

# LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Valley Charter Elementary School

CDS Code: 19647330122754

School Year: 2023-24

LEA contact information:

Carolyn Yaffe

Executive Director

(818) 810-6713

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

## Budget Overview for the 2023-24 School Year

### Projected Revenue by Fund Source

Total LCFF funds  
\$0  
0 %

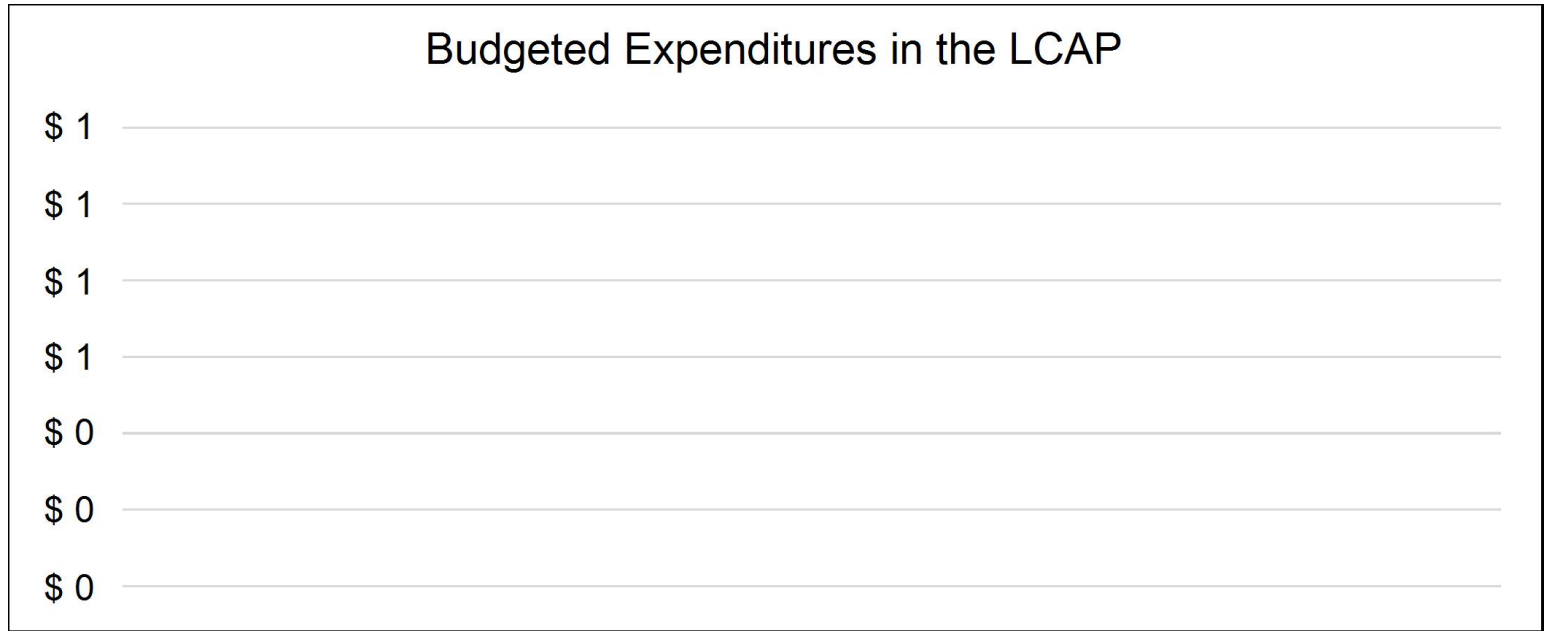
This chart shows the total general purpose revenue Valley Charter Elementary School expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Valley Charter Elementary School is \$, of which \$ is Local Control Funding Formula (LCFF), \$ is other state funds, \$ is local funds, and \$ is

federal funds. Of the \$ in LCFF Funds, \$ is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

# LCFF Budget Overview for Parents

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



This chart provides a quick summary of how much Valley Charter Elementary School plans to spend for 2023-24. It shows how much of the total is tied to planned actions and services in the LCAP.

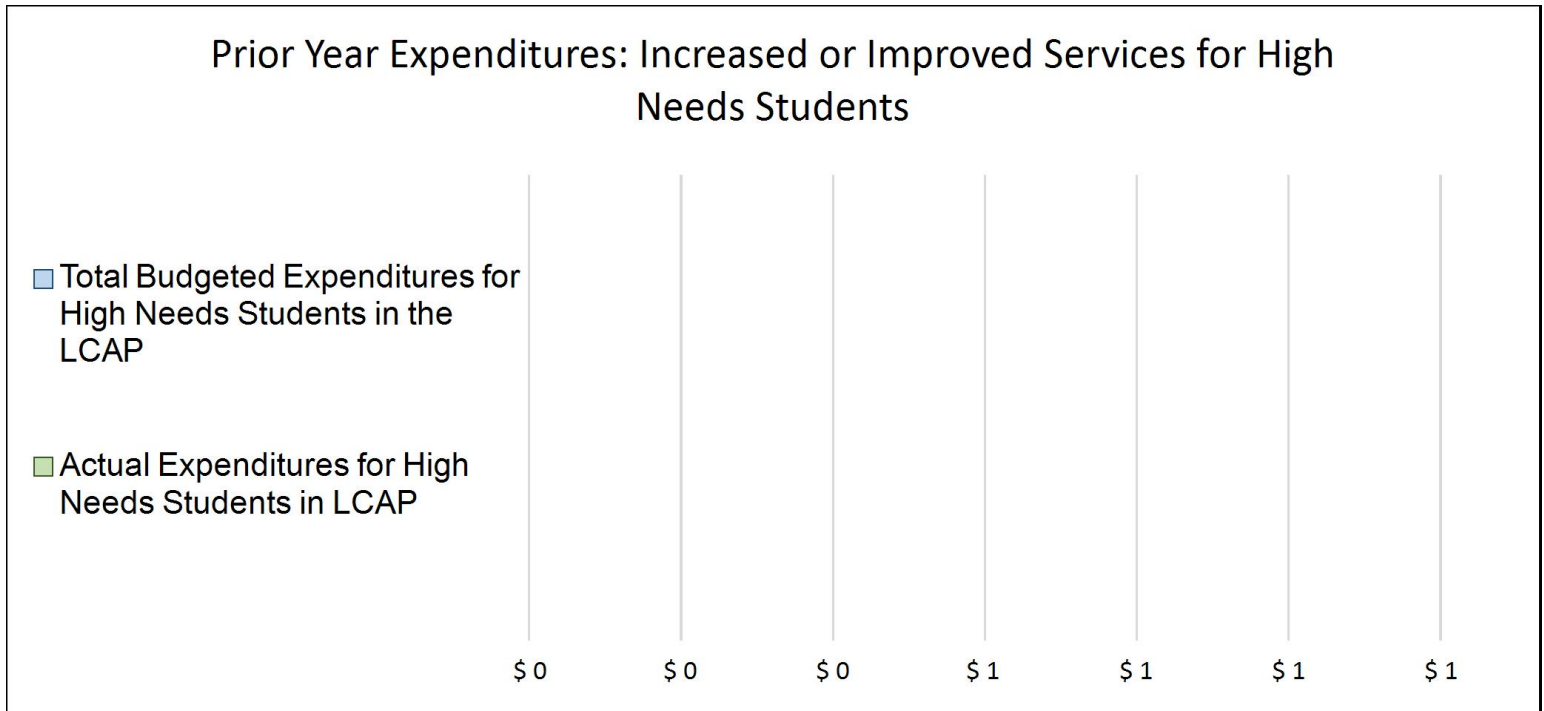
The text description of the above chart is as follows: Valley Charter Elementary School plans to spend \$ for the 2023-24 school year. Of that amount, \$ is tied to actions/services in the LCAP and \$ is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

## Increased or Improved Services for High Needs Students in the LCAP for the 2023-24 School Year

In 2023-24, Valley Charter Elementary School is projecting it will receive \$ based on the enrollment of foster youth, English learner, and low-income students. Valley Charter Elementary School must describe how it intends to increase or improve services for high needs students in the LCAP. Valley Charter Elementary School plans to spend \$ towards meeting this requirement, as described in the LCAP.

## LCFF Budget Overview for Parents

### Update on Increased or Improved Services for High Needs Students in 2022-23



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

The text description of the above chart is as follows: In 2022-23, Valley Charter Elementary School's LCAP budgeted \$ for planned actions to increase or improve services for high needs students. Valley Charter Elementary School actually spent \$ for actions to increase or improve services for high needs students in 2022-23.

# 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
Valley Charter Elementary School	Carolyn Yaffe Executive Director	cyaffe@valleycharterschool.org (818) 810-6713

## Plan Summary [2023-24]

### General Information

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

Valley Charter Elementary School (VCES) was founded in 2010 and currently serves 288 students, with 48 students in each grade level K-5. VCES will be adding a small transitional kindergarten class in SY 23/24. Our work is framed by the five design elements below. Our student population reflects design element five, which is our commitment to building intentionally diverse schools. VCES student data currently reflects the rich diversity of the San Fernando Valley. Our student demographic information from SY 21/22 as follows:

Socioeconomically disadvantaged: 36.6%  
White: 31%  
Hispanic: 46%  
African American: 1.7%  
English Learners: 7.7%  
Students with Disabilities: 13.9%  
Foster Youth: Less than 1%

- Design Element 1: We value process over product. Learning is experiential, interdisciplinary, collaborative, and relevant to students’ lives.
- Design Element 2: Social-emotional development and self-advocacy are the foundational principles of student learning and personal growth.
- Design Element 3: We develop effective communicators who are able to connect with varied audiences.
- Design Element 4: Learning is a social process accomplished through authentically collaborative work.
- Design Element 5: We are committed to building intentionally diverse schools. Our core values and foundational principles are authentically realized through this diverse community.

The instructional program at Valley Charter Schools is designed to reflect our design elements and prepare students effectively for the next

level of schooling and ultimately for college and career readiness. The design and selection of curricular materials are driven by a constructivist, project-based approach to standards mastery. We cultivate joy, curiosity and engagement in our classrooms and are intensely focused on developing life long learners.

Valley Charter Elementary core program elements:

- Singapore Math
- Balanced literacy through reading workshop and phonics instruction
- Writing workshop
- Project-based learning for science and history standards
- Physical education
- Music that is integrated into project-based learning
- "Cool Tools" framework for social-emotional learning and "PAWS" acronym for school-wide behavior expectations

## Reflections: Successes

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

Valley Charter Elementary has much to celebrate. Based on the California Dashboard, a few highlights:

- For English Language Arts, VCES is scored "high" on the dashboard and all of our significant subgroups fall into the "high" or "medium" category
- In ELA, math, and English learner progress, VCES continues to score significantly higher than the state average.
- Based on both SBAC data on the dashboard as well as our internal verified data assessments through iReady, many of our significant sub-groups demonstrate performance on par with overall student performance. As an example, our students who are socioeconomically disadvantaged are performing at or close to the same levels as "all students." This demonstrates that VCES is closing in on the achievement gap which persists in academic test scores throughout the nation.
- We have a very low suspension rate.

In addition, or relatedly, we are celebrating:

- a high quality Tier 1 instructional program that is rigorous, standards-aligned, and has tailored supports based on student needs.
- a full return to our pre-pandemic program, complete with many enriching field trips aligned with our project-based learning.
- growing our enrollment and waitlist during a national and local decline in public school enrollment during the pandemic
- adding a pilot transitional kindergarten program
- advances in our anti-bias curriculum work.

- positive perceptions of climate, engagement, belonging, preparedness, and safety as indicated through key aspects of our survey data.
- high levels of family engagement demonstrated by attendance at student conferences and volunteerism and attendance at community events such as our talent show, movie night, and jogathon.
- exceeding our fundraising goals for this school year
- high staff retention and a high quality staff committed to our mission and vision

## 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.

VCES has three key areas to focus our growth efforts:

### Chronic Absenteeism

Based on SY 21/22 attendance data, VCES scored in the "high" category for chronic absenteeism for students overall and all of our significant subgroups scored in the "very high" category in this area. This has resulted in a designation as an Additional Targeted Assistance School (ATSI) for the data related to students with disabilities. Chronic absenteeism (as defined by the State) has increased for all students (although we are still well below the state average). This identification is largely a result of the Covid-19 pandemic overall and the Omicron surge that occurred in January 2022. We have revised our structure for notifying parents of absences to be more aggressive about gathering data for absence reasons/excuses and highlighting the importance of attendance. We have also continued our practice of working directly and aggressively with families whose attendance issues were not related to the pandemic and address any barriers to attendance with those families. In order to impact the data related to our ATSI designation, we will also set up a monitoring system with our Special Education Coordinator specifically for our students with disabilities.

### Math

While our dashboard data is "medium" for math, our math performance has dipped in the last few years as a result of learning loss from the COVID-19 pandemic. We aim to increase overall math scores for all students and reduce the gap between overall achievement and the achievement of two key sub-groups: students with disabilities and English learners. We will continue to address this gap through our work with a best in class math consultant, a focus on mathematical fluency and conceptual understanding, providing effective Tier 1 math support and intervention, and planning and execution of class/school-wide events that engage students in exciting math activities (such as the Pokemon math challenge we launched this year).

## Parent Engagement

Our parent engagement data and conversations with stakeholders indicate a need to increase connections among parents. While we have strong fundraising numbers, strong participation in parent-teacher conferences, strong attendance at student events and school-wide community events, and strong levels of volunteerism for school events to meet school needs, some of the open responses on our parent engagement survey indicated that some parents desire increased opportunities to be more involved in their child's classroom or on campus and forge stronger connections not only with other grade level parents, but with parents in the entire school community. As a result of this feedback that we gathered in early spring, for the end of this school year we have added several parent mingles to the school calendar and added several after-school special events (such as open playground) for the end of this school year. We also plan to hold a parent brainstorming session that lays out our goal for increased parent connections, what we have planned so far to address this expressed desire, and offer an opportunity for parents to propose additional structures and activities for the next school year. For next year, we plan to increase the number of parent-led "grade level playdates" next year, continue parent mingles, continue to plan special mini after-school events, and implement any additional ideas we are able to that come from the parent brainstorm referenced.

## LCAP Highlights

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

This LCAP fully addresses the eight state priorities with three overarching goals that include:

Goal 1 addresses student achievement, outcomes, and course access: VCES students have equitable access to a broad course of study and teachers are well-prepared to accelerate learning in service of improved proficiency in English Language Arts (ELA) and math state standards for all of our students, including our significant sub-groups, as measured by the California Assessment of Student Performance and Progress (CAASPP) and English learner reclassification rates.

Goal 2 addresses basic services - teacher credentialing, materials, and facilities: VCES will maintain basic services (teacher assignment, access to appropriate materials, and facility maintenance) to ensure that students experience a safe and high quality learning environment.

Goal 3 addresses stakeholder engagement and participation: VCES students and family survey data will be gathered from a diversity of families and reflect a positive school climate, high levels of school engagement, strong sense of school belonging, high levels of confidence in next level preparedness, and high levels of confidence in school safety.

## 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.

Valley Charter Elementary School has not been identified for CSI. Therefore this LCAP section does not apply.

### ***Support for Identified Schools***

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

N/A

### ***Monitoring and Evaluating Effectiveness***

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

N/A

# Engaging Educational Partners

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

School leadership and staff are engaged on going discussion about program design and impact on student growth through weekly staff meetings, monthly parent-faculty council meetings, and 1:1 or grade team meetings with school leaders, and monthly board meetings. Parents and students have also completed spring surveys on their experience with VCES. All written communication is sent home in both English and Spanish and a concerted effort is made to gather diverse perspectives, including from families of our English learners, students with disabilities, and socio-economically disadvantaged students to ensure we are meeting the needs of all of our stakeholders. In addition, formal processes utilized to gather feedback towards this LCAP include:

- VCES Parent Faculty Council meeting on Feb 13th, 2023 to review Goal 1 and aligned actions, provide a mid-year update, and gather feedback for LCAP for 23-24.
- VCES Parent Faculty Council meeting on March 13th, 2023 to review Goals 2 &3 and aligned actions, provide a mid-year update, and gather feedback towards LCAP for 23-24.
- VCES Parent Faculty Council meeting on May 8th, 2023 to share proposed 23-24 goals were shared
- VCES Draft LCAP was posted on the website during the week of May 22nd and an email was circulated soliciting feedback from families and staff members; a survey was provided to share input.
- Valley Charter Schools Board Meeting on May 25th, 2023: Draft VCES SY 23-24 LCAP presented for public comments. The opportunity to provide public comment at this board meeting was shared in VCES communications the week of May 22nd (prior to the board meeting).

A summary of the feedback provided by specific educational partners.

TBD

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

TBD

# Goals and Actions

## Goal

Goal #	Description
1	VCES students have equitable access to a broad course of study and teachers are well-prepared to accelerate learning in service of improved proficiency in English Language Arts (ELA) and math state standards for all of our students, including our significant sub-groups, as ultimately measured by the California Assessment of Student Performance and Progress (CAASPP) and English learner reclassification rates, and attendance for all students and in particular for our students with disabilities, for whom VCES was identified as Additional Targeted Support and Improvement (ATSI).

An explanation of why the LEA has developed this goal.

This goal addresses state priorities related to student outcomes and achievement, in particular for historically underserved and unduplicated pupils. This goal also addresses student access to a broad course of study in service of preparedness. Essential to access to a broad course of study is attendance in school, and therefore attendance, chronic absenteeism, and expulsion are metrics that we monitor as part of this goal. Based on SY 21/22 data, VCES was identified as an ATSI school based on the chronic absenteeism indicator for our students with disabilities; because of this, we want to explicitly name improvement for this group as part of our metrics and action plans. While VCES student performance on the CAASPP ELA and math assessments remains well above the state and district scores, increasing proficiency rates for all of our students and our significant sub-groups continues to be a priority to ensure next level readiness for all of our students, regardless of race, ethnicity, designation (e.g., student with disabilities or English learners), or socio-economic status. Like schools across the nation, VCES saw a dip in scores due to the pandemic and are still hard at work addressing this issue in reading, math, and all subjects/skills. Reclassification rates play a role in understanding our English learner progress towards grade level proficiency; our overarching goal is to reclassify all of our English learners by the end of 5th grade and while most reclassification rates are at 23% (well above the state average of 13.8%) we aim to continue to increase our reclassification rates.

## Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
School-wide CAASPP ELA proficiency scores will increase by 2% each year.	62.31% met or exceeded ELA standards in SY 18-19.	SY 20-21: 56.48% met or exceeded ELA standards.	SY 21-22: 57.34% met or exceeded ELA standards.		68.31% will meet or exceed ELA standards by SY 23-24.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
CAASPP ELA proficiency scores for economically disadvantaged students will increase by 2% each year.	34.09% met or exceeded ELA standards in SY 18-19.	SY 20-21: 48.78% met or exceeded ELA standards.	SY 21-22: 53.57% met or exceeded ELA standards.		40.9% will meet or exceed ELA standards by SY 23-24.
CAASPP ELA proficiency scores for Hispanic/Latino students will increase by 2% each year.	44.64% met or exceeded ELA standards in SY 18-19.	SY 20-21: 45.16% met or exceeded ELA standards.	SY 21-22: 49.32% met or exceeded ELA standards.		50.64% will meet or exceed ELA standards by SY 23-24.
CAASPP ELA proficiency scores for our students with disabilities will increase by 2% each year.	16.35% met or exceeded ELA standards in SY 18-19.	SY 20-21: 38.89% met or exceeded ELA standards.	SY 21-22: 45.83% met or exceeded ELA standards.		22.35% will meet or exceed ELA standards by 23-24.
School-wide CAASPP math proficiency will increase by 2% each year.	61.53% met or exceeded math standards in SY 18-19.	SY 20-21: 45.46% met or exceeded math standards.	SY 21-22: 45.78% met or exceeded math standards.		67.53% will meet or exceed math standards by 23-34.
CAASPP math proficiency for economically disadvantaged students will increase by 2% each year.	40.91% met or exceeded the math standards in SY 18-19.	SY 20-21: 42.85% met or exceeded math standards.	SY 21-22: 41.82% met or exceeded math standards.		46.91% will meet or exceed math standards by 23-24.
CAASPP math proficiency for Hispanic/Latino students will increase by 2% each year.	39.28% met or exceeded the math standards in SY 18-19.	SY 20-21: 41.27% met or exceeded math standards.	SY 21-22: 41% met or exceeded math standards.		45.28% will meet or exceed math standards by 23-24.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
CAASPP math proficiency for students with disabilities will increase by 2% each year.	17.61% met or exceeded the math standards in SY 18-19.	SY 20-21: 16.67% met or exceeded math standards.	SY 21-22: 29.17% met or exceeded math standards.		23.61% will meet or exceed math standards by 23-24.
English learner reclassification rates.	27.8% of our English learners were reclassified in SY 19-20.	SY 20-21: 23.1% of our English learners were reclassified.	No new data yet		Reclassification rates will increase to 35% by 23-24.
Percent of students who have access to a standards-based, broad course of study.	100% of our students have access to a standards-based, broad course of study, per our local indicator reflection.	100% of our students have access to a standards-based, broad course of study, per our local indicator reflection.	100% of our students have access to a standards-based, broad course of study, per our local indicator reflection.		Maintenance of percentage of students who have access to a standards-based, broad course of study, per our local indicator reflection.
Percent of chronically absent students	6.3% of our students (~16 students) were chronically absent in SY 18-19.	19.4% of our students were chronically absent than in SY 20-21 (lower than the state average).	SY 21-22: 19.4% of all VCES students were chronically absent, compared to 30% for the state average.		The percentage of chronically absent students will remain lower than the state.
Percent of students with disabilities who are chronically absent			SY 21-22: 20.3% of VCES students with disabilities were chronically absent, compared to 39.6% for the state average.		The percentage of chronically absent students with disabilities will be reduced by at least 5% and remain lower than the state.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
School-wide attendance rate	96.3% for SY 19-20	P2 attendance for SY 21-22 is 92.6	PT attendance for SY 22-23 is 91.9%		Increase of school-wide attendance rate by 1.0%
Expulsion rate	0%	0%	.34%		Maintenance or reduction of expulsion rate.

## Actions

Action #	Title	Description	Total Funds	Contributing
1.1	ELA Professional Development	To build teacher capacity in delivering a high quality balanced literacy program so that all of our students demonstrate grade level mastery in ELA,VCES teachers will participate professional development workshops related to phonics, strategy groups, and effective reading and writing workshop structures.	\$4,500.00	No
1.2	Reading Intervention Specialist	To impact grade level reading mastery for all students, VCES will hire a full-time Reading Intervention role to full-time to work with our most struggling readers and collaborate with the principal and external vendors to provide high quality phonics training for VCES teachers. Priority for reading intervention will be given to our English learners and low-income students identified as not meeting grade level reading criteria. Grade level reading is foundational to access to all curricula.	\$95,450.00	No
1.3	Professional development release time	To build teacher capacity and support annual student growth and achievement, VCES will allocate release time for grade team planning/professional development. Each grade level team will be released for half day planning sessions four times a year.	\$7,200.00	No

Action #	Title	Description	Total Funds	Contributing
1.4	High Quality Texts for Interactive Read alouds and classroom libraries	To generate student interest and engagement in shared and independent reading, which is integral to the success of our reading program, VCES will purchase high interest and engaging texts for interactive read aloud and leveled classroom libraries.	\$3,600.00	No
1.5	iReady ELA and math assessments	To promote data driven decision-making and support student growth and achievement, VCES will utilize the iReady assessment platform to provide a clearer, more detailed picture of current levels and student growth to inform planning and intervention. This amount is inclusive of the platform and professional development supports to enable teachers to leverage the platform for student growth.	\$6,956.00	No
1.6	Dedicated PD time for data-driven decision making	To ensure data-driven instruction and intervention, VCES is dedicating professional development time on a monthly basis to the analysis of student data and student work to inform instructional planning and intervention to ensure all of our students, particularly those in our significant subgroups, progress towards grade level mastery in ELA and math.		No
1.7	Singapore math Professional Development	To orient new teachers to our Singapore math program as well as continue to develop our veteran teachers' capacity to use this program to positively impact student growth and performance, our teachers will work with an expert Singapore math consultant.	\$3,000.00	No
1.8	Lead/Mentor Teachers	To build school-wide and organizational-wide instructional coherence and quality ,create formal mentorship opportunities for new and developing teachers, build a leadership pipeline, and support our anti-bias collective work, VCS will establish lead teacher roles who will advise the VCS leadership team on instructional decisions, and serve as mentor teachers.	\$14,472.00	No

Action #	Title	Description	Total Funds	Contributing
<b>1.9</b>		THIS WILL BE REMOVED IN FINAL DRAFT	\$37,989.00	No
<b>1.10</b>	Teaching Assistants in each classroom	<p>To ensure strategic student support across classrooms, VCES will fund Teaching Assistants (TAs) for each of our 12 classrooms. Having a TA in each classroom is foundational to supporting growth and grade level mastery for our English learners, low-income students, foster youth, and students performing below grade level. TAs in each classroom increase strategic guided reading group, small group work, math intervention, and 1:1 support for our unduplicated pupils. This action is based on data from iReady math and reading assessments, which shows that our English learners and economically disadvantaged students need additional support to perform at grade level and to perform at or above grade level standards and to meet typical annual growth goals set forth by iReady.</p> <p>For ELA, 62% 37% of English learners and 51% of economically disadvantaged students met or exceeded standards in the iReady reading assessment. 30% of our ELs and 50% of our economically disadvantaged students met typical annual growth goals.</p> <p>For math, 37% of English learners and 51% of economically disadvantaged students met or exceeded standards. 17% of our ELs and 36% of our economically disadvantaged students met typical annual growth goals.</p>	\$221,129.64	Yes
<b>1.11</b>	Singapore math materials	To ensure that all students have the appropriate materials to engage in our selected math curriculum, we will purchase Singapore math workbooks for each student.	\$10,700.00	No
<b>1.12</b>	Teacher Quality- On-going professional	To elevate all elements of our instructional program and accelerate student growth, the school embeds professional development into the	\$1,323,642.37	No

Action #	Title	Description	Total Funds	Contributing
	learning and coaching to maintain and improve the quality of the VCES instructional program	weekly schedule. Foci of this time include the backward design and implementation of standards-based instruction, differentiated instruction, effective partnership and planning between general education and special education teachers, learning acceleration strategies, and targeted support for our most vulnerable students. In addition, school leadership observes each teacher regularly and provides detailed feedback as part of on-going coaching and support to accelerate student growth.		
<b>1.13</b>	Access and support for students with disabilities	To ensure that all of our students with disabilities are assigned to the least restrictive environment and participate in the services required by their IEPs, Valley Charter Schools engages and collaborates with LAUSD's SELPA to provide special education support services. VCES will also have 1.5 RSP teachers and a part-time Special Education coordinator to ensure a coherent, aligned, and supportive special education program.	\$466,154.27	No
<b>1.14</b>	Arts and Physical Education program	To ensure our students have access to a broad course of study that includes physical education and the integration of the arts, VCES will maintain a part-time physical education and music teacher.	\$74,374.02	No
<b>1.15</b>	Part-time Independent Study Coordinator	In order to ensure that our students in isolation have access to a standards-based program while they are required to isolate , we will continue to utilize a part-time Independent Study teacher.	\$18,994.50	No
<b>1.16</b>	Extended Learning Opportunity Program	In order to support our unduplicated pupils through wraparound services that include extended care, homework support, and enrichment, VCES will continue to maintain an ELOP program and implement the program in alignment with state requirements.	\$241,000.00	No

Action #	Title	Description	Total Funds	Contributing
1.17	Office AssistantAttendance	In order to continue to reduce chronic absenteeism rates for students overall and for our students with disabilities in particular, VCES will utilize our office assistant to ensure effective attendance practices, including communications, record-keeping, and follow-up.		

## Goal Analysis [2022-23]

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

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

Funds for goal 1 were generally used as planned. The substantive differences include: we were unable to hire a reading interventionist or math interventionist for SY 22-23 because we did not find qualified candidates. Similarly, while we had planned to hire a full-time RSP teacher in addition to our current part-time teacher, we were unable to find a qualified candidate and instead had to use some contracted services and another part-time special education aide for the SY 22-23. Finally, we did not fully use the amount of money dedicated to ELA professional development as the school leader of VCES is an experienced reading and writing workshop teacher and handled professional learning related to that in-house.

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.

SAMIRA

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

The central strategy of investing in high quality Tier 1 instruction and support through planning, professional development, and expert support yielded strong progress for our students based on end of year iReady data: the % of students proficient in reading grew from 44% to 60% and the percentage of students proficient in math grew from 28% to 49%.

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.

For SY 23-23, we added action 1.17 to impact chronic absenteeism metric related to chronic absenteeism specifically for students with disabilities to address our ATSI designation. The action related to a part-time math interventionist was removed because we have been unable to find a qualified candidate and have reorganized to provide math intervention in-house.

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

# Goals and Actions

## Goal

Goal #	Description
2	VCES will maintain basic services (teacher assignment, student materials, and facility maintenance) to ensure that students experience a safe, well-resourced, and high quality learning environment.

An explanation of why the LEA has developed this goal.

This goal addresses the state priorities related to basic services in service of a welcoming learning environment. Qualified staff , appropriate student resources, and a clean, safe physical environment is foundational to learning.

## Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Percent of teachers assigned appropriately given qualifications and credentials.	100% of teachers appropriately assigned per CalSASS and/or CTC regulations.	100% of teachers appropriately assigned per CalSASS and/or CTC regulations.	100% of teachers appropriately assigned per CalSASS and/or CTC regulations.		100% of teachers appropriately assigned per CalSASS and/or CTC regulations.
Number of identified instances where facilities do not meet the “good repair” standard (including deficiencies and extreme deficiencies) on annual facilities walk-through that informs local indicator survey.	0 identified instances where facilities do not the "good repair" standard.	0 identified instances where facilities do not the "good repair" standard.	0 identified instances where facilities do not the "good repair" standard.		Maintenance of 0 identified instances where facilities do not the "good repair" standard.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Number of annual student suspensions.	0 student suspensions.	1 student suspension.	1 student suspension.		Return to 0 student suspensions.
Percent of students who have access to standards-aligned and appropriate texts, resources, and materials,	100% of students have access to standards-aligned and appropriate texts, resources, and materials.	100% of students have access to standards-aligned and appropriate texts, resources, and materials.	100% of students have access to standards-aligned and appropriate texts, resources, and materials.		Maintenance of percent of students who have access to standards-aligned and appropriate texts, resources, and materials.

## Actions

Action #	Title	Description	Total Funds	Contributing
<b>2.1</b>	Repair and maintenance budgeting and tracking	To ensure a safe, clean, and welcoming environment, VCES will allocate funds for ongoing repair and maintenance in service of the school facility.	\$13,084.00	No
<b>2.2</b>	Facility maintenance staffing	To ensure a clean, healthy, and safe school and classroom environment, VCES will contract with a janitorial service to address on-going cleaning, health and safety needs and conduct quarterly walk-throughs.	\$46,200.00	No
<b>2.3</b>	Credential monitoring and compliance	To stay up to date on teacher licensing and certification requirements and maintain 100% qualified teaching staff, we will conduct an annual review of certification requirements as part of staffing plans for the upcoming year and update credential information and address is-assignments on CalSASS.	\$0.00	No

Action #	Title	Description	Total Funds	Contributing
2.4	VCS Director of Operations	To support operations, VCS will maintain VCS Director of Operations; this role's time will be split across both schools to ensure high quality, unified and effective operations in the Payroll, Purchasing, PowerSchool, Enrollment, School Lunch Compliance and Employee Onboarding.	\$84,826.88	No
2.5	Student supplies, resources, and enrichment experiences	To ensure all of our students, regardless of socio-economic background, have access to supplies and materials to engage in learning, VCES purchases all student supplies for 100% of our students and pays for all field trip expenses for all students.	\$34,728.48	No

## Goal Analysis [2022-23]

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

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

The actions related to this goal were generally carried out as planned, although there was a slight reduction in the cost of the VCS Director of Operations (formerly called the VCS Operations Manager) because we revised the percentage of salary that each school was contributing based on actual workload and workflow.

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.

INSERT AMOUNT RELATED TO ABOVE.

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

The actions identified were effective towards this goal in that we had credentialed teachers, well-maintained facilities, and effective operations throughout the course of the school year.

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

The only change planned is a slight revision in the language of action 2.5 to call out not only student supplies but also student "resources and enrichment experiences" and explicitly include the budget we allocate towards field trips in that category of resources. We made this more explicit because field trips are an integral part of the VCES curriculum.

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

# Goals and Actions

## Goal

Goal #	Description
3	VCES will have high attendance at fall and spring conferences and students and family survey data will be gathered from a diversity of families and reflect a positive school climate, high levels of school engagement, strong sense of school belonging, high levels of confidence in next level preparedness, and high levels of confidence in school safety.

An explanation of why the LEA has developed this goal.

This goal addresses state priorities related to culture and climate, and student and family engagement. Families and students are key stakeholders in fulfilling our mission and vision. Creating a sense of belonging and investment for all family stakeholders is key to attracting and retaining families who believe in and support the Valley Charter mission and vision. Students safety and sense of belonging are foundational to learning.

## Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Student Panorama Survey questions related to positive school climate.	90.4 of students indicated a positive perception of school climate.	67% indicated a positive perception of school climate.	68% indicated a positive perception of school climate.		Maintenance of or increase to 75% positive perception or higher
Student Panorama Survey questions related to school engagement.	77.5% of students indicated high levels of school engagement.	56% indicated a positive perception of school engagement.	57% indicated a positive perception of school belonging.		Maintenance of or increase to 75% positive perception or higher
Student Panorama Survey questions related to sense of school belonging.	81.5% of students indicated a strong sense of school belonging.	69% indicated a positive perception of school belonging.	77% indicated a positive perception of school belonging.		Maintenance of or increase to 75% positive perception or higher

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Student Panorama Survey questions related to positive school safety.	80.4% of students indicated a strong feeling of safety at school.	71% indicated a positive perception of school safety.	73% indicated a positive perception of school safety.		Maintenance of or increase to 75% positive perception or higher
Family Panorama Survey questions related to school engagement.	85.95% of families indicated high levels of school engagement.	25% of families indicated a strong degree of involvement with in-person engagement this school year (please see goal analysis below for an explanation of why this data is skewed because of survey questions and COVID).	32% indicated a strong degree of involvement and interaction with their child's school.		Maintenance of or increase to 75% positive perception or higher
Family Panorama Survey questions related to sense of school belonging.	92.1% of families indicated a strong sense of school belonging.	79% indicated a positive perception of school fit/belonging.	78% indicated a positive perception of school fit/belonging.		Maintenance of or increase to 75% positive perception or higher
Family Panorama Survey questions related to preparedness.	80.3% of families indicated high levels of confidence in next level preparedness.	75% indicated a positive perception of learning recovery/preparedness.	This question was not embedded into the Panorama Survey during SY 22/23.		Maintenance of or increase to 75% positive perception or higher
Family Panorama Survey questions related to school safety.	86.9% of families indicated high levels of confidence in school safety.	84% of families indicated high levels of confidence in school safety.	86% of families indicated a positive perception of physical and psychological safety.		Maintenance of or increase to 75% positive perception or higher

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Percent of families who respond to the survey.	40.72% of families responded to the survey.	53.47% of families responded to the survey.	66% of families responded to the survey.		The % of families who respond to our engagement survey will increase to at least 60.72%.
Attendance at family conferences			Baseline year for this metric: 98%		Maintain above 95% attendance at family conferences

## Actions

Action #	Title	Description	Total Funds	Contributing
<b>3.1</b>	Panorama Survey	To root decisions in valid data and positively impact the stakeholder experience, VCS will partner with Panorama to gather valid survey data from families and students in order to accurately understand and address successes and needs in relation to stakeholder experience and perception data.	\$3,125.00	No
<b>3.3</b>	School Psychologist	To support student mental health and social-emotional well being and embed additional supports to address chronic absenteeism, VCES will maintain a full-time School Psychologist role. This role will support school engagement, sense of school belonging, and help to advance structures to positively impact students' mental health and increase attachment to the school community. This will increase attendance, engagement, and ultimately, student growth and achievement.	\$125,298.50	No
<b>3.4</b>	Director of Family and Student Engagement	To support family and student engagement, outreach and recruitment, VCS will maintain a full-time Director of Family and Student to develop and implement a strategic plan to impact engagement, connectedness, and satisfaction so that students and families feel connected, well-informed, and are able to contribute to the school	\$37,222.48	No

Action #	Title	Description	Total Funds	Contributing
		community in ways that are meaningful. This position will be split across both schools.		
3.5	Anti-bias collective	To foster a sense of belonging for all families and students, the Anti-bias collective (ABC) will maintain our membership with the Diverse Charter School Coalition and fund professional learning experiences for our staff members ensure that an anti-bias lens is applied to teaching and learning, organizational practices, and family engagement. This funding will be utilized to fund professional learning experiences for VCES staff members.	\$2,706.00	No
3.6	Parent and student engagement activities	To increase a sense of connection for families and students, VCES will allocate money to grade level playdates (summer and during the school year), principal coffees, parent mingles, and a series of "special events" after-school to bring students and families together outside the regular school day.		

## Goal Analysis [2022-23]

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

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

The actions towards this goal were carried out as planned; there were no substantive differences.

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.

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

The actions related to this goal have largely been effective in that the percentage of students and families who have indicated positive responses on surveys has been maintained or increased for each category; there are two categories where we are still not at our minimum desired positive perception rate. We also increased the percentage of families who responded to the survey (from 53.47% to 66%). We had high attendance at conferences and high attendance at events such as back to school night, open house, and community events such as the Community Fair and Movie Night. However, parent engagement is still an area that we want to continue to bolster and have engaged in a series of conversations with parents during parent-faculty council and parent volunteer brainstorming activities to continue to elevate this practice in our school.

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

We added the action 3.6 (parent and student engagement activities) in order to allocate additional funding for special events and opportunities to bring families and students together.  
We included a metric related to parent attendance at conferences.

**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 [2023-24]

Projected LCFF Supplemental and/or Concentration Grants	Projected Additional LCFF Concentration Grant (15 percent)
\$209,148	0

## Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
7.92%	0.00%	\$0.00	7.92%

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

## Required Descriptions

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

The following actions are school-wide but consider the needs of our unduplicated pupils and will be effective in advancing goals established for these students:

- Goal 1/Action 10: Teaching Assistants (TAs) in each classroom allow the teacher to strategically group students for guided reading, small group intervention, and 1:1 support based on identified needs. A common structure is for TAs to work with a group of students performing at grade level, therefore freeing the certified teacher to provide direct, small group support to English learners and socio-economically disadvantaged students.

Whole school programmatic design and intervention structures are created to ensure that grade-level aligned curriculum, robust assessment and identification and tracking systems are in place so that all of our students experience access to a standards-aligned curriculum and have the services, support, and interventions needed to grow and achieve grade-level mastery.

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

Using the formula provided by the state, Valley Charter Elementary School must increase or improve services for foster youth, English learners, and low-income students by 7.92% as compared to services provided for all students.  
The planned quantitative increase in services is 7.92% as demonstrated by the budgeted LCFF expenditures of \$209,147.61. (Goal 1: Actions 10)

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.

Valley Charter Elementary School does not receive concentration grant funding.

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

## 2023-24 Total Expenditures Table

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	\$1,821,447.40	\$742,173.74	\$124,114.20	\$188,617.80	\$2,876,353.14	\$2,264,690.22	\$611,662.92

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1.1	ELA Professional Development	All	\$4,500.00				\$4,500.00
1	1.2	Reading Intervention Specialist	All			\$57,771.50	\$37,678.50	\$95,450.00
1	1.3	Professional development release time	All	\$7,200.00				\$7,200.00
1	1.4	High Quality Texts for Interactive Read alouds and classroom libraries	All	\$3,600.00				\$3,600.00
1	1.5	iReady ELA and math assessments	All	\$6,956.00				\$6,956.00
1	1.6	Dedicated PD time for data-driven decision making	All					
1	1.7	Singapore math Professional Development	All	\$3,000.00				\$3,000.00
1	1.8	Lead/Mentor Teachers	All	\$14,472.00				\$14,472.00
1	1.9		All				\$37,989.00	\$37,989.00
1	1.10	Teaching Assistants in each classroom	English Learners Low Income	\$209,147.61	\$11,982.03			\$221,129.64
1	1.11	Singapore math materials	All	\$10,700.00				\$10,700.00
1	1.12	Teacher Quality- On-going professional learning and coaching to maintain	All	\$1,278,576.13	\$45,066.24			\$1,323,642.37

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
		and improve the quality of the VCES instructional program						
1	1.13	Access and support for students with disabilities	Students with Disabilities		\$426,154.27		\$40,000.00	\$466,154.27
1	1.14	Arts and Physical Education program	All	\$74,374.02				\$74,374.02
1	1.15	Part-time Independent Study Coordinator	All				\$18,994.50	\$18,994.50
1	1.16	Extended Learning Opportunity Program	All		\$241,000.00			\$241,000.00
1	1.17	Office AssistantAttendance						
2	2.1	Repair and maintenance budgeting and tracking	All	\$13,084.00				\$13,084.00
2	2.2	Facility maintenance staffing	All	\$46,200.00				\$46,200.00
2	2.3	Credential monitoring and compliance	All	\$0.00				\$0.00
2	2.4	VCS Director of Operations	All	\$84,826.88				\$84,826.88
2	2.5	Student supplies, resources, and enrichment experiences	All	\$16,757.28	\$17,971.20			\$34,728.48
3	3.1	Panorama Survey	All	\$3,125.00				\$3,125.00
3	3.3	School Psychologist	All	\$5,000.00		\$66,342.70	\$53,955.80	\$125,298.50
3	3.4	Director of Family and Student Engagement	All	\$37,222.48				\$37,222.48
3	3.5	Anti-bias collective	All	\$2,706.00				\$2,706.00
3	3.6	Parent and student engagement activities						

## 2023-24 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
\$2640752.64	\$209,148	7.92%	0.00%	7.92%	\$209,147.61	0.00%	7.92 %	Total:	\$209,147.61
								LEA-wide Total:	\$0.00
								Limited Total:	\$0.00
								Schoolwide Total:	\$209,147.61

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	1.10	Teaching Assistants in each classroom	Yes	Schoolwide	English Learners Low Income		\$209,147.61	

## 2022-23 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	\$2,876,353.14	\$0.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1.1	ELA Professional Development	No	\$4,500.00	
1	1.2	Reading Intervention Specialist	No	\$95,450.00	
1	1.3	Professional development release time	No	\$7,200.00	
1	1.4	High Quality Texts for Interactive Read alouds and classroom libraries	No	\$3,600.00	
1	1.5	iReady ELA and math assessments	No	\$6,956.00	
1	1.6	Dedicated PD time for data-driven decision making	No		
1	1.7	Singapore math Professional Development	No	\$3,000.00	
1	1.8	Lead/Mentor Teachers	No	\$14,472.00	
1	1.9	Dedicated math interventionist	No	\$37,989.00	
1	1.10	Teaching Assistants in each classroom	Yes	\$221,129.64	

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1.11	Singapore math materials	No	\$10,700.00	
1	1.12	Teacher Quality- On-going professional learning and coaching to maintain and improve the quality of the VCES instructional program	No	\$1,323,642.37	
1	1.13	Access and support for students with disabilities	No	\$466,154.27	
1	1.14	Arts and Physical Education program	No	\$74,374.02	
1	1.15	Part-time Independent Study Coordinator	No	\$18,994.50	
1	1.16	Extended Learning Opportunity Program	No	\$241,000.00	
2	2.1	Repair and maintenance budgeting and tracking	No	\$13,084.00	
2	2.2	Facility maintenance staffing	No	\$46,200.00	
2	2.3	Credential monitoring and compliance	No	\$0.00	
2	2.4	VCS Operations Manager	No	\$84,826.88	
2	2.5	Student supplies	No	\$34,728.48	
3	3.1	Panorama Survey	No	\$3,125.00	

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
3	3.3	School Psychologist	No	\$125,298.50	
3	3.4	Director of Family and Student Engagement	No	\$37,222.48	
3	3.5	Anti-bias collective	No	\$2,706.00	

## 2022-23 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
	\$209,147.61	\$0.00	\$0.00	0.00%	0.00%	0.00%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.10	Teaching Assistants in each classroom	Yes	\$209,147.61			

## 2022-23 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
\$2,304,038.34		0.00%	0.00%	\$0.00	0.00%	0.00%	\$0.00	0.00%

# Instructions

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[Engaging Educational Partners](#)

[Goals and Actions](#)

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

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

## Introduction and Instructions

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

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

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning (California *Education Code* [EC] Section 52064[e][1]). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students.
- **Meaningful Engagement of Educational Partners:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful engagement (EC Section 52064[e][1]). Local educational partners possess valuable perspectives and insights about an LEA's programs and services. Effective strategic planning will incorporate these perspectives and insights in order to identify potential goals and actions to be included in the LCAP.
- **Accountability and Compliance:** The LCAP serves an important accountability function because aspects of the LCAP template require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:
  - Demonstrating that LEAs are increasing or improving services for foster youth, English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (EC Section 52064[b][4-6]).
  - Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (EC sections 52064[b][1] and [2]).
  - Annually reviewing and updating the LCAP to reflect progress toward the goals (EC Section 52064[b][7]).

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

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

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

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

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

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

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

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

## Plan Summary

### Purpose

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

## Requirements and Instructions

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

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

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

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

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

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

## Engaging Educational Partners

## Purpose

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

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

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

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

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

## Requirements and Instructions

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

### **Local Control and Accountability Plan:**

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

- a) Presented the local control and accountability plan to the parent advisory committee in accordance with Education Code section 52062(a)(1) or 52068(a)(1), as appropriate.
- b) If applicable, presented the local control and accountability plan to the English learner parent advisory committee, in accordance with Education Code section 52062(a)(2) or 52068(a)(2), as appropriate.

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

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

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

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

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

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

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

- Inclusion of a goal or decision to pursue a Focus Goal (as described below)
- Inclusion of metrics other than the statutorily required metrics
- Determination of the desired outcome on one or more metrics
- Inclusion of performance by one or more student groups in the Measuring and Reporting Results subsection
- Inclusion of action(s) or a group of actions
- Elimination of action(s) or group of actions
- Changes to the level of proposed expenditures for one or more actions

- Inclusion of action(s) as contributing to increased or improved services for unduplicated services
- Determination of effectiveness of the specific actions to achieve the goal
- Determination of material differences in expenditures
- Determination of changes made to a goal for the ensuing LCAP year based on the annual update process
- Determination of challenges or successes in the implementation of actions

## Goals and Actions

### Purpose

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

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

### Requirements and Instructions

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

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

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

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

## **Focus Goal(s)**

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

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

## **Broad Goal**

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

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

## **Maintenance of Progress Goal**

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

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

## **Required Goals**

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

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

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

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

- **Goal Description:** Describe the outcomes the LEA plans to achieve to address the needs of, and improve outcomes for, the student group or groups that led to the LEA's eligibility for Differentiated Assistance.
- **Explanation of why the LEA has developed this goal:** Explain why the LEA is required to develop this goal, including identifying the student group(s) that lead to the LEA being required to develop this goal, how the actions and associated metrics included in this goal differ from previous efforts to improve outcomes for the student group(s), and why the LEA believes the actions, metrics, and expenditures included in this goal will help achieve the outcomes identified in the goal description.

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

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

### **Measuring and Reporting Results:**

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

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

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

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

Complete the table as follows:

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

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

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

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

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

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

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

## Goal Analysis:

Enter the LCAP Year.

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

- Describe the overall implementation of the actions to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process. This must include any instance where the LEA did not implement a planned action or implemented a planned action in a manner that differs substantively from how it was described in the adopted LCAP.
- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures and between the Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services, as applicable. Minor variances in expenditures or percentages do not need to be addressed, and a dollar-for-dollar accounting is not required.
- Describe the effectiveness of the specific actions to achieve the articulated goal as measured by the LEA. In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal. When responding to this prompt, LEAs may assess the effectiveness of a single action or group of actions within the goal in the context of performance on a single metric or group of specific metrics within the goal that are applicable to the action(s). Grouping actions with metrics will allow for more robust analysis of whether the strategy the LEA is using to impact a specified set of metrics is working and increase transparency for educational partners. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.
- Describe any changes made to this goal, expected outcomes, metrics, or actions to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard or other local data, as applicable.

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

### Purpose

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

### Requirements and Instructions

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

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

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

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

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

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

**Required Descriptions:**

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

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

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

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

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

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

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

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

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

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

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

## **For School Districts Only:**

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

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

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

### **Actions Provided on a Schoolwide Basis:**

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

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

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

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

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

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

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

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

Provide the following descriptions, as applicable to the LEA:

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

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

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

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

Complete the table as follows:

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

## Action Tables

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

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

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

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

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

## Data Entry Table

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

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

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

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

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

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

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

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

## Contributing Actions Table

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

## Annual Update Table

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

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

## Contributing Actions Annual Update Table

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

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

## LCFF Carryover Table

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

- **10. Total Percentage to Increase or Improve Services for the Current School Year:** This percentage will not be entered. The percentage is calculated based on the amounts of the Estimated Actual LCFF Base Grant (9) and the Estimated Actual LCFF Supplemental and/or Concentration Grants (6), pursuant to 5 CCR Section 15496(a)(8), plus the LCFF Carryover – Percentage from the prior year. This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the current LCAP year.

## Calculations in the Action Tables

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

### Contributing Actions Table

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

### Contributing Actions Annual Update Table

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

- 6. Estimated Actual LCFF Supplemental and Concentration Grants
  - This is the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on of the number and concentration of unduplicated students in the current school year.
- 4. Total Planned Contributing Expenditures (LCFF Funds)
  - This amount is the total of the Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)

- 7. Total Estimated Actual Expenditures for Contributing Actions
  - This amount is the total of the Estimated Actual Expenditures for Contributing Actions (LCFF Funds)
- Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)
  - This amount is the Total Estimated Actual Expenditures for Contributing Actions (7) subtracted from the Total Planned Contributing Expenditures (4)
- 5. Total Planned Percentage of Improved Services (%)
  - This amount is the total of the Planned Percentage of Improved Services column
- 8. Total Estimated Actual Percentage of Improved Services (%)
  - This amount is the total of the Estimated Actual Percentage of Improved Services column
- Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)
  - This amount is the Total Planned Percentage of Improved Services (5) subtracted from the Total Estimated Actual Percentage of Improved Services (8)

### **LCFF Carryover Table**

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

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

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

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