020-21 Baseline: Median typical student growth for students in grades 3-8 at MBS is 22% in math.</p>	<p>2021-22: Median typical student growth for students in grades 3-8 at MBS in math is 108%</p>	<p>[Intentionally Blank]</p>	<p>[Intentionally Blank]</p>	<p>Increase (from baseline) median typical student growth for students in grades 3-8 at MBS in math is 50%</p>
<p>% of students chronically absent State metric: Priority 5</p>	<p>19-20 Dashboard: 13.7% of all students were chronically absent.</p>	<p>2020-21: 5.3% of students were chronically absent</p>	<p>[Intentionally Blank]</p>	<p>[Intentionally Blank]</p>	<p>Decrease (from baseline) to 10% of students who are chronically absent</p>
<p>Measure of Self-efficacy Local metric: Priority 8 Revised May 2022</p>	<p>Baseline Established in 2021-22: 61% of 3rd-5th graders and 52% of 6th-8th graders responded favorably to questions measuring self-efficacy</p>	<p>Winter 2022: 61% of 3rd-5th graders and 52% of 6th-8th graders responded favorably to questions measuring self-efficacy</p>	<p>[Intentionally Blank]</p>	<p>[Intentionally Blank]</p>	<p>Increase of students who respond favorably to questions measuring self-efficacy to 70% of 3rd-5th graders and 65% of 6th-8th graders</p>

English Language Arts CAASPP State Metric: Priority 4 New Metric May 2022	2019 Dashboard All students 43.5 points above standard	2020 CAASPP was not administered. i- Ready Diagnostic results were used in place of CAASPP. The estimated SBAC scores are as follows: 57.1% of students met or exceeded grade level standards in reading	[Intentionally Blank]	[Intentionally Blank]	Maintain all students 43.5 points above standard
Mathematics CAASPP State Metric: Priority 4 New Metric May 2022	2019 Dashboard All students 20.3 points above standard	2020 CAASPP was not administered. i- Ready Diagnostic results were used in place of CAASPP. The estimated SBAC scores are as follows: 21.6% of students met or exceeded grade level standards in math	[Intentionally Blank]	[Intentionally Blank]	Maintain all students 30 points above standard
Suspension Rate State metric: Priority 6 New Metric May 2022	2019-20 0% of students were suspended	2020-21: 0% of students were suspended	[Intentionally Blank]	[Intentionally Blank]	Maintain 0% suspension rate

Expulsion Rate State metric: Priority 6 New Metric May 2022	2019-20 0% of students were expelled	2020-21: 0% of students were expelled	[Intentionally Blank]	[Intentionally Blank]	Maintain 0% expulsion rate
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Actions

Action #	Title	Description	Total Funds Contributing	
Action #1	Targeted Instructional Planning	District personnel will ensure excellent first instruction by ensuring teachers have access to student-specific diagnostic data in math and reading about prerequisite knowledge and skills related to priority, common core aligned, content in order to facilitate planning the scope and sequence of instruction. This action is for all students and principally directed to unduplicated students. Revised May 2022	\$27,400.00	Yes
Action #2	Thinking Maps	All teachers, grades K-8, will use Thinking Maps across content areas as an instructional strategy to assure all students have scaffolds to access grade level state standards by providing a structure for students to organize and apply higher order cognitive skills to grade level standard content activities. This action is for all students and principally directed to unduplicated students.	\$2,096.00	Yes
Action #3	Integrated SEL Skills	District personnel will support teachers to integrate social emotional practices into their instructional day and across content areas through the use of cohesive practices and/or universal language to increase student wellness. This action is for all students and principally directed to unduplicated students.	\$6,150.00	Yes

Action #	Title	Description	Total Funds Contributing	
Action #4	Professional Development	District personnel will continue to provide ongoing professional development to increase student achievement for one or more of the following: lesson design, instructional practices, academic content, SEL, diagnostic data, and assessment for all teachers and select staff. Professional development will also include time for reviewing student data, sharing best practices, and planning instructional strategies to address all student needs but principally directed to unduplicated students.	\$1,303.00	Yes
Action #5	Program Enrichment	District personnel will support teachers in providing students opportunities to learn and grow through student centered activities such as classroom simulations, art and technology, content experts, outdoor learning and resources from the local community. This action is for all students but principally focused on closing the achievement gap for unduplicated students.	\$1,770.00	Yes
Action #6	EL Coordinator	To ensure EL students are progressing toward ELA and math standards as well as moving students toward EL proficiency and reclassification, District personnel will provide additional support to teachers and students through the availability of an English Language Coordinator.	\$368.00	Yes
Action #7	Integrated Learning Opportunities	Based upon prior teacher work in identifying key standards, use of just in time scaffolds, and creation of a student-centered curriculum delivered through an integrated instructional design district personnel will continue to support teachers to increase student achievement in core subject areas that address the needs of all students, including students with exceptional needs, but principally focused on unduplicated students. Added May 2022	\$1,777.00	Yes

Action #	Title	Description	Total Funds Contributing	
Action #8	Tier 1 Math Instruction	District personnel will support teachers in rigorous and relevant math instruction utilizing formative assessments and just-in time scaffolds to facilitate access for all students to grade-level assignments during Tier 1 instruction but principally focused on unduplicated students. Added May 2022	\$1,000.00	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.

Goal 2 and the corresponding actions pertain to instruction. While students and teachers within MBS were able to return to in-person instruction for the 2021-22 school year, obstacles such as consistent learning due to teacher and student absences, hiring staff, and substitute teacher shortages due to the ongoing COVID pandemic impacted the actual implementation of the actions. Students and teachers may have been required to observe a 10-day quarantine, creating gaps in attendance and learning. Students were placed on short term independent study while the substitute shortage proved a struggle for staff within MBS. Although the actions within the goal were implemented, with the above mentioned obstacles to teaching and learning, the actions were not fully supported as planned.

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

Due to the extenuating circumstances mentioned above, the differences between Budgeted Expenditures and Estimated Actual Expenditures in actions 1-4 is as follows.

- Action 1- Substitute teacher shortage impacting training and professional development, in-person learning did not necessitate online learning platforms
- Action 2 and Action 4- Substitute teacher shortage impacting teacher release days for instructional cycles and implementation support
- Action 3- Challenges with hiring staff

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

Due to the COVID-19 pandemic, the educational process was disrupted resulting in unattainable and inconsistent conditions to implement actions within goal 2. While learning conditions were disrupted, progress was made in academics as evidenced by i-Ready growth measures. A new survey platform was implemented and baseline data was collected for social emotional learning. While some professional development was able to continue virtually, instructional cycles and in-person support was suspended due to restrictions resulting from the pandemic.

Metrics associated with State Priority (Student Engagement) indicate that during distance learning attendance was lower than the prior year. The student drop out rate maintained a 0%. Chronic absenteeism declined to 5.3%

State Priority 4 (Student Achievement) metrics reveal that for the 2020-21 school year determination of student growth was confounded due to alternative measures of achievement. Local measures, however, indicate that students demonstrated an increase in student growth in math and reading.

For State Priority 8 (Pupil Outcomes), the District was able to establish baseline data for self-efficacy after successful implementation of the new platform for SEL assessment.

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.

MBS was able to make progress in Goal 2. Although progress has been made and as shared in the educational partner engagement section, math instruction has been identified as an area of focus with training to support the school visioning process identified as an area of training for teachers. Due to this feedback from educational partners, the below revisions and additions were integrated into Goal 2:

Revisions:

- Including math and reading diagnostic data to assist in facilitating the planning of the scope and sequence of instruction (Action 1)
- School attendance rate metric deleted in order to revise the metric to measure average ADA rather than a percent change over time
- Measure of SEL competencies revised to measure Self-efficacy after a baseline was established
- Desired Outcome for 23-24 for SEL measure of self-efficacy revised since baseline has been established

Metric Additions:

- CAASPP ELA and CAASPP Math metrics were added after having been omitted due to a clerical error in the 2021-22 LCAP
- Suspension rate metric moved from Goal 3 to Goal 2 in order to measure progress of social emotional practices
- Expulsion rate metric moved from Goal 3 to Goal 2 in order to measure progress of social emotional practices

Action Additions:

- Integrated Learning Opportunities trainings for all teachers (Action 7)
- Professional learning for teachers to increase skills in providing access to grade level assignments during Tier 1 math instruction (Action 8)

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

Goal

Goal #	Description
Goal 3	Mt Baldy School will maintain progress made in the areas of parent and family engagement and school climate during the upcoming three years.

An explanation of why the LEA has developed this goal.

Goal 3 was developed to address Priority 3 and Priority 6 and associated metrics. An analysis of available data and input received from educational partners has not identified significant concerns within Priority 1 or Priority 7. However, this year, school climate was measured using a new instrument called Panorama. Due to this change, the metrics' names have been updated to better align with the survey questions. Additionally, the desired outcomes were also revised to reflect the responses to the new survey. Input from the district's PAC determined a need to increase the survey participation rate on the new platform, which is reflected in the associated metrics. Therefore, MBS will maintain the actions in Goal 3 and monitor progress while focusing implementation efforts on the actions covered by other goals in the LCAP.

Measuring and Reporting Results

Metric #	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023-24
Educational Partner Climate Surveys- Participation Local metric: Priority 6 Revised May 2022	Baseline Established in 2021-22: 16 parents/guardians participate in climate surveys	2021-22: 16 parents/guardians participate in climate surveys	[Intentionally Blank]	[Intentionally Blank]	Increase to 25 parents/guardians who participate in climate surveys
School Memo	2020-21 Baseline: LEA issues school memos bi-weekly to relay information about trainings and opportunities for all students as well as directed toward serving the needs for unduplicated students and students with special needs	2021-22: School Memos were issued at least bi-weekly	[Intentionally Blank]	[Intentionally Blank]	Maintain to issue school memos biweekly

<p>Parent/Guardian Climate Survey- Family Engagement Local metric: Priority 3</p>	<p>2020-21 Baseline: An average of 80% of parents, guardians, and teachers who agree or strongly agree that Mt Baldy School provides opportunities for family involvement.</p>	<p>2021-22: Winter 2022 results indicate 30% of parents and guardians favorably responded to questions regarding the degree families become involved with and interact with their child's school.</p>	<p>[Intentionally Blank]</p>	<p>[Intentionally Blank]</p>	<p>Increase to 37.5% of parents and guardians who favorably respond to questions regarding the degree families become involved with and interact with their child's school. Revised May 2022</p>
<p>Climate Surveys- School Climate Local metric: Priority 6</p>	<p>2020-21 Baseline: An average of 86% of parents, guardians, and teachers who agree or strongly agree that Mt Baldy School builds trusting and respectful relationships with families.</p>	<p>2021-22: 81% of parents and guardians and 72% of teachers favorably responded to questions regarding perceptions of the overall social and learning climate of the school.</p>	<p>[Intentionally Blank]</p>	<p>[Intentionally Blank]</p>	<p>Maintain 81% of parents and guardians and 72% of teachers who favorably responded to questions regarding perceptions of the overall social and learning climate of the school. Revised May 2022</p>

Student Climate Surveys- School Belonging Local metric: Priority 5	2020-21 Baseline: 98% of students report that overall, they feel like they belong at Mt Baldy School.	2021-22: 82% of students in grades 3-5 and 63% of students in grades 6-8 responded favorably to questions measuring how much students feel that they are valued members of the school community.	[Intentionally Blank]	[Intentionally Blank]	Maintain 82% of students in grades 3-5 and increase to 75% of students in grades 6-8 who respond favorably to questions measuring how much students feel that they are valued members of the school community. Revised May 2022
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Actions

Action #	Title	Description	Total Funds Contributing	
Action #1	Communication Tools	District personnel will use multiple aspects of social media, student information systems and software to update and inform educational partners on school events and student learning to increase parent involvement and family engagement of unduplicated students.	\$7,264.00	Yes
Action #2	Educational Partner Involvement	District personnel will foster student, parent and community involvement as well as cultivate a positive school culture through the use of programs such as student council, whole school student activities, whole school family activities, opportunities for parent engagement, and other various programs to promote trusting relationships throughout the school and community.	\$927.00	No

Action #	Title	Description	Total Funds Contributing	
Action #3	Transportation	District personnel will support student engagement by providing bus transportation to and from school for all students. This service is principally directed toward the needs of unduplicated students, who otherwise may not be able to attend our program.	\$55,755.00	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.

The continuing impacts of the COVID-19 pandemic impacted the actual implementation of Action 2. While students and teachers within MBS were able to return to in-person instruction for the 2021-22 school year, parent/guardian volunteers and family/community oriented activities and programs continued to be restricted. Due to these extenuating circumstances, implementing school events that foster involvement and cultivate a positive school culture were restricted and impacted the implementation of the action 2.

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.

While students and teachers within MBS were able to return to in-person instruction for the 2021-22 school year, parent/guardian volunteers and family/community oriented activities and programs within Action 2 continued to be restricted. The budgeted amount identified for educational partner involvement was \$1,647 with approximately \$200 being spent.

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

After an analysis of the available data and input received from educational partners, the actions were deemed effective in making progress toward the goal as progress was maintained from baseline data to year 1 outcomes. Families favorably scored MBS in the areas of family engagement, family support, school climate, and school fit on parent/guardian surveys. Students favorably scored MBS in the areas of school belonging, school climate, school engagement, school safety, and valuing of school on student surveys.

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 district was able to maintain progress in Goal 3. As shared in the educational partner engagement section, survey participation is an area of interest. Due to this feedback from educational partners, the below revisions and additions were integrated into Goal 3:

Revisions:

- Action 1 is now marked as contributing, ensuring access for families of unduplicated students. It will be measured through the addition of the metric on climate surveys participation
- This year, school climate was measured using a new instrument called Panorama. Due to this change, the metrics' names have been updated to better align with the survey questions
- The desired outcomes for all metrics associated with climate surveys were revised to reflect the 2021-22 responses to the new survey by Panorama
- Suspension and Expulsion metrics were moved to Goal 2

Metric Additions:

- Participation of climate surveys by educational partners was added

Action Additions:

- None

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

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

Projected LCFF Base Grant	Projected LCFF Supplemental and/or Concentration Grants	Projected Additional LCFF Concentration Grant (15 percent)
\$1,006,801.00	\$65,417.00	\$0.00

Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
6.5%	0%	\$0.00	6.5%

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.

The district has 25 percent of its total population identified as low income, foster youth or English Learner. Each of the actions in Goal 2 and actions 1 and 3 in Goal 3 are principally directed at improving services for unduplicated students.

For Goal 2 Action 1, unduplicated students were considered first in that, according to iReady student data for 2020-21, 35% of unduplicated students grades 3-8 were two or more grade levels below standard in math compared to 30% of the general 3-8 student population. In addition,

42% of unduplicated students grades 3-8 were two or more grade levels below standard in reading compared to 26% of the general 3-8 student population.

Using iReady diagnostic data, teachers will identify priority common core standards to teach rigorous grade level assignments in order to provide equitable opportunities for all students to meet grade level standards. iReady was determined to be the most effective use of funds by the district because it is an evidence-based program that accelerates growth for students who are English Learners (EL) and students with socioeconomic disadvantages. Research by Curriculum Associates, found that students who used iReady all experienced greater growth than students from the same demographic groups who did not have access to the program. Utilizing iReady as a local metric provides consistency and alignment with Common Core State Standards as well as identifying specific areas of need in both math and reading for unduplicated students.

The district explored a number of Common Core State Standard aligned diagnostic tools. However:

"The Curriculum Associates Research team analyzed data from more than one million students who took the iReady Diagnostic during the 2017–2018 school year. In both Reading and Mathematics, students who used iReady Personalized Instruction demonstrated substantial learning gains compared to students who did not, and these gains were positive and statistically significant. This large-scale study provides additional support that i-Ready is a well-researched program that meets the criteria for "evidence-based" as outlined by the Every Student Succeeds Act (ESSA)... Students who are English Learners (EL)... and students with socioeconomic disadvantages (SED) using i-Ready Personalized Instruction all saw statistically significantly greater growth than students from the same subgroups who did not have access to the program during the 2017–2018 school year."

Utilizing iReady as a diagnostic tool, teachers are provided with data to ensure all students receive targeted, excellent first instruction as measured by growth in iReady scores in the areas of math and ELA for unduplicated students. However, because it is expected that all students will benefit, this action is provided on an LEA-wide basis.

The continuation of this action was determined to be effective by progress analysis of 2021-22 iReady data which indicated a decrease in the percentage of unduplicated students two or more grade levels below standard in both math and reading. In 2021-22, 21% of unduplicated students grades 3-8 were two or more grade levels below standard in math compared to the 35% in 2020-21. In addition, 35% of unduplicated students grades 3-8 were two or more grade levels below standard in reading compared to the 42% in 2020-21.

For Goal 2 Action 2, unduplicated students were considered first using the unduplicated student local metric data used for Action 1. Using Thinking Maps teachers will create scaffolding to help high needs students access grade level standards across content areas. Based upon research in neuroscience, David Hyerle developed cognitive maps that align with eight cognitive processes. These Cognitive Thinking Maps also support metacognition.

David Hyerle, the developer of Thinking Maps, states: "There is ample research to support the use of metacognitive strategies in the classroom. Explicit teaching of metacognitive strategies and self-regulation has demonstrated strong positive gains in learning, equivalent to seven extra months of growth over the school year. The biggest gains are seen for students coming from disadvantaged backgrounds. Teaching metacognition doesn't just level the playing field—it actually raises the playing field for all students. One very effective way to teach metacognitive strategies is to use visuals. Using visuals is associated with an effect size of 0.60 on John Hattie's "Barometer of Influence", where an effect of 0.40 equals one year's expected growth. Using metacognitive strategies has an effect size of 0.69. Visuals that are explicitly tied to cognitive processes—a visual "language for learning"—help students access metacognition and maximize these effects. Metacognitive strategies help all students, but they are especially critical for students who are starting from behind. "Good" students typically are the students who are applying metacognition already, either because it comes naturally for them or because experiences in or outside of school have reinforced metacognitive skills. But most students need to have these strategies explicitly taught in school. This is especially true for students with learning differences and students coming from disadvantaged backgrounds."

Based upon the evidence-based research cited above, the district determined Thinking Maps is the most effective use of funds to support our unduplicated students. The 2017-2020 LCAP focused on the implementation of one layer of Thinking Maps. According to a survey in April of 2021, 71.4% of teachers reported they are effective in implementing Thinking Maps most of the time at a basic implementation level. Following that success, commencing with the 2021-22 school year the district expanded the use of Thinking Maps across content areas and specifically as a learning scaffold for unduplicated students. The consistent use of Thinking Maps will contribute toward increased academic growth in unduplicated students, however, because it is expected that all students will benefit, this action is provided on an LEA-wide basis.

The continuation of this action was determined to be effective by progress analysis of 2021-22 iReady data which indicated a decrease in the percentage of unduplicated students two or more grade levels below standard in both math and reading. In 2021-22, 21% of unduplicated students grades 3-8 were two or more grade levels below standard in math compared to the 35% in 2020-21. In addition, 35% of unduplicated students grades 3-8 were two or more grade levels below standard in reading compared to the 42% in 2020-21.

For Goal 2 Action 3, unduplicated students were considered first in that, according to 2021 student survey data 20% of unduplicated students grades 3-8 stated they were not able to clearly describe their feelings. By integrating social emotional strategies, protocols, language and practices, teachers will be able to support student wellness in turn, supporting students' academic success.

For the 2021-22 school year, MBS began the initial implementation of Second Step as an SEL curriculum for grades K-8. Additionally, MBS began the use of SEL surveys using Panorama as a survey platform. Both Second Step and Panorama are aligned to the Collaborative for Academic, Social, Emotional, and Learning (CASEL) competencies. According to research found on the CASEL website, "SEL interventions that address CASEL's five core competencies increased students' academic performance by 11 percentile points, compared to students who did not participate in such SEL programs. Students participating in SEL programs also showed improved classroom behavior, an increased

ability to manage stress and depression, and better attitudes about themselves, others, and school."

Expanding on the 2017-2020 LCAP SEL action, the district implemented a standardized measure and integrated SEL practices throughout the instructional day to support unduplicated students. "Within school contexts, SEL programming incorporates two coordinated sets of educational strategies to enhance school performance and youth development" (Collaborative for Academic, Social, and Emotional Learning, 2005). The first involves instruction in processing, integrating, and selectively applying social and emotional skills in developmentally, contextually, and culturally appropriate ways (Crick & Dodge, 1994; Izard, 2002; Lemerise & Arsenio, 2000). Through systematic instruction, SEL skills may be taught, modeled, practiced, and applied to diverse situations so that students use them as part of their daily repertoire of behaviors (Ladd & Mize, 1983; Weissberg, Caplan, & Sivo, 1989)...Together these components promote personal and environmental resources so that students feel valued, experience greater intrinsic motivation to achieve, and develop a broadly applicable set of social-emotional competencies that mediate better academic performance, health-promoting behavior, and citizenship (Greenberg et al., 2003)." Over time, integrating SEL practices into the instructional day will increase student self rating in the SEL competency of self-efficacy and rates of chronic absenteeism will decrease. For these reasons, the district determined this to be the most effective use of funds to support student well-being and attendance for unduplicated students. However, because it is expected that all students will benefit, this action is provided on an LEA-wide basis.

The continuation of this action was determined to be effective using the metric of chronic absenteeism which decreased in 2020-21. However, due to the initial implementation of Panorama, the new SEL survey platform, baseline data was established in 2021-22. Therefore, the district will monitor the expected outcomes to determine the effectiveness of this action moving forward in supporting improved achievement outcomes for our unduplicated student groups using Panorama data as well as chronic absenteeism rates.

For Goal 2 Action 4, unduplicated students were considered first in that, according to iReady student data for 2020-21, 35% of unduplicated students grades 3-8 were two or more grade levels below standard in math compared to 30% of the general 3-8 student population. In addition, 42% of unduplicated students grades 3-8 were two or more grade levels below standard in reading compared to 26% of the general 3-8 student population. Through professional development in content areas, lesson design, instructional practices and differentiated instruction teachers will be able to support high needs students in providing equal access to grade level standards across all content areas. Professional development will focus on access to rigorous grade level assignments rather than remediation to optimize the use of available resources.

The district researched a number of methods to support the learning needs of our unduplicated students, such as remediation, tutoring, and the use of paraprofessionals and determined that the most effective use of funds to support the learning needs of our unduplicated students would be learning acceleration. "New data from Zearn, a nonprofit organization whose online math platform is used by one in four elementary students nationwide, provides one of the first direct comparisons of these two approaches—and compelling new evidence that school systems should make learning acceleration the foundation of their academic strategies next year and beyond. Findings include: Students who

experienced learning acceleration struggled less and learned more than students who started at the same level without learning acceleration support."

The focus on excellent first instruction and providing equal access to grade level standards across all content areas, also known as learning acceleration, has expanded from the 2017-2020 LCAP to increase teacher capacity to expand integrated, whole child, student centered learning.

The evidence-based practices for learning acceleration targeted toward MBS's unduplicated student population was determined to be the most effective use of funds. This will be measured by increased growth of unduplicated students as shown by iReady data. However, because it is expected that all students will benefit, this action is provided on an LEA-wide basis. The continuation of this action was determined to be effective evidenced by a decrease in the percentage of unduplicated students two or more grade levels below standard in both math and reading, according to 2021-22 iReady diagnostics. Although there was a decrease in the percentage of unduplicated students two or more grade levels below standard in both math and reading, that data still indicates a discrepancy in achievement between non-duplicated and duplicated student groups.

For Goal 2 Action 5, unduplicated students were considered first using 2020-21 academic local metric data. The continuation of this action was determined to be effective by progress analysis of 2021-22 iReady data which indicated a decrease in the percentage of unduplicated students two or more grade levels below standard in both math and reading. In 2021-22, 21% of unduplicated students grades 3-8 were two or more grade levels below standard in math compared to the 35% in 2020-21. In addition, 35% of unduplicated students grades 3-8 were two or more grade levels below standard in reading compared to the 42% in 2020-21.

Through various student-centered learning opportunities beyond core content areas, teachers will provide diverse learning experiences for high needs students to help close the achievement gap. As David Sousa writes, "Studies consistently show the following in schools where arts are integrated into the core curriculum: Students have a greater emotional investment in their classes; students work more diligently and learn from each other; cooperative learning groups turn classrooms into learning communities; parents become more involved; teachers collaborate more; art and music teachers become the center of multi-class projects; learning in all subjects becomes attainable through the arts; curriculum becomes more authentic, hands-on and project-based; assessment is more thoughtful and varied; and teachers' expectations for their students rise." According to Sharon Danks from Green Schoolyards, "Living school grounds are richly layered outdoor environments that strengthen local ecological systems while providing place-based, hands-on learning resources for children and youth of all ages. They are child centered places that foster empathy, exploration, adventure and a wide range of play and social opportunities, while enhancing health and well-being and engaging the community."

Program enrichment has expanded from the 2017-2020 LCAP in response to educational partner input to increase teacher capacity and provide student centered opportunities to educate the whole child. Incorporation of art and an increase of environmental/outdoor learning will

increase student growth for unduplicated students as shown by iReady data and decrease the chronic absenteeism rate. The district determined this was the most effective use of funds as it leveraged local community resources as well as the existing infrastructure. However, because it is expected that all students will benefit, this action is provided on an LEA-wide basis. The continuation of this action was determined to be effective as evidenced by a decrease in chronic absenteeism from 13.7% in 2019-20 to 5.3% in 2020-21 and an increase in unduplicated student achievement according to 2021-22 iReady scores. According to iReady student data for 2020-21, 35% of unduplicated students grades 3-8 were two or more grade levels below standard in math compared to 30% of the general 3-8 student population. In addition, 42% of unduplicated students grades 3-8 were two or more grade levels below standard in reading compared to 26% of the general 3-8 student population.

For Goal 2 Action 7, unduplicated students were considered first in that, according to iReady student data for 2020-21, 35% of unduplicated students grades 3-8 were two or more grade levels below standard in math compared to 30% of the general 3-8 student population. In addition, 42% of unduplicated students grades 3-8 were two or more grade levels below standard in reading compared to 26% of the general 3-8 student population. In the guidance titled, “Addressing Unfinished Learning After COVID-19 School Closures” by The Council of the Great City Schools (2020), six overarching principles for supporting students emerge.

“In planning instruction for the coming school years, districts should (1) stick to grade-level content and instructional rigor, and (2) focus on the depth of instruction, rather than the pace. To provide this grade-level instruction, districts will need to help teachers (3) prioritize content and learning. In order to continue to reflect a districts’ instructional vision and commitment to equity, educators will also need to (4) maintain the inclusion of each and every learner and (5) identify and address gaps in learning through instruction, avoiding the misuse of standardized testing to place kids into high or low ability groups or provide low levels of instructional rigor to lower performing students. Finally, districts should consider (6) focusing on the commonalities that students share in this time of crisis, not just on their differences.”

For these reasons, the district determined that work supporting integrated learning opportunities to be the most effective use of funds to support unduplicated students. However, because it is expected that all students will benefit, this action is provided on an LEA-wide basis. It is expected that through the implementation of integrated learning opportunities, math and English Language Arts scores will increase. As this is a new action, the district will monitor the expected outcomes using iReady, SBAC and ELPAC data to determine the effectiveness of this action moving forward in supporting improved achievement outcomes for our unduplicated student groups.

For Goal 2 Action 8, unduplicated students were considered first in that according to 2020-21 iReady diagnostics, 35% of unduplicated students grades 3-8 were two or more grade levels below standard in math compared to 30% of the general 3-8 student population. Current research from TNTP Learning Acceleration for All guide (June 2021) states “systems should focus on accelerating students back to grade level—not by rushing through the curriculum, but by using proven strategies that help students engage with the most critical work of their grade as quickly as possible.”

Therefore, the district will support teachers in Tier 1 math instruction with continuation of implementation of learning acceleration strategies (TNTP) so that students have access to grade-level assignments that pertain to the major work of the grade. It is expected that all students will benefit, therefore, this action is provided on a LEA-wide basis. As this is a new action, the district will monitor the expected outcomes using iReady and CAASPP data to determine the effectiveness of this action moving forward in supporting improved achievement outcomes for our unduplicated student groups.

For Goal 3 Action 1 unduplicated students were considered first in that survey data from 2020-21 indicated 13% of respondents represented the unduplicated group. In order to increase survey participation among unduplicated students' families, communication tools such as Aeries, social media, and school memos must be accessible and meaningful to those families.

Because it is expected that all students will benefit, this action is provided on a LEA-wide basis. As baseline data was established in 21-22, the district will monitor the expected outcomes to determine the effectiveness of this action moving forward in supporting improved outcomes for our unduplicated student groups.

For Goal 3 Action 3 unduplicated students were considered first in that 48% of unduplicated students rode the bus in 2020-21. Two-thirds of the student population attend the program on Interdistrict Transfer Permits from other school districts. MBS is a single-school district located 4,000 feet in the San Gabriel Mountains. Providing transportation to and from school is essential for students to attend school in Mt Baldy. Transportation provides equitable access to academic and social emotional growth on a daily basis. This is the most effective use of funds in order to maintain student enrollment and daily attendance. However, because it is expected that all students will benefit, this action is provided on a LEA-wide basis. In a survey from June 2020, 22.6% of families indicated they were not able to transport their children to and from school for the 2020-21 school year. When in person instruction began in the Spring of 2020-21, 100% of students who needed bus transportation to attend Mt Baldy School were provided with transportation services. This continued for the 2021-22 school year when 100% of students who needed bus transportation to attend Mt Baldy School were provided with transportation services. The continuation of this action was determined to be effective by attendance data. In 2020-21 the average ADA rate was 82% and only 5.3% of students were chronically absent.

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

The LEA-wide actions described in the section above, coupled with the limited actions described in this section, allow the district to effectively meet and/or exceed its percentage to improve services 6.50% quantitatively. The key actions listed in the previous section supported the unduplicated students through LEA-wide services that were determined to be both effective and principally directed to support improved outcomes for our unduplicated student groups. The action listed below is targeted and specifically designed to improve services to English Learners.

As described in the "Identified Need" section of the Plan Summary, 35% of the unduplicated student group scored two or more grade levels

below, and 50% scored one grade level below on December 2021 iReady math diagnostic assessments.

To address this need, the district will continue with an EL Coordinator position specifically dedicated to supporting our English Learner students to support them in progressing toward ELA and math standards (Goal 2; Action 6). This action is limited to English Learners. The district anticipates the EL Coordinator support will increase implementation of language acquisition strategies by teachers and overall student achievement. The effectiveness of this action will be monitored by English proficiency as measured by ELPAC and English Learner reclassification rate. The continuation of this action was determined to be effective as evidenced by progress on the ELPAC. While no students identified as English Learners were reclassified, progress is still being made.

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

N/A

Staff-to-student ratios by type of school and concentration of unduplicated students	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of classified staff providing direct services to students	N/A	N/A
Staff-to-student ratio of certificated staff providing direct services to students	N/A	N/A

2022-23 Total Planned Expenditures Table

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	\$ 108,850	\$ -	\$ -	\$ -	108,850	\$ 1,960	\$ 106,890

Goal #	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1	Teacher Assignment	All	\$ 460	\$ -	\$ -	\$ -	\$ 460
1	2	Adopted Textbooks	All	\$ 2,080	\$ -	\$ -	\$ -	\$ 2,080
1	3	Enrollment	All	\$ 500	\$ -	\$ -	\$ -	\$ 500
2	1	Targeted Instructional Planning	All	\$ 27,400	\$ -	\$ -	\$ -	\$ 27,400
2	2	Thinking Maps	All	\$ 2,096	\$ -	\$ -	\$ -	\$ 2,096
2	3	Integrated SEL Skills	All	\$ 6,150	\$ -	\$ -	\$ -	\$ 6,150
2	4	Professional Development	All	\$ 1,303	\$ -	\$ -	\$ -	\$ 1,303
2	5	Program Enrichment	All	\$ 1,770	\$ -	\$ -	\$ -	\$ 1,770
2	6	EL Coordinator	English Learners	\$ 368	\$ -	\$ -	\$ -	\$ 368
2	7	Integrated Learning Opportunities	All	\$ 1,777	\$ -	\$ -	\$ -	\$ 1,777
2	8	Tier 1 Math Instruction	All	\$ 1,000	\$ -	\$ -	\$ -	\$ 1,000
3	1	Communication Tools	All	\$ 7,264	\$ -	\$ -	\$ -	\$ 7,264
3	2	Educational Partner Involvement	All	\$ 927	\$ -	\$ -	\$ -	\$ 927
3	3	Transportation	All	\$ 55,755	\$ -	\$ -	\$ -	\$ 55,755

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
\$ 1,087,102	\$ 65,417	6.50%	0.00%	10.42%	\$ 104,883	0.00%	9.65%	Total:	\$ 104,883
								LEA-wide Total:	\$ 104,515
								Limited Total:	\$ 368
								Schoolwide Total:	\$ -

Goal #	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
2	1	Targeted Instructional Planning	Yes	LEA-wide	All	All Schools	\$ 27,400	0.00%
2	2	Thinking Maps	Yes	LEA-wide	All	All Schools	\$ 2,096	0.00%
2	3	Integrated SEL Skills	Yes	LEA-wide	All	All Schools	\$ 6,150	0.00%
2	4	Professional Development	Yes	LEA-wide	All	All Schools	\$ 1,303	0.00%
2	5	Program Enrichment	Yes	LEA-wide	All	All Schools	\$ 1,770	0.00%
2	6	EL Coordinator	Yes	Limited	English Learners	All Schools	\$ 368	0.00%
2	7	Integrated Learning Opportunities	Yes	LEA-wide	All	All Schools	\$ 1,777	0.00%
2	8	Tier 1 Math Instruction	Yes	LEA-wide	All	All Schools	\$ 1,000	0.00%
3	1	Communication Tools	Yes	LEA-wide	All	All Schools	\$ 7,264	0.00%
3	3	Transportation	Yes	LEA-wide	All	All Schools	\$ 55,755	0.00%

2021-22 Annual Update Table

Totals:	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Actual Expenditures (Total Funds)
Totals:	\$ 103,307.00	\$ 83,968.92

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1	Teacher Assignment	No	\$ -	\$ -
1	2	Adopted Textbooks	No	\$ 8,673	
1	3	Enrollment	No	\$ -	\$ -
2	1	Targeted Instructional Planning	Yes	\$ 8,195	\$ 18,067
2	2	Thinking Maps	Yes	\$ 4,190	\$ 1,150
2	3	Integrated SEL Skills	Yes	\$ 11,220	\$ 1,400
2	4	Professional Development	Yes	\$ 4,500	\$ 170
2	5	Program Enrichment	Yes	\$ 1,770	\$ -
2	6	EL Coordinator	Yes	\$ 365	\$ 268
3	1	Communication Tools	No	\$ 9,647	\$ 8,724
3	2	Stakeholder Involvement	No	\$ 1,647	\$ 100
3	3	Transportation	Yes	\$ 53,100	\$ 53,100

2021-22 Contributing Actions Annual Update Table

6. Estimated Actual LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Actual Percentage of Improved Services (%)	Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)
\$ 63,363	\$ 83,340	\$ 75,145	\$ 8,195	0.00%	0.00%	0.00% - No Difference

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
2	1	Targeted Instructional Planning	Yes	\$ 8,195	\$ 18,067.00	0.00%	0.00%
2	2	Thinking Maps	Yes	\$ 4,190	\$ 1,150.00	0.00%	0.00%
2	3	Integrated SEL Skills	Yes	\$ 11,220	\$ 1,400.00	0.00%	0.00%
2	4	Professional Development	Yes	\$ 4,500	\$ 170.00	0.00%	0.00%
2	5	Program Enrichment	Yes	\$ 1,770	\$ 990.00	0.00%	0.00%
2	6	EL Coordinator	Yes	\$ 365	\$ 268.00	0.00%	0.00%
3	3	Transportation	Yes	\$ 53,100	\$ 53,100.00	0.00%	0.00%

2021-22 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
\$ 1,003,207	\$ 63,363	0.00%	6.32%	\$ 75,145	0.00%	7.49%	\$0.00 - No Carryover	0.00% - No Carryover

Instructions

- Plan Summary
- Engaging Educational Partners
- Goals and Actions
- Increased or Improved Services

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

Introduction and Instructions

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

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

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

- Demonstrating that LEAs are increasing or improving services for foster youth, English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (EC Section 52064[b][4-6]).
- Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (EC sections 52064[b][1] and [2]).
- Annually reviewing and updating the LCAP to reflect progress toward the goals (EC Section 52064[b][7]).

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

General Information

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

Reflections: Successes

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

Reflections: Identified Need

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

LCAP Highlights

Identify and briefly summarize the key features of this year’s LCAP.

Comprehensive Support and Improvement

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

Schools Identified:

Identify the schools within the LEA that have been identified for CSI.

Support for Identified Schools:

Describe how the LEA has or will support the identified schools in developing CSI plans that included a school-level needs assessment, evidence-based interventions, and the identification of any resource inequities to be addressed through the implementation of the CSI plan.

Monitoring and Evaluating Effectiveness:

Describe how the LEA will monitor and evaluate the implementation and effectiveness of the CSI plan to support student and school improvement.

Engaging Educational Partners

Purpose

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

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

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

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

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.

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

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%:

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%:

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% 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% 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 action tables are required to be included in the LCAP as 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 K-5), 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”.

Personnel Expense:

This column will be automatically calculated based on information provided in the following columns:

Total Personnel:

Enter the total amount of personnel expenditures utilized to implement this action.

Total Non-personnel:

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

LCFF Funds:

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

- *Note:* For an action to contribute towards meeting the increased or improved services requirement it must include some measure of LCFF funding. The action may also include funding from other sources, however the extent to which an action contributes to meeting the increased or improved services requirement is based on the LCFF funding being used to implement the action.

Other State Funds:

Enter the total amount of Other State Funds utilized to implement this action, if any.

Local Funds:

Enter the total amount of Local Funds utilized to implement this action, if any.

Federal Funds:

Enter the total amount of Federal Funds utilized to implement this action, if any.

Total Funds:

Enter the total amount of Federal Funds utilized to implement this action, if any.

Planned Percentage of Improved Services:

For any action identified as contributing, being provided on a Limited basis to unduplicated students, and that does not have funding associated with the action, enter the planned quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%). A limited action is an action that only serves foster youth, English learners, and/or low-income students.

- As noted in the instructions for the Increased or Improved Services section, when identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

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

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

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

The LEA would divide the estimated actual cost of \$169,500 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Estimated Actual Percentage of Improved Services for the action.

LCFF Carryover Table

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

Calculations in the Action Tables

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

Contributing Actions Table

4. Total Planned Contributing Expenditures (LCFF Funds)

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

5. Total Planned Percentage of Improved Services

- This percentage is the total of the Planned Percentage of Improved Services column

Planned Percentage to Increase or Improve Services for the coming school year (4 divided by 1, plus 5)

- This percentage is calculated by dividing the Total Planned Contributing Expenditures (4) by the Projected LCFF Base Grant (1), converting the quotient to a percentage, and adding it to the Total Planned Percentage of Improved Services (5).

Contributing Actions Annual Update Table

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

6. Estimated Actual LCFF Supplemental and Concentration Grants

- This is the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on of the number and concentration of unduplicated students in the current school year.

4. Total Planned Contributing Expenditures (LCFF Funds)

- This amount is the total of the Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)

7. Total Estimated Actual Expenditures for Contributing Actions

- This amount is the total of the Estimated Actual Expenditures for Contributing Actions (LCFF Funds)

Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)

- This amount is the Total Estimated Actual Expenditures for Contributing Actions (7) subtracted from the Total Planned Contributing Expenditures (4)

5. Total Planned Percentage of Improved Services (%)

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

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

- This amount is the total of the Estimated Actual Percentage of Improved Services column

Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)

- This amount is the Total Planned Percentage of Improved Services (5) subtracted from the Total Estimated Actual Percentage of Improved Services (8)

LCFF Carryover Table

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

- This percentage is the Estimated Actual LCFF Supplemental and/or Concentration Grants (6) divided by the Estimated Actual LCFF Base Grant (9) plus the LCFF Carryover – Percentage from the prior year.

11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)

- This percentage is the Total Estimated Actual Expenditures for Contributing Actions (7) divided by the LCFF Funding (9), then converting the quotient to a percentage and adding the Total Estimated Actual Percentage of Improved Services (8).

12. LCFF Carryover — Dollar Amount LCFF Carryover (Subtract 11 from 10 and multiply by 9)

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

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

13. LCFF Carryover — Percentage (12 divided by 9)

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

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