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
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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.

Almond Acres Charter Academy (AACA) is a kindergarten through eighth grade school serving approximately 487 students located in the northern part of San Luis Obispo County. Students come from seven districts within the surrounding area. The demographics are representative of the entire region.

AACA's mission is Growing Great Kids by integrating service/project based learning with the state academic standards. Moreover, supporting the effort of families to nurture positive and productive citizens is essential to all academic success. AACA does this by identifying and nurturing the unique and valuable intelligences of every child, their disposition to learn, and developing the whole child (heart, mind, body, and soul).

Reflections: Successes

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

Areas of success and/or progress include:

-Ubiquitous adherence to the school's mission and vision - Every child, teacher, administrator, parent, and all support personnel understand and work toward the achievement of the mission and vision of the school to Grow Great Kids by affirming, stretching, and celebrating.

-Moved to a newly constructed facility that is built with a collaborative teaching model in mind. Teachers are encouraged to co-teach content, shared pullout space for small group/individualized instruction, and common spaces are provided for grade span (K-1, 2-3, 4-5, 6-8) collaboration. Additionally, the facility provides both gym and field space for after school sports and activities.

-Hired a new Executive Director. An internal candidate was selected as the new Executive Director. He will be transitioned into the role effective April 1, 2022.

-Implementation of a broad continuum of supports (academic, behavioral, and social emotional) for students through a Multi-tiered System of Support. This has allowed AACA to begin to mitigate learning loss as a result of distance learning.

-Implementation of a range of English Language Arts interventions K-8, including SIPPS, Read Naturally, and small intervention groups.

-Growth in student enrollment from approximately 283 to 310 in 20.21 (8% increase), 310 to 411 in 21.22 (33% increase), and 411 to 487 in 22.23 (18% increase). AACA has increased student enrollment by 72% in 3 years. This is both a success and an area of need. This is a success in that the school program and philosophy have attracted many new students and families.

-Implemented a full inclusion model for Special Education.

-Implemented a master schedule for Middle School

-Piloted an after school program that provided a combination of enrichment and academic improvement opportunities for students.

-Refined the PBIS Matrix, printed signage for all areas of the classroom, instructed all students in behavioral expectations at morning Shared Start assemblies, and completed a Tiered Fidelity Inventory (TFI) to support the identification of additional needs.

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.

Areas of improvement include:

-Growth in student enrollment from approximately 283 to 310 in 20.21 (8% increase), 310 to 411 in 21.22 (33% increase), and 411 to 487 in 22.23 (18% increase).   This is both a success and an area of need. This is an area of need because AACA has determined that many of the systems and protocols need to be refined to be both sustainable and scalable to support the growth in the student population.

-38% of the students are receiving Tier 2/3 academic, behavioral, and/or social emotional interventions which indicates that AACA needs to improve Tier 1 by strengthening first teaching and engagement points.

-Student social emotional health continues to be a prevalent concern across all grades post-pandemic. AACA has experienced an increase in student office referrals and suspensions across the 21.22 school year.

-Staff turnover between the 21.22 and 22.23 school year will be approximately 50% of certificated staff and 20% of classified staff. Though empathy interviews suggest some of the turnover is attributed to planned retirement, relocation, family circumstances, and leaving the profession, it also shows a high level of staff frustration and burnout.

LCAP Highlights

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

The 22-23 updates to the LCAP will continue to emphasize the social emotional well being of staff and students, academic instruction and curriculum, and maintain (and in some cases expand) the Multi-Tiered System of Support in place at AACA. An emphasis will remain on refining systems and protocols to be both sustainable and scaleable in each of these areas.

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.

Almond Acres Charter Academy is not eligible for comprehensive support and improvement.

Support for Identified Schools

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

Almond Acres Charter Academy is not eligible for comprehensive support and improvement.

Monitoring and Evaluating Effectiveness

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

Almond Acres Charter Academy is not eligible for comprehensive support and improvement.

Engaging Educational Partners

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

AACA has a long-established foundational principle of meaningful educational partner engagement. These efforts were refined and improved through the Local Control and Accountability Plan (LCAP) development process. A summary of educational partner engagement and how it informed decisions for the LCAP is outlined below:

Parent partners:
AACA sought out support and guidance for LCAP goals and actions through two Surveys; the LCAP Parent Survey and the California Healthy Kids Survey. Both surveys sought to determine the academic, behavioral and social emotional needs of our students.

The LCAP Parent Survey indicated that post-pandemic students' are still demonstrating high levels of emotional dysregulation. Parents specifically cite high incidence of work avoidance, negative self talk, lashing out both verbally and physically, excessive crying, and high levels of anxiety. Parents also reported low incidence of self harming behavior or suicidal statements, but 25% of the 7th graders who completed the California Healthy Kids survey indicated that they had considered suicide within a month of taking the survey.   This information supported a continued emphasis on the social emotional health of our students. We continued the actions related to individual counseling and skills groups and expanded the action to include Growing Great Parents Meetings and Pathways classes for students in grades 6-8. Growing Great Parents meetings will provide support and strategies for parents to use with their children who are demonstrating high levels of social emotional dysregulation. The Pathways classes will focus on healthy decision making and addressing the stressors of home and school life. Additionally, this information supported the continued development of our Mutli-Tiered System of Support (MTTS) and the MTSS Coordinator to provide oversight, data analysis, and systems improvement. This information informed AACA's decision to implement a MTSS data system that provides universal screening surveys through input from parents, students, and staff so that social emotional interventions can be implemented efficiently and effectively.

Parents also indicated that their children were experiencing academic concerns that included low work completion, lack of clarity around tasks, needing assistance to complete tasks, and lack of effort and engagement around tasks. 86% of the parents reported that they felt their students needed clear consistent routines and procedures in the classroom to support academic success. 60% of parents also

indicated the a positive rewards system would benefit their child's academic success. This information informed AACA's need to refine our Positive Behavior Interventions and Supports system and rewards.

Parents indicated that small group instruction, use of graphic organizers, teacher feedback and school to home communication on academic improvement would support their child's academic growth. This information supported AACA's decision to employee a Program Director and Curriculum Director to provide programmatic oversight, professional development, systematic data analysis to inform instruction, and teacher coaching to improve first teaching experiences.

AACA also engaged parents of unduplicated student by forming a focus group to determine what interventions were supporting their children's academic growth. The focus group feedback indicated that SIPPS, Read Naturally, Small Group Interventions, and STMath were successful. Parents indicated that more school to home communication about when students are receiving academic supports and their progress would give more opportunities for home support. This information supported further implementation of these actions under goal 2. It also supported the need for a single integrated system that will allow parents, teachers and administrators to communicate interventions and progress within the interventions.

Student Partners
Empathy Interviews were conducted with Students to determine their perception of the interventions and supports that are provided for academics, behavior and social emotional needs. Students in K-2 reported that they liked meeting with mentors and adults at Check in/Check out and that these people made sure they had a good day. Students in 6-8 indicated that Pathways Classes helped them with making decisions and planning for their future. Students who received or had been counseled by a staff member on campus expressed that they were learning ways to control their behavior. This information supported the continued actions to provide counseling services to students as well as to continue a Positive Behavior Intervention System. Additionally, it informed the needs of our Tier 2 social emotional interventions.

Faculty and Staff Partners
AACA has engaged the faculty and staff partners throughout the year through, Board facilitated focus groups, Organization Health Meetings, and empathy interviews with the new Executive Direction. The common areas of concern are outlined below:

Social Emotional Health
Faculty and staff have indicated high levels of dysregulation as a result of the stressors related to multiple teaching models (distance, hybrid, full in-seat instruction) throughout the pandemic, moving out of an old facility at the end of 21.22, moving to 2 temporary facilities due to construction delays, moving into a new facility mid-year, a significant increase in enrollment, and struggling with student learning loss. Additionally, the administration has noted a high level of teacher turnover. This informed AACA's decision to continue with a focus on

student and staff social and emotional well-being. AACA will use a portion of the Educator Effectiveness Block Grant to support this goal by providing a 2 day retreat to focus on building relationships, team building, and how to strategically address work stressors.

Systems and Protocols

Faculty and staff have consistently indicated that as a result of our rapid growth in student enrollment many of the systems and protocols in place are not adhered to consistently and this has impacted communication across all educational partner groups. This informed AACA's decision to consolidate, integrate, and expand data systems through the implementation of Panorama.   Panorama will provide a single data source for information about students' social emotional, academic, and behavioral well being. It will allow staff and parents to communicate about students needs and will streamline the process to implement student interventions. This will improve communication and improved systems and protocols providing all educational partners clarity around how we are providing interventions

Learning Loss

Faculty and staff have expressed that learning loss takes many forms within the classroom. This informed AACA's intervention decisions and we have broaden our scope of interventions through LCAP to encompass reading, phonics, and writing interventions as well as math interventions.

AACA School Board

Board members expressed that as part of the change in Leadership and staff a refocus on rebuilding the AACA positive inclusive culture. This can be accomplished with events focused on building culture. This will influence a positive social emotion disposition of all staff and families. This informed AACA's decision to continue with a focus on student and staff social and emotional well-being. AACA will use a portion of the Educator Effectiveness Block Grant to support this goal by providing a 2 day retreat to focus on building relationships, team building, and how to strategically address work stressors.

In addition, Board members expressed that student academic proficiency needs to be a focus. This informed AACA's intervention decisions and we have broaden our scope of interventions through LCAP to encompass reading, phonics, and writing interventions as well as math interventions.

Lastly, Board members indicated that the administrative team needs to focus on operational efficiencies. This would be an opportunity for the Board members to support the administrative team because many of the Board members utilize tools and practices in their professional life that can be implemented to support workflow processes and improve communication across educational partners.

A summary of the feedback provided by specific educational partners.

The main points from the educational partners feedback are as follows:

-Continue to focus on the social emotional wellbeing of students and staff

-Focus on academic interventions that will support learning loss

-Refine systems and protocols to be sustainable and scaleable

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

AACA has always valued the input of our educational partners. As indicated AACA utilized the survey data, empathy interview data, and focus group data to inform specific actions in the LCAP. For example educational partner feedback informed the implementation of a data system (Panorama), the continuation of counseling and SEL focused interventions, the academic interventions to support learning loss (Read Naturally, SIPPS, Orton-Gillingham Phonics, and STMath), the strategic personal to provide oversight and implementation of all systems and interventions.

Goals and Actions

Goal

Goal #	Description
Goal 1	Improve the social emotional wellbeing of all students by maintaining the existing Multi-Tiered System of Support and implementing a Multi-Tiered System of Support for staff. (AACA Focus: Heart) (State Priorities 5 - Pupil Engagement, 6 - School Climate, 8 - Other Pupil Outcomes)

An explanation of why the LEA has developed this goal.

AACA worked diligently on developing and implementing tiers of support for social emotional learning during the 19.20 school year. School discipline data demonstrated success with the implementation. When the pandemic required AACA to move to virtual instruction, and subsequent hybrid instruction, students and staff showed signs of stress and dysregulation. When planning to return to a more typical school schedule, it became clear both groups require support to return to a more healthy social emotional state.

Measuring and Reporting Results

Metric #	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023-24
Decrease monthly suspensions by 50% when compared to 19-20 levels	For the 19-20 school year, the monthly average for student suspension days was 1.3.	The monthly average for student suspension days was 3.	[Intentionally Blank]	[Intentionally Blank]	Annual suspension rates will fall to less than 3 per year based on assertive discipline records.
Decrease office discipline referrals by 50% when compared to 19-20 levels.	For the 19-20 school year, the monthly average for office discipline referrals was 12.	The monthly average for office discipline referrals was 12.	[Intentionally Blank]	[Intentionally Blank]	Office discipline referrals will fall to less than 6 per month as measured by assertive discipline records. This will indicate a strong tiered system of support for behavior and social emotional needs.

80% of staff participate in social emotional activities provided by the school.	The school provides verbal praise and celebrations for staff successes. On select occasions (Organizational Health meetings, return from summer break, etc), food is provided to thank the staff as a whole for the work being completed	60% of teachers are attending the Rotunda Roundup, a brief update and social event each Thursday. This is not an optional event, but 40% of teachers are often attending after school required meetings or are part of the after school program or athletics. 86% of our staff are attending Organizational Health Meetings (all staff meetings) each month. This is primarily because these meetings are protected so staff has no other meeting or work responsibilities that conflict.	[Intentionally Blank]	[Intentionally Blank]	Monthly social emotional wellness offerings will be a systematic approach to support staff as they emerge from the pandemic cycle of fatigue and stress.

Actions

Action #	Title	Description	Total Funds Contributing

Action #	Title	Description	Total Funds	Contributing
Action #1	Multi-Tiered System of Support (MTSS) Coordinator	Implement and employ an MTSS Coordinator to implement and further develop the Multi-Tiered System of Support.	$96,373.63	Yes
Action #2	Professional Development	Provide professional development on social skills instruction for 2nd and 3rd tier instruction	$0.00	No
Action #3	Staff SEL	Develop and implement an MTSS continuum for staff social emotional well being	$0.00	No
Action #4	Goal	Develop a school-wide social emotional learning goal to be monitored by site staff	$0.00	No

Action #	Title	Description	Total Funds	Contributing
Action #5	Counseling/Skills Instruction	Utilize school psychologist, therapist, and/or counselor to implement social skills groups, individual counseling, Growing Great Parents meetings, and Pathways classes for students. Cost calculated for one and a half days per week for each, the psychologist and counselor.	$64,513.92	No
Action #6	Positive Behavior Interventions and Supports	Continue and expand PBIS school-wide behavior expectation matrix with a reinforcement system and clear instructional plan	$3,000.00	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.

AACA fully implemented actions 1-8 during the 21.22 school year. When AACA analyzed the MTSS implementation and tracking needs, it was determined that both a data tracking system and universal screening tool was needed. Multiple tools were investigated and Panorama was identified as a single system that will provide not only a data tracking system, but a universal screening component. Panorama will integrate data from report card grades, high stakes testing, screening surveys, discipline data to provide a holistic view of every child's academic, behavior, and social emotional needs.   It will also provide a single point of data collection that fully integrates with our student information system (SIS). Therefore, through the implementation of Panorama AACA has expanded the scope of Action 9 and has also met Goal 3, Action 3 to maintain a school-wide data tracking tool for student interventions and supports. In addition, Panorama will provide data storage during the agreement, therefore it will also meet the needs of Goal 3, Action 6, Implement OTUS Data Warehouse System.

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.

AACA shows no material difference between budgeted expenditures and the estimated actual expenditures.

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

AACA has been working on reducing suspension rates for two LCAP cycles and we have realized amazing reductions in suspensions and office referrals through the 19.20 school year. AACA's baseline data is the pre-COVID baseline because they want to get back to the Pre-pandemic suspension rate. AACA has experienced an increase in suspensions as a result of student externalizing behaviors due to the social, emotional, and academic impact of the pandemic. Additionally, AACA transitioned students from 2 temporary facilities and increased our baseline enrollment from 270 students to 411 students.

AACA has been focused on reducing office referrals for two LCAP cycles and, similar to suspensions, has had great success. This year, we have experienced an overall increase in office referrals, but when looking at the data on a micro level, AACA has determined that office referrals are driven by 2% of the student population (8 students) who have demonstrated high behavioral needs. AACA is working within the Multi-Tiered System of Support to provide more social and emotional support for those students. Additionally, because 50% of the identified students also have IEPs (Individualized Educational Plans) General Education is partnering with Support Services to layer on additional supports to modify behavior.

Though the data does not show movement toward the desired outcomes for 23-24, AACA attributes this to the increase in student enrollment, but through the goals and actions, the necessary foundations have been established to see progress toward meeting this goal.

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.

AACA does not plan to make any substantive changes to the overall goal, metrics, or desired outcome but will eliminate action 9, the implementation of a universal screening tool. As noted in the differences in planned actions, AACA has elected to implement Panorama which expands and completes Action 9 and also meets the needs of Goal 3, Action 3 and 6.

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	AACA will improve the academic performance across all subgroups by increasing focus on teacher clarity of standards and use of clear instructional objectives. (Priority 1, Priority 2, Priority 4, Priority 7)

An explanation of why the LEA has developed this goal.

When examining data from the last California dashboard (data from 18-19 school year), trimester benchmark assessments, and interim assessment blocks, academic achievement continues to be a need across all subgroups. In particular, English Language Learners, Students with Disabilities, and Low Income students are lower performing than other groups.

Measuring and Reporting Results

Metric #	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023-24
100% of teachers will have specific instructional objectives posted and will refer to them explicitly during lessons.	Based on classroom walkthroughs, 20% of teachers are currently posting objectives and making them explicit during instruction.	76% of teachers are currently posting objectives and making them explicit during instruction.	[Intentionally Blank]	[Intentionally Blank]	When looking at individual subgroups, student academic performance in the areas of English Language Arts and Math.

Unduplicated student subgroups (English Language Learners, Low Income and Homeless/Foster youth) will increase their academic performance in ELA and Math by two levels when compared to the California Dashboard in 2019	English Language Learners did not have a level on the dashboard due to the small number of students in the subgroup in 2018-2019	SBAC Data for this measure will be available in August 2022. Additionally, ELPAC Summative data will be available in June/July 2022.	[Intentionally Blank]	[Intentionally Blank]	English Learners will perform on par with other subgroups on assessment measures as well as on the dashboard should the group grow to a the level where they are considered a significant subgroup.

Actions

Action #	Title	Description	Total Funds	Contributing
Action #1	Intervention Teacher	Employ an intervention teacher to address the needs of unduplicated students	$76,914.00	Yes
Action #2	Early Release Days	Provide ongoing training during early release days and time for grade levels to refine SPBL units and instruction (Embedded in Goal 3, Action 1)	$0.00	No

Action #	Title	Description	Total Funds	Contributing
Action #3	English Language Development	Provide additional professional development for ELD curriculum and ongoing embedded objectives (Embedded in Goal 3, Action 1)	$0.00	No
Action #4	Goal	Develop a school-wide academic achievement goal to be monitored by site staff (Embedded in Goal 3, Action 1)	$0.00	No
Action #5	Reading Intervention	Continue to implement Read Naturally and SIPPS reading intervention programs for unduplicated students and students with disabilities.	$1,150.00	Yes
Action #6	Step up to Writing	Implement cross-curricular integration of Step Up to Writing visual supports school-wide to support English Language Learners and Students with Disabilities.	$0.00	Yes
Action #7	ST Math	Continue to implement ST Math for unduplicated students school-wide.	$4,200.00	Yes
Action #8	Orton-Gillingham	Implement Orton-Gillingham Phonics intervention for unduplicated students in K-2.	$6,070.00	Yes

Action #	Title	Description	Total Funds	Contributing
Action #9	Teacher Clarity	Teachers will post and state a clear instructional objective during instruction. (Embedded in Goal 3, Action 1)	$0.00	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.

AACA fully implemented all actions except Action 6, Implement Step up to Writing for students receiving English Language Development services and Students with Disabilities. Step up to Writing has been fully implemented in grades K-8 across all student groups. This goal was to provide targeted small group instruction to our English Learners and Students with Disabilities. This is happening in select classrooms and initial implementation plans have been determined across grade bands. The implementation of this action will be in the forefront of tiered instructional plans for 22.23.

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.

AACA shows no material difference between budgeted expenditures and the estimated actual expenditures.

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

The 2 most impactful actions under goal 2 are the employment of a Bilingual Intervention Teacher and the employment of Instructional Assistants to provide support in the classrooms. By employing a Bilingual Intervention Teacher, AACA has provided consistent bilingual support to our unduplicated populations. The teacher has provided outreach and support to bilingual families, translation support, and intervention supports across all grades. This has contributed to improved performance of unduplicated students on reading assessments and other classroom assessments. To further improve the outcome of English Language students, AACA provided additional training on

instructional practices as they apply to ELD instruction. This has created motivation and success within the Designated ELD curriculum as measured on curriculum focused assessments. Our instructional assistants have fully implemented the interventions identified in Actions 5, 7, and 8 (SIPPS, Step up to Writing, and STMath). They provide additional instructional support for English Learners, socioeconomically disadvantaged and homeless/foster youth in all of these interventions. AACA is seeing improvements in learning loss in the areas of reading, writing, and math as measured on trimester benchmark assessments.

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.

AACA does not plan to make changes to the planned goal or actions, but upon review of the metrics and desired outcomes it has determined a change is needed to metric 2. AACA has a smaller unduplicated student population and as a result outliers in the data are more prevalent. In applying the metric as defined above, it was determined that AACA needs to change metrics when looking at growth. As defined, AACA would look at student achievement across years. Growth would be if a student moved 2 levels when compared to the 2019 Dashboard Data. When looking at student data, some students do not have the range to grow 2 levels, so the metric does not account for their growth. Therefore, for 22.23, AACA will change this metric to 50% of unduplicated students will be meeting/exceeding standards or making growth in ELA and Math. This metric accounts for all levels of growth across the unduplicated population.

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	AACA will utilize data analysis to inform instructional practices to evaluate effectiveness of Tier 1 instruction and to determine appropriate student interventions. (Priority 1, Priority 2, and Priority 4)

An explanation of why the LEA has developed this goal.

Across the COVID-19 pandemic and associated instructional models, data analysis was challenging due to inconsistent student data. Instructional decisions need to be based on data analysis and this needs to be systematic with the school.

Measuring and Reporting Results

Metric #	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023-24
A data analysis process will be utilized at a minimum of two times per month by all faculty as documented on the PLC calendar.	Administration engages in data analysis weekly and faculty engages in data analysis trimesterly.	Administration has completed data analysis weekly to provide implementation of MTSS Tier 2/3 Interventions. The faculty engaged in data analysis each trimester to inform instructional groupings.	[Intentionally Blank]	[Intentionally Blank]	An efficient and systematic data analysis process that leads to targeted instruction will be in place across all grade levels. Students increased academic achievement data will demonstrate targeted instruction.

| Data-based instructional action plans will be submitted by faculty to administration two times per month. | Each trimester, faculty submit intervention plans for instruction based on trimester benchmark data. | Each trimester, faculty completed instructional groupings based on trimester benchmark data. The MTSS Coordinator and Curriculum Director facilitated the development of intervention plans and coordinated instruction based on trimester benchmark data, as well as additional data. | [Intentionally Blank] | [Intentionally Blank] | An efficient and systematic data analysis process that leads to targeted interventions will be in place across all grade levels. |

Actions

Action #	Title	Description	Total Funds	Contributing
Action #1	Program Director & Curriculum Director	Implement and employ a Program Director and Curriculum Director to oversee the implementation of best first teaching and intervention practices.	$173,835.65	Yes
Action #2	Data Review	Implement and adhere to a monthly schedule of data review to inform systematic decision making in all areas. (Embedded in Goal 3, Action 1)	$0.00	No

Action #	Title	Description	Total Funds	Contributing
Action #3	Data Tracking	Maintain a school-wide data tracking tool for student academic interventions and supports. (Embedded in Goal 3, Action 1)	$15,375.00	No
Action #4	Goal	Develop a school-wide data analysis goal to be monitored by staff (Embedded in Goal 3, Action 1)	$0.00	No
Action #5	Conferring Notebook	Purchase, train staff, and consistently use the Conferring Notebook to track student achievement in reading.	$880.00	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.

AACA fully implemented all planned actions but due to substantive changes to the Professional Development Calendar as a result of being in two temporary facilities during the completion of construction, the focus of the data analysis and intervention planning was completed by the MTSS Coordinator and the Curriculum Director. This eased the burden of work on the teachers who were experiencing high social emotional needs as a result of being in the temporary facilities for four months.

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.

AACA shows no material difference between budgeted expenditures and the estimated actual expenditures.

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

Actions 1-6 were effective in providing the ability of the Curriculum Director, MTSS Coordinator, and faculty to analyze student data to inform interventions as well as structures to support Tier 1 instruction for all students. To improve the effectiveness of the actions, in 22.23, AACA will revise to actions and also continue to rollout a structured data analysis process with faculty.

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.

AACA does not plan to make changes to the planned goal or desired outcomes, but plans to modify the metrics and planned actions.   In the description of Goal 1, Action 9 it is explained that through the implementation of Panorama AACA will meet the needs of Goal 1, Action 9 and Goal 3, Actions 3 and 6, the implementation of a data tracking system and the implementation of a data warehouse system. Therefore, AACA will modify Action 3 to be continue the training and use of Panorama to identify, provide, and implement MTSS tier 2/3 interventions for academic, behavioral and social emotional needs.

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

Goal

Goal #	Description
Goal 4	AACA will expand cultural diversity across the scope of the school community.

An explanation of why the LEA has developed this goal.

AACA is moving to a different location and would like to work towards matching the demographics of the new community and celebrating that cultural diversity.

Measuring and Reporting Results

Metric #	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023-24

Enrollment demographics will align with the demographic breakdown of the school district in which AACA resides.	Current AACA demographic breakdown is as follows: Hispanic or Latino: 24.84% White: 69.35% American Indian: 0.65% Multi-ethnic/Non Hispanic: 5.16% English Learners: 5.48% Current Paso Robles Joint Unified School District demographic breakdown is as follows: (as found on publicschoolsreview com) Hispanic or Latino: 54% White: 23% Black: 5% American Indian: 1% Asian: 12% Hawaiian: 1% Multi-ethnic/Non Hispanic: 4%	American Indian=1.25% Black/African American=.25% Chinese=.75% Filipino=.25% Hmong=.25% Korean=.25% Other Asian =.50% Parent Left Blank=1.50% White= 64.91% Hispanic=30.08%	[Intentionally Blank]	[Intentionally Blank]	By the end of the 23.24 school year. AACA will have a population submitting requests for enrollment that aligns with the surrounding neighborhood demographic.

The new AACA facility will be utilized by culturally diverse community groups for a minimum of 2 events per year.	The current AACA facility is not under the jurisdiction of AACA and can not be offered for community group use.	Due to continued COVID-19 restrictions, AACA has not been able to provide community use of the new facility.	[Intentionally Blank]	[Intentionally Blank]	AACA will be known as an option for culturally diverse groups to use a an event venue.
80% of service/project based learning (S/PBL) units will have cultural awareness component.	Currently the S/PBL units do not have cultural awareness components that align to the demographics of the local community.	All Social Studies based SPBL units have a cultural awareness component.	[Intentionally Blank]	[Intentionally Blank]	S/PBL units will reflect cultural awareness in alignment with the demographic breakdown of the student community of Paso Robles.

Actions

Action #	Title	Description	Total Funds	Contributing
Action #1	Student Demographics	Use community outreach to encourage culturally diverse enrollment reflective of the Paso Robles Joint Unified School District's demographic makeup.	$0.00	No

Action #	Title	Description	Total Funds	Contributing
Action #2	Community Engagement	Implement options for culturally diverse groups to be involved with AACA (ex: guest speakers, elective offerings, facility use for community groups, etc.	$0.00	No
Action #3	SPBL Cultural Elements	Examine S/PBL units for opportunities to incorporate multicultural perspectives within the units. (Embedded in Goal 3, Action 1)	$0.00	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.

AACA completed Action 1 without any substantive differences. For Action 2, due to continued COVID-19 restrictions, AACA was not able to move forward with community use of the new facility. In Action 3, teachers implemented cultural and community connections for units that had a Social Studies foundation. Then, for Action 4, it was determined that the Administrative Team would implement the common goal around developing Cultural Diversity in conjunction with supporting the Marketing Team.

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.

No material differences between Budgeted Expenditures and Estimated Actual Expenditures.

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

AACA has engaged Charter Capitol to support the Marketing Committee in community enrollment outreach both in English and Spanish. AACA hosted a Spanish Only Enrollment Night and posted community enrollment signs in both English and Spanish.

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.

AACA does not have any planned changes to the goal, metrics, or desired outcomes. After reviewing school-wide SBPL units, it was determined that many units have cultural connections through literature circle books and a foundation in Social Studies content, but some units do not lend themselves to direct cultural connections. Therefore, AACA will modify Action 3 to include cultural connection in SPBL units with a foundation Social Studies and where possible to include culturally sensitive guest speakers.   Additionally, Action 4, school wide goal for cultural diversity will be removed as an LCAP action but will remain a focus of the Administrative Staff only.

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)
$5,331,039.00	$0.00	$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
5.85%	0%	$0.00	5.85%

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.

Goal 1
Action 1
MTSS Coordinator - Implement and employ an MTSS Coordinator to implement and further develop the Multi-Tiered System of Support.

Through both educational partner engagement with parents, staff, and teachers and a review of office referral and suspension data AACA determined that students are demonstrating high levels of Social and Emotional, Behavior and Academic need. This can be attributed to the isolation, lack of routines, and variability of learning through the distance learning and hybrid learning models. Though all students are experiencing this need, the need is exaggerated for English Language Learners, Homeless and Foster Youth and Low Income students as a result of additional systemic issues such as lack of home support, low engagement, and issues with connectivity as a result of our rural area. To address these needs AACA will employ an MTSS Coordinator to implement and further develop the Multi-Tiered System of Support. This position provides direct oversight and evaluation of the systems of support for all social emotional, behavioral, and academic interventions. The coordinator analyzes student data and determines that students receive the appropriate interventions. Additionally, the coordinator provides the resources to support instruction for academic, social emotional and behavioral interventions in all tiers. As a result of providing this support

directed toward meeting the needs of English Learners, Low Income, and Foster Youth, more students will feel connected to school, suspension rates will decrease and reading and math scores will improve. The coordinator supports implementation of academic, social and emotional and behavior supports in all three tiers. The supports are designed to meet the needs most associated with the stresses and experiences of low-income, foster, and English learners. However, because we expect that all students will benefit, the action provided is on an LEA wide basis. Research states, SEL instruction increases a student's "ability to increase their ability to integrate thinking, emotions, and behavior in ways that lead to positive school outcomes." Jones, Stephanie M., and Emily J. Doolittle. "Social and Emotional Learning: Introducing the Issue." The Future of Children, vol. 27, no. 1, 2017, pp. 3–11. JSTOR, www.jstor.org/stable/44219018. Accessed 20 May 2021. AACA considered continuing with the current job assignment model with multiple individuals addressing this responsibility but determined it was less efficient and therefore less effective for students. By consolidating the roles into one oversight position provides both continuity and fidelity to the interventions and therefore is more effective for students. AACA expects that educational partners will report improvement in academics and engagement in school. In addition, suspension rates will decrease by 50%.

Goal 2
Action 1
Intervention Teacher-Employ an intervention teacher to address the needs of unduplicated students

Through feedback from the teachers and administration, broad learning loss has been observed in some of our most needy populations, in particular English Language Learners, Low Income students, and students with disabilities. Throughout distance learning and hybrid learning these populations struggled with low engagement and participation in comparison to the broader school body. To address these needs, AACA will implement and employ an intervention teacher to address the needs of unduplicated students.This position will provide direct, targeted small group instruction that will benefit unduplicated students by providing systematic program implementation and progress monitoring. As a result of providing this support directed toward meeting the needs of English Learners, Low Income and Foster Youth, more students will be receiving target small group instruction; therefore, academic test scores will improve. The Intervention Teacher will use academic data and work in conjunction with the MTSS Coordinator to ensure that the identified students are receiving Tier 2 and Tier 3 academic interventions. The interventions are designed to meet the learning loss observed in the English Learners, Low Income, and Homeless/Foster Youth. However, because we expect that all students will benefit, the action provided is on an LEA wide basis. John Hattie's research proves that response to intervention has a high effect size on student achievement. This relates to closely monitored direct intervention utilizing research based techniques or programs. Historically, AACA has relied on Special Education staff to implement the majority of intervention programming. This practice has not proven to increase student achievement rates and a more comprehensive approach from the general education staff is necessary. The school is moving from having only Tier 1 and Tier 3 supports available to having a more complete Multi-Tiered System of Support available for unduplicated students. AACA expects that educational partners will report improvement in academics and engagement in school. In addition, AACA expects to see an improvement in ELPAC Summative Scores and other academic measures.

Action 5

Reading Intervention - Continue to implement Read Naturally SIPPS reading intervention programs for unduplicated students and students with disabilities.

Our unduplicated students are demonstrating low performance on standardized tests. Educational Partner feedback shows that a focus on strong academic instruction is needed to address the learning loss experienced by English Learners, Low Income and Homeless/Foster Youth. AACA has determined that a supplement to their core reading instruction will provide the additional instructional support that will improve overall reading ability and also improve performance on standardized tests. To address these needs, AACA will purchase and implement Read Naturally and SIPPS reading intervention for unduplicated students. As a result of providing this support directed toward meeting the needs of English Learners, Low Income, and Homeless/Foster Youth, student reading scores will improve. The interventions are designed to meet the needs associated with the stresses and experiences of English Learners, Low Income, and Homeless/Foster Youth. However, because AACA expects that all students will benefit, the action provided is on an LEA wide basis. Research supports the importance of reading fluency as a key component of reading comprehension. It improves decoding accuracy, automatic processing, and prosodic reading. (http://www.ascd.org/publications/educationalleadership/mar04/vol61/num06/Creating-FluentReaders.aspx) Read Naturally builds fluency in a systematic and sequential way, allowing students to demonstrate overall improvement in their reading achievement. The district considered a phonics based approach to reading intervention. However, the team felt a more comprehensive approach was needed so fluency and comprehension supports were also necessary. Read Naturally was selected because it contains both of these components. AACA expects that educational partners will report improvement in both school wide reading assessments as well as on standardized assessments.

Action 6
Step up to Writing - Implement cross-curricular integration of Step Up to Writing visual supports school-wide to support English Learners and Students with Disabilities.

Through feedback from Teachers and Administration, it has been noted that English Learners and students with disabilities have a discrepancy in writing skills in cross curricular subjects when compared to their grade level peers. AACA has determined the cross-curricular integration of Step up to Writing's visual supports school-wide will support English Learners and students with disabilities. By providing cross curricular integration of Step up to Writing's visual supports English Learners and students with disabilities will be provided consistent and systematic support for writing. As a result of the cross curricular integration of Step up to writing's visual supports in the general education classrooms English Learners and students with disabilities will receive additional support with writing. The support provided is designed to meet the needs of our English Learners and students with disabilities because it provides the consistent use of a multi-modal organizational system for writing. However, because AACA expects that all students will benefit, the action provided is on an LEA wide basis. Research states that students benefit from a multimodal approach, concrete strategies to clarify abstract content, and a focus on academic language development (www.voyagersporis.com) AACA considered using other visual supports from its various adoptions but determined consistency would be a stronger model for English Learners and students with disabilities. AACA expects that educational partners will report improvement in school-wide writing benchmark assessments.

Action 7

STMath - Continue to implement STMath for unduplicated students school-wide.

AACA's unduplicated students are demonstrating low performance on math benchmarks and standardized tests; therefore, it was determined that they need a supplement to their core math instruction. To address this need, AACA will purchase and Implement ST Math for unduplicated students. STMath provides standards aligned math content along side the adopted curriculum to support and remediate student acquisition of grade level content. It is designed to support student acquisition of mathematic concepts using visual spatial strategies and purposely presents information without a focus on the use of language. This design allows an alternate method to provide students access to grade level content without the added burden of the language and reading demands that may impact English Learners, Low Income, and Homeless/Foster Youth. The data suggests that in addition to struggling with math our unduplicated populations are struggling with reading as well, so this support meets the needs of our English Learners, Low Income, and Homeless/Foster Youth because it is not language focused and rather focuses on visual spatial techniques to improve student acquisition of mathematical concepts. As a result of providing this support directed toward meeting the needs of English Learners, Low Income, and Homeless/Foster Youth, more students will have improved understanding of core math concepts. However, because AACA expects that all students will benefit, the action provided is on an LEA wide basis. ST Math has demonstrated marked improvement on high stakes testing when students complete 50% of their grade level content prepared in ST Math (www.stmath.com). The district has considered and implemented Khan Academy and Prodigy and it was determined that these programs have not resulted in improved outcomes on CAASPP and other standards based assessments. ST Math was chosen to serve the students' needs based on the following criteria: it is technologically based, it is not text driven, it has a strong visual component, and it fits with the school's instructional model. AACA expects that educational partners will report improvement in both math benchmark assessments as well as on math standardized assessments

Action 10

Orton - Gillingham - Implement Orton-Gillingham Phonics intervention for unduplicated students in K-2.

AACA's unduplicated students in K-2 are demonstrating low performance on both reading and phonics benchmark assessments. Educational Partner feedback shows that academic instruction in the area of phonics is needed to address the reading performance of English Learners, Low Income, and Homeless/Foster Youth. AACA has determined that a supplement to their core reading instruction will provide the additional instructional support that will improve overall reading ability and also improve performance on benchmark assessments for phonics. To address these needs, AACA will purchase the Orton-Gillingham training and materials for 3 teachers and implement the program for unduplicated students in K-2. Orton Gillingham utilizes a direct, explicit, multisensory, structured, sequential, diagnostic, and prescriptive way to teach literacy. This systematic approach will provide additional support to all struggling readers in K-2, but will specifically address the language acquisition needs of our English Learners, Low Income, and Homeless/Foster Youth Learners. As a result of providing this support directed

toward meeting the needs of English Learners, Low Income, and Homeless/Foster Youth, student reading and phonics scores will improve. This program is designed to meet the needs associated with the stresses and experiences of English Learners, Low Income, and Homeless/Foster Youth. However, because AACA expects that all students in K-2 will benefit, the action is provided on a limited basis to grades K-2. Research:
AACA considered the implementation of SIPPS across K-2 students but determined that the multisensory approach utilized in the Orton-Gillingham approach would be more developmentally appropriate for these students. AACA expects its educational partners to report improvement in student performance on K-2 reading and phonics benchmark assessments.

Goal 3
Action 1
Program Director and Curriculum Director - Implement and employ a Program Director and Curriculum Director to oversee the implementation of best first teaching and intervention practices.

The Administration has reported that additional oversight is required to support best first teaching practices for unduplicated students. AACA has determined that additional programmatic oversight is needed to ensure teachers in all grade levels are developing intervention plans, bolstering instructional techniques, and are utilizing systematic data analysis to inform next teaching steps. To address these needs, AACA will employ both Program Director (.5 FTE) and Curriculum Director (1 FTE) to provide direct oversight and evaluation of faculty while providing the necessary coaching for best first teaching practices. Systematic oversight and coaching will provide support for teachers in best teaching practices for English Learners, Low Income and Foster Youth. As a result of providing this oversight, Tier 1 instruction will improve and teachers will be employing consistent approaches and interventions to support English Learners, Low Income and Homeless and Foster Youth. Therefore, unduplicated students will experience improved instruction and assessment outcomes. John Hattie's research proves that teacher efficacy has a high effect size on student achievement. This relates to direct one on one conferring between teachers and coaches. AACA considered isolated training and support for teachers, but because approximately 50% of the teachers for 22.23 will be either intern teachers (working on their credential requirements) or teachers in either their 1st or second year of Teacher Induction, focused feedback and coaching will provide the needed training for teachers who will support unduplicated students in every grade. Though this oversight is structured to ensure that teachers who will support unduplicated students receive appropriate coaching and support and will primarily be directed toward the needs of the unduplicated students because AACA expects that all students will benefit, the action provided is on an LEA wide basis.AACA expects that educational partners will report improvement in school wide benchmark assessments and standardized assessments.

Goal 3
Action 3
Panorama - Implement Panorama a school-wide data tracking tool for student social emotional, academic, and behavioral interventions and supports.

Through our educational partner engagement with parents, faculty, staff and administration we determined that students are demonstrating high levels of Social and Emotional, Behavior and Academic need. This can be attributed to the isolation, lack of routines, and variability of learning through the distance learning and hybrid learning models. Though all students are experiencing this need, the need is exaggerated for English Language Learners, Homeless and Foster youth and Low Income students as a result of additional systemic issues such as lack of home support, low engagement. Additionally, AACA has determined that in order to provide timely, consistent and effective interventions to improve the SEL, Academic and behavioral outcomes for these students an integrated holistic view of the student is needed. To address these needs AACA will implement Panorama a data tracking tool. The Panorama system will integrate parent, student, and teacher surveys with assertive discipline data, report card data, and state assessment data to provide a complete picture of the students' academic, social emotional and behavioral needs. As a result of providing this support directed toward meeting the needs of English Learners, Low Income, and Homeless/Foster Youth, our students most at risk will be provided with early intervention to support academic, behavioral and social emotional growth. This program is designed to meet the needs associated with the stresses and experiences of low-income, foster, and English learners. However, because we expect that all students in will benefit, the action is provided on a LEA wide basis. The successful development and delivery of MTSS is the result of collaboration and consensus among educators across grade levels, content areas, and educational specialty (e.g., special educator, interventionist, counselor, English language development teacher). With proper structures and resources in place, a multilayered support system for diverse learners, including ELs, holds promise for improving learning outcomes and reducing special education misplacements and disproportionality (Hoover et al., 2016). AACA considered using Illuminate Fastbridge Universal Screener but Panorama presented a more holistic approach that aligns with the AACA Philosophy to affirm, stretch and celebrate the whole child (heart, mind, body, and soul). AACA expects that educational partners will report improvement in student academic achievement, behavior, and social emotional well being when comparing data in Panorama from beginning of 22.23 to the end of 22.23.

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

The addition of instructional assistants, an MTSS Coordinator, an Intervention teacher, a Program Director and Curriculum Director constitutes approximately 30% of our staffing dedicated to supporting the needs of unduplicated students. Additionally, the additional programing through our MTSS program and the systematic interventions through SIPPS, Read Naturally, STMath, Step up to Writing, and Orton-Gillingham will provide unduplicated students with the academic supports they need to make growth.

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.

AACA does not receive additional concentration funding

Staff-to-student ratios by type of school and concentration of unduplicated students	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of classified staff providing direct services to students	26:1	
Staff-to-student ratio of certificated staff providing direct services to students	19:1	

2022-23 Total Planned Expenditures Table

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-Personnel
Totals	$441,612.20	$0.00	$700.00	$0.00	$442,312.20	$414,137.20	$28,175.00

Goal #	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1	Multi-Tiered System of Support (MTSS) Coordinator		$96,373.63	$0.00	$0.00	$0.00	$96,373.63
1	2	Professional Development	All Students	$0.00	$0.00	$0.00	$0.00	$0.00
1	3	Staff SEL	Staff	$0.00	$0.00	$0.00	$0.00	$0.00
1	4	Goal	All Students	$0.00	$0.00	$0.00	$0.00	$0.00
1	5	Counseling/Skills Instruction	All Students	$64,513.92	$0.00	$0.00	$0.00	$64,513.92
1	6	Positive Behavior Interventions and Supports	All Students	$3,000.00	$0.00	$0.00	$0.00	$3,000.00
2	1	Intervention Teacher		$76,914.00	$0.00	$0.00	$0.00	$76,914.00
2	2	Early Release Days	All Students	$0.00	$0.00	$0.00	$0.00	$0.00

Goal #	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
2	3	English Language Development		$0.00	$0.00	$0.00	$0.00	$0.00
2	4	Goal	All Students	$0.00	$0.00	$0.00	$0.00	$0.00
2	5	Reading Intervention		$1,150.00	$0.00	$0.00	$0.00	$1,150.00
2	6	Step up to Writing		$0.00	$0.00	$0.00	$0.00	$0.00
2	7	ST Math		$3,500.00	$0.00	$700.00	$0.00	$4,200.00
2	8	Orton-Gillingham		$6,070.00	$0.00	$0.00	$0.00	$6,070.00
2	9	Teacher Clarity	All Students	$0.00	$0.00	$0.00	$0.00	$0.00
3	1	Program Director & Curriculum Director		$173,835.65	$0.00	$0.00	$0.00	$173,835.65
3	2	Data Review	All Students	$0.00	$0.00	$0.00	$0.00	$0.00
3	3	Data Tracking	All Students	$15,375.00	$0.00	$0.00	$0.00	$15,375.00
3	4	Goal	All Students	$0.00	$0.00	$0.00	$0.00	$0.00
3	5	Conferring Notebook	All Students	$880.00	$0.00	$0.00	$0.00	$880.00
4	1	Student Demographics	All Students	$0.00	$0.00	$0.00	$0.00	$0.00

Goal #	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
4	2	Community Engagement	All Students	$0.00	$0.00	$0.00	$0.00	$0.00
4	3	SPBL Cultural Elements	All Students	$0.00	$0.00	$0.00	$0.00	$0.00

2022-23 Contributing Actions Tables

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)
$5,331,039.00	$0.00	0.00%	0.00%	0.00%	$357,843.28	0.00%	6.71%

Totals by Type	Total LCFF Funds	Total Funds
Total:	$357,843.28	$358,543.28
LEA-wide Total:	$357,843.28	$358,543.28
Limited Total:	$0.00	$0.00
Schoolwide Total:	$0.00	$0.00

Goal #	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)

Goal #	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1	Multi-Tiered System of Support (MTSS) Coordinator	Yes	LEA-wide	English Language Learners, Socio-Economically Disadvantaged, and Homeless/Foster Youth	LEA-wide	$96,373.63	0%
2	1	Intervention Teacher	Yes	LEA-wide	English Language Learners, Socio-Economically Disadvantaged, and Homeless/Foster Youth	LEA-wide	$76,914.00	0%

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	5	Reading Intervention	Yes	LEA-wide	English Learners, Socio-economically disadvantaged, and Homeless/Foster Youth	LEA-wide	$1,150.00	0%
2	6	Step up to Writing	Yes	LEA-wide	English Learners, Socio-economically disadvantaged, and Homeless/Foster Youth	LEA-wide	$0.00	0%
2	7	ST Math	Yes	LEA-wide	English Learners, Low Socio-economically disadvantaged, and Homeless/Foster Youth	LEA-wide	$3,500.00	0%

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	8	Orton-Gillingham	Yes	LEA-wide	English Language Learners, Socio Economically Disadvantage, Homeless/Foster Youth	LEA-wide	$6,070.00	0%
3	1	Program Director & Curriculum Director	Yes	LEA-wide	English Language Learners, Socio-Economically Disadvantaged, and Homeless/Foster Youth	LEA-wide	$173,835.65	0%

2021-22 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Actual Expenditures (Total Funds)
Totals	$635,121.91	$607,962.77

Last Year's Goal #	Last Year's Action #	Action Title	Contributed to Increased or Improved Services?	Last Year's Total Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1	Multi-Tiered System of Support (MTSS) Coordinator	Yes	$93,347.31	$93,347.31
1	2	Professional Development	No	$0.00	$0.00
1	3	Staff SEL	No	$0.00	$0.00
1	4	Goal	No	$0.00	$0.00
1	5	Counseling/Skills Instruction	No	$64,513.92	$64,513.92
1	6	Positive Behavior Interventions and Supports	No	$3,000.00	$3,000.00
1	7	2nd Tier PBIS	No	$0.00	$0.00
1	8	Alternative Means of Correction	No	$0.00	$0.00
1	9	Universal Screening	No	$1,512.00	$0.00
2	1	Intervention Teacher	Yes	$72,178.60	$72,178.60
2	2	Early Release Days	No	$0.00	$0.00

Last Year's Goal #	Last Year's Action #	Action Title	Contributed to Increased or Improved Services?	Last Year's Total Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
2	3	English Language Development	No	$0.00	$0.00
2	4	Goal	No	$0.00	$0.00
2	5	Reading Intervention	Yes	$1,150.00	$1,150.00
2	6	Step up to Writing	Yes	$0.00	$0.00
2	7	Step up to Writing	Yes	$0.00	$0.00
2	8	ST Math	Yes	$4,200.00	$4,200.00
2	9	Best Practices	No	$0.00	$0.00
2	10	Teacher Clarity	No	$0.00	$0.00
2	11	Instructional Assistance	Yes	$282,118.46	$256,471.32
3	1	Curriculum Director	Yes	$104,161.62	$104,161.62
3	2	Data Review	No	$0.00	$0.00
3	3	Data Tracking	No	$0.00	$0.00
3	4	Goal	No	$0.00	$0.00
3	5	Conferring Notebook	No	$720.00	$720.00
3	6	OTUS	No	$8,220.00	$8,220.00
4	1	Student Demographics	No	$0.00	$0.00
4	2	Community Engagement	No	$0.00	$0.00
4	3	SPBL Cultural Elements	No	$0.00	$0.00

Last Year's Goal #	Last Year's Action #	Action Title	Contributed to Increased or Improved Services?	Last Year's Total Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
4	4	Goal	No	$0.00	$0.00

2021-22 Contributing Actions Annual Update Table

Totals	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 4 from 7)	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)
Totals	$0.00	$557,155.99	$401,345.53	$155,810.46	0.00%	0.00%	0.00%

Last Year's Goal #	Last Year's Action #	Action Title	Contributed to Increased or Improved Services?	Last Year's Total Planned Expenditures for Contributing Actions(LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services (%)	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1	Multi-Tiered System of Support (MTSS) Coordinator	Yes	$93,347.31	$93,347.31	0.00%	0.00%
2	1	Intervention Teacher	Yes	$72,178.60	$72,178.60	0.00%	0.00%
2	2	Reading Intervention	Yes	$1,150.00	$1,150.00	0.00%	0.00%
2	3	Step up to Writing	Yes	$0.00	$0.00	0.00%	0.00%

Last Year's Goal #	Last Year's Action #	Action Title	Contributed to Increased or Improved Services?	Last Year's Total 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	4	Step up to Writing	Yes	$0.00	$0.00	0.00%	0.00%
2	5	ST Math	Yes	$3,500.00	$3,500.00	0.00%	0.00%
2	6	Instructional Assistance	Yes	$127,008.00	$127,008.00	0.00%	0.00%
3	1	Curriculum Director	Yes	$104,161.62	$104,161.62	0.00%	0.00%

2021-22 LCFF Carryover Table

Totals	9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover - Percentage (Input Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 plus 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)
Totals	$5,331,039.00	$0.00	0.00%	0.00%	$401,345.53	0.00%	7.53%	No carryover	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 inpidual 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).

California Department of Education January 2022

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
Almond Acres Charter Academy	Jeff Cadwallader	jcadwallader@aacacademy.com (805)221-8550

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)

Almond Acres has a long-established foundational principle of meaningful educational partner engagement. These efforts were refined and improved through the Local Control and Accountability Plan (LCAP) development process. The Budget Act of 2021, provided Almond Acres with funds through an additional Cost-of-Living-Adjustment (COLA), an Educator Effectiveness Block Grant, and the Expanded Opportunity Plan. These additional funds were not addressed in the Local Control Accountability Plan (LCAP). Almond Acres has engaged their educational partners in the following ways:
Local Control Accountability Plan
-Reference all past educational partner engagement on pages 35-37 of the 21.22 LCAP
-Governing Board will be engaged through discussion items at monthly meetings between 2/2022-5/2022
-All Staff will be engaged through discussion items and surveys at monthly Organizational Health Meetings each month between 2/2022-5/2022
-Parents will be engaged through discussion items at the monthly Parent Site Council meetings between 2/2022, Parent Survey in 3/2022, and the LCAP information meetings in 4/2022.

-Students will be engaged through informational meetings and a student survey in 3/2022

Educator Effectiveness Block Grant
-Governing Board on 9/16/2021 in an all staff and Board meeting, again on 11/17/2021 to support an understanding of the needs of our staff,
Board Approval of the action plan was given on 11/29/2021
-All staff at the Organizational Health Meetings on 9/16/2021, 11/29/2021-12/3/2021, and 1/21/2022
-Parents were engaged through the open discussion at the Board meeting on 11/17/2021
-Students were engaged through a student survey on 2/9/2022

Expanded Opportunity Plan
-Governing Board will be engaged for discussion regarding the plan in 4/2022
-All staff were engaged through a survey completed in 1/2022
-Parents were engaged through discussion items during monthly Parent Site Council meetings. Additionally, they will be engaged through
an interest survey in 3/2022 and again during open discussion at the Board meeting in 4/2022
-Students were engaged through a student survey on 2/9/2022

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.

Almond Acres does not receive concentration funds and did not receive an additional 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.

Almond Acres did not receive ESSER III funds nor GEER funds.

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.

Almond Acres did not receive ESSER III funds.

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.

Almond Acres did not receive ESSER III funds.

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.

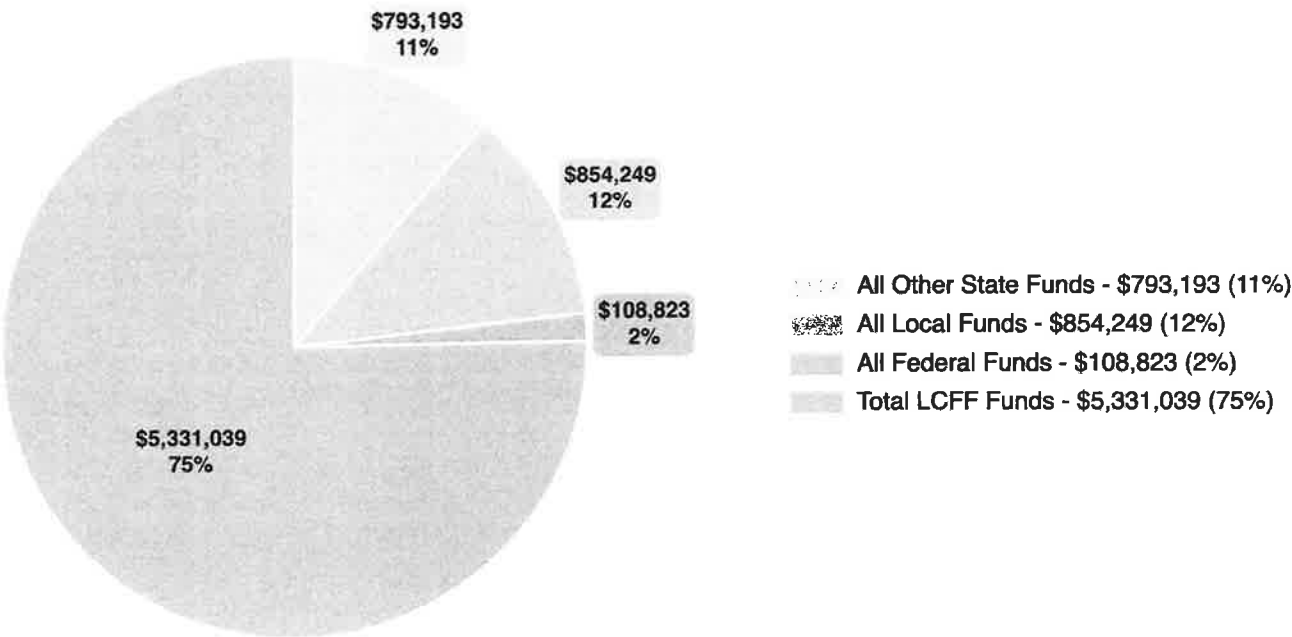California Department of Education November 2021

LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Almond Acres Charter Academy
CDS Code: 40104050125807
School Year: 2022-23
LEA Contact Information: Jeff | jcadwallader@aacacademy.com | (805)221-8550

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

$793,193
11%

$854,249
12%

$108,823
2%

All Other State Funds - $793,193 (11%)
All Local Funds - $854,249 (12%)
All Federal Funds - $108,823 (2%)
Total LCFF Funds - $5,331,039 (75%)

$5,331,039
75%

Source	Funds	Percentage
All Other State Funds	$793,193	11%
All Local Funds	$854,249	12%
All Federal Funds	$108,823	2%
Total LCFF Funds	$5,331,039	75%

Breakdown of Total LCFF Funds

$0
0%

LCFF S/C Grants - $0 (0%)
All Other LCFF Funds - $5,331,039 (75%)
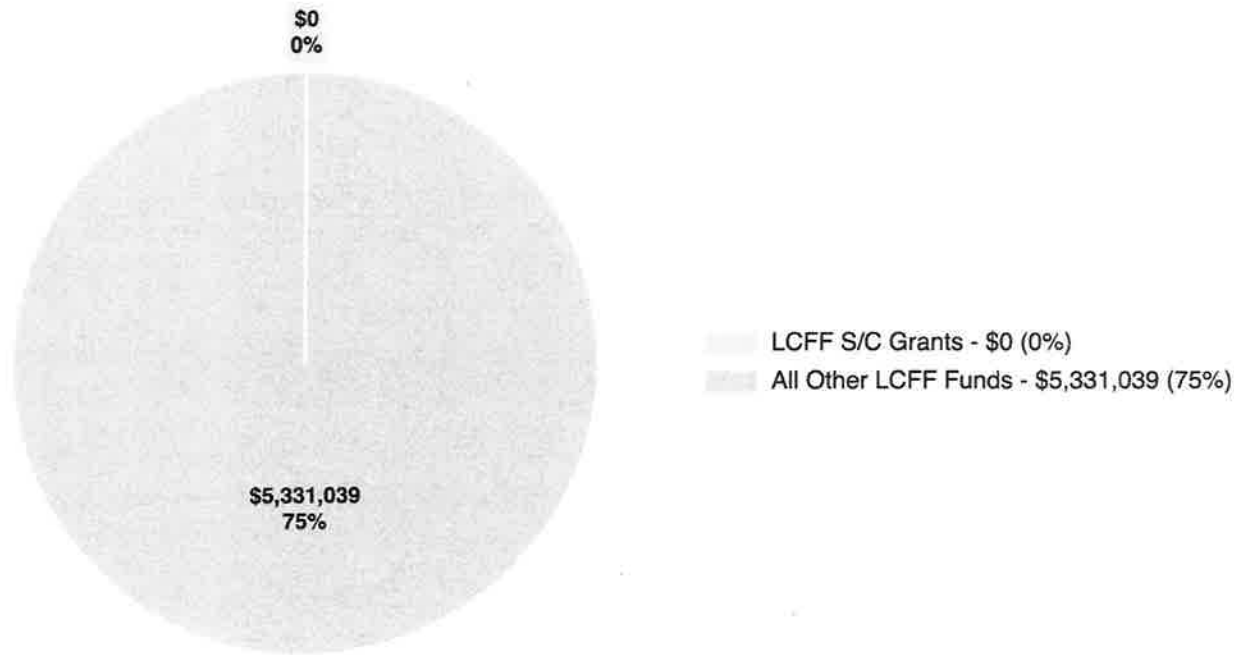
$5,331,039
75%

Source	Funds	Percentage
LCFF S/C Grants	$0	0%
All Other LCFF Funds	$5,331,039	75%

These charts show the total general purpose revenue Almond Acres Charter Academy expects to receive in the coming year from all sources.

The total revenue projected for Almond Acres Charter Academy is $7,087,304, of which $5,331,039 is Local Control Funding Formula (LCFF), $793,193 is other state funds, $854,249 is local funds, and $108,823 is federal funds. Of the $5,331,039 in LCFF Funds, $0 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 Almond Acres Charter Academy plans to spend for 2022-23. It shows how much of the total is tied to planned actions and services in the LCAP.

Almond Acres Charter Academy plans to spend $6,944,279 for the 2022-23 school year. Of that amount, $461,947 is tied to actions/services in the LCAP and $6,482,332 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:
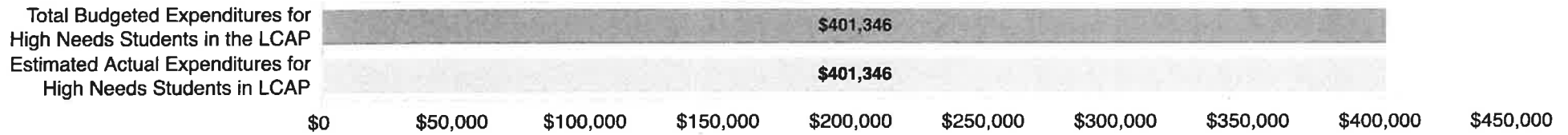
General Fund Budget Expenditures for the school year not included in the LCAP include but are not limited to compensation for all staff members not paid through LCAP, materials and supplies, core curriculum and materials, and all other operating expenses.

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

In 2022-23, Almond Acres Charter Academy is projecting it will receive $0 based on the enrollment of foster youth, English learner, and low-income students. Almond Acres Charter Academy must describe how it intends to increase or improve services for high needs students in the LCAP. Almond Acres Charter Academy plans to spend $347,123 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

Total Budgeted Expenditures for High Needs Students in the LCAP	$401,346
Estimated Actual Expenditures for High Needs Students in LCAP	$401,346

$0 $50,000 $100,000 $150,000 $200,000 $250,000 $300,000 $350,000 $400,000 $450,000

This chart compares what Almond Acres Charter Academy budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what Almond Acres Charter Academy 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, Almond Acres Charter Academy's LCAP budgeted $401,346 for planned actions to increase or improve services for high needs students. Almond Acres Charter Academy actually spent $401,346 for actions to increase or improve services for high needs students in 2021-22.

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.

California Department of Education December 2021