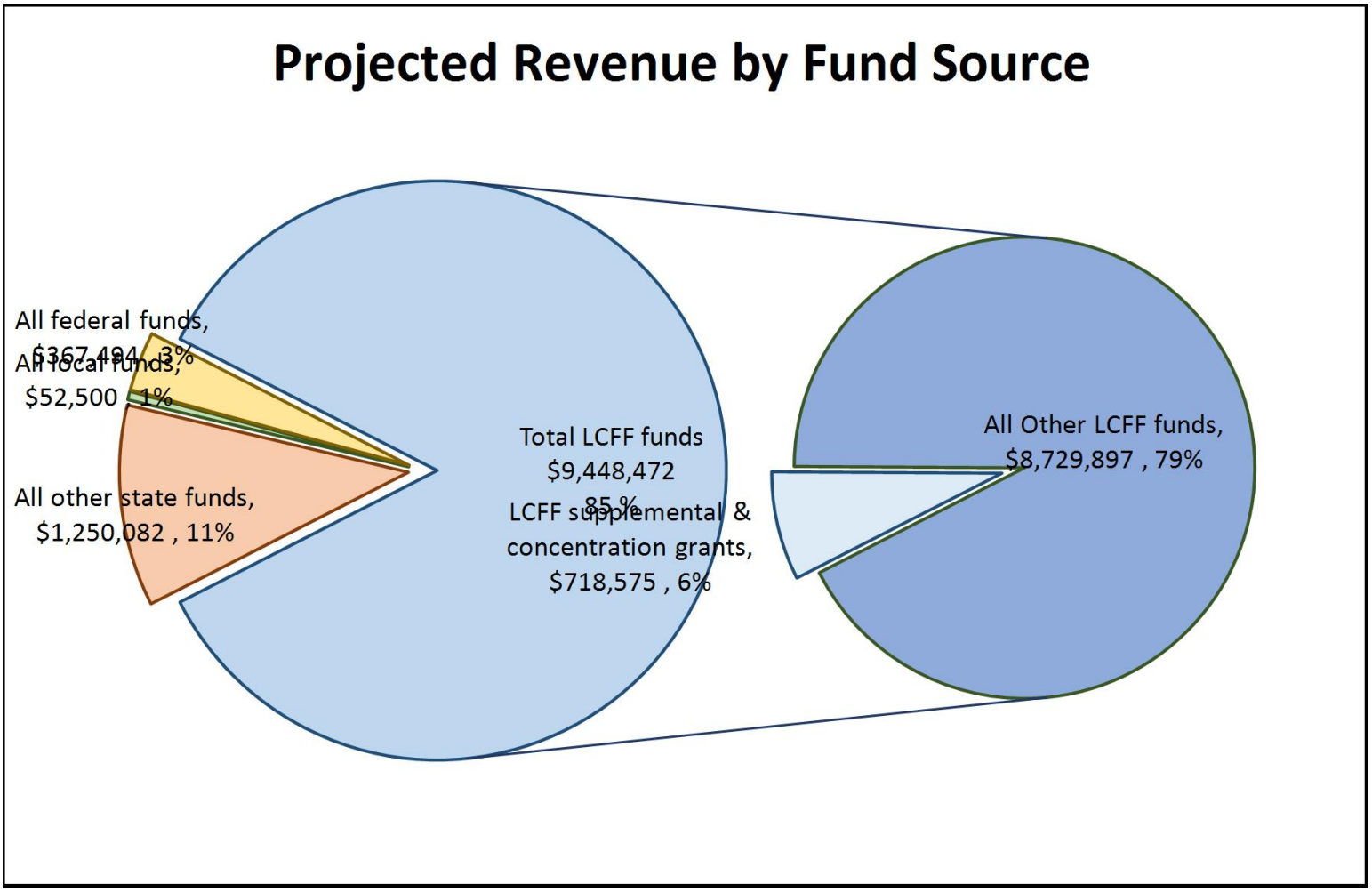
LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Forest Charter School
CDS Code: 29 10298 0126219
School Year: 2023-24
LEA contact information:
Peter Sagebiel
Executive Director
psagebiel@forestcharter.com
(530) 265-4823

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

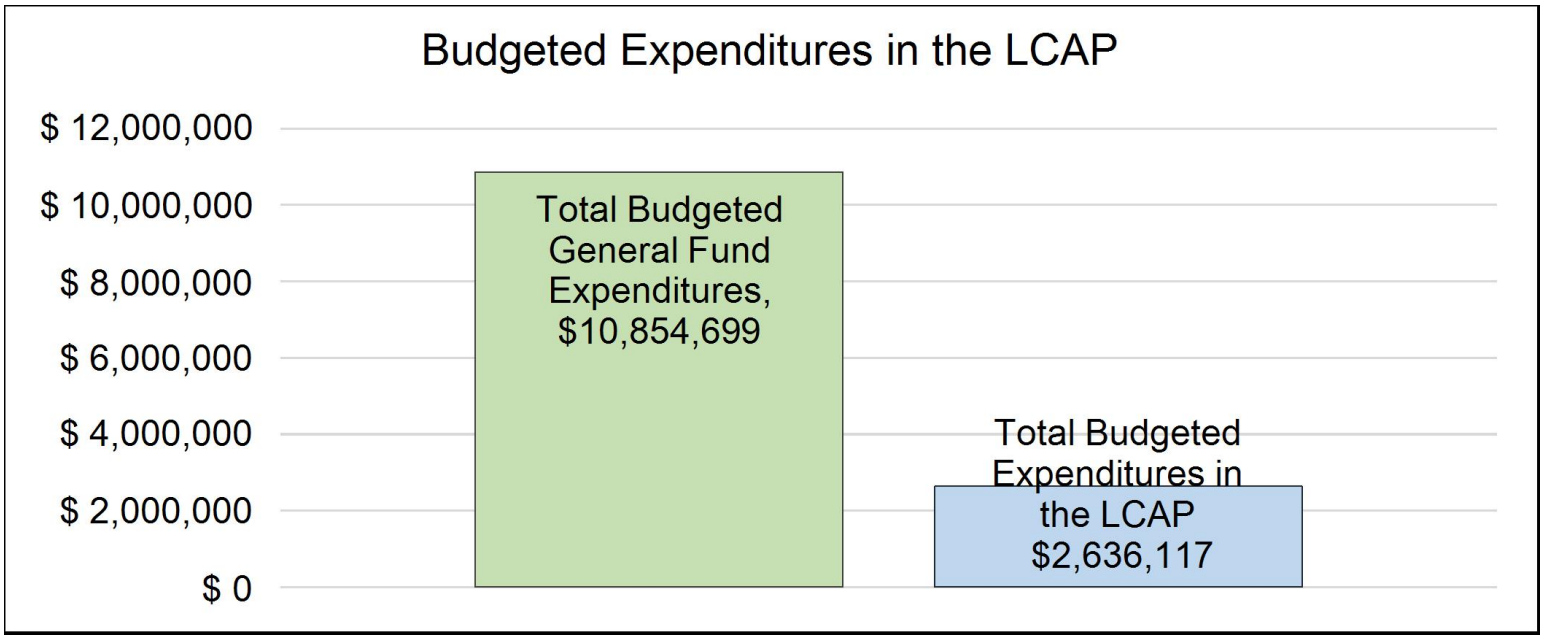


This chart shows the total general purpose revenue Forest Charter School expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Forest Charter School is $11,118,548, of which $9,448,472 is Local Control Funding Formula (LCFF), $1,250,082 is other state funds, $52,500 is local funds, and $367,494 is federal funds. Of the $9,448,472 in LCFF Funds, $718,575 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 Forest Charter 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: Forest Charter School plans to spend $10,854,699 for the 2023-24 school year. Of that amount, $2,636,117 is tied to actions/services in the LCAP and $8,218,582 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

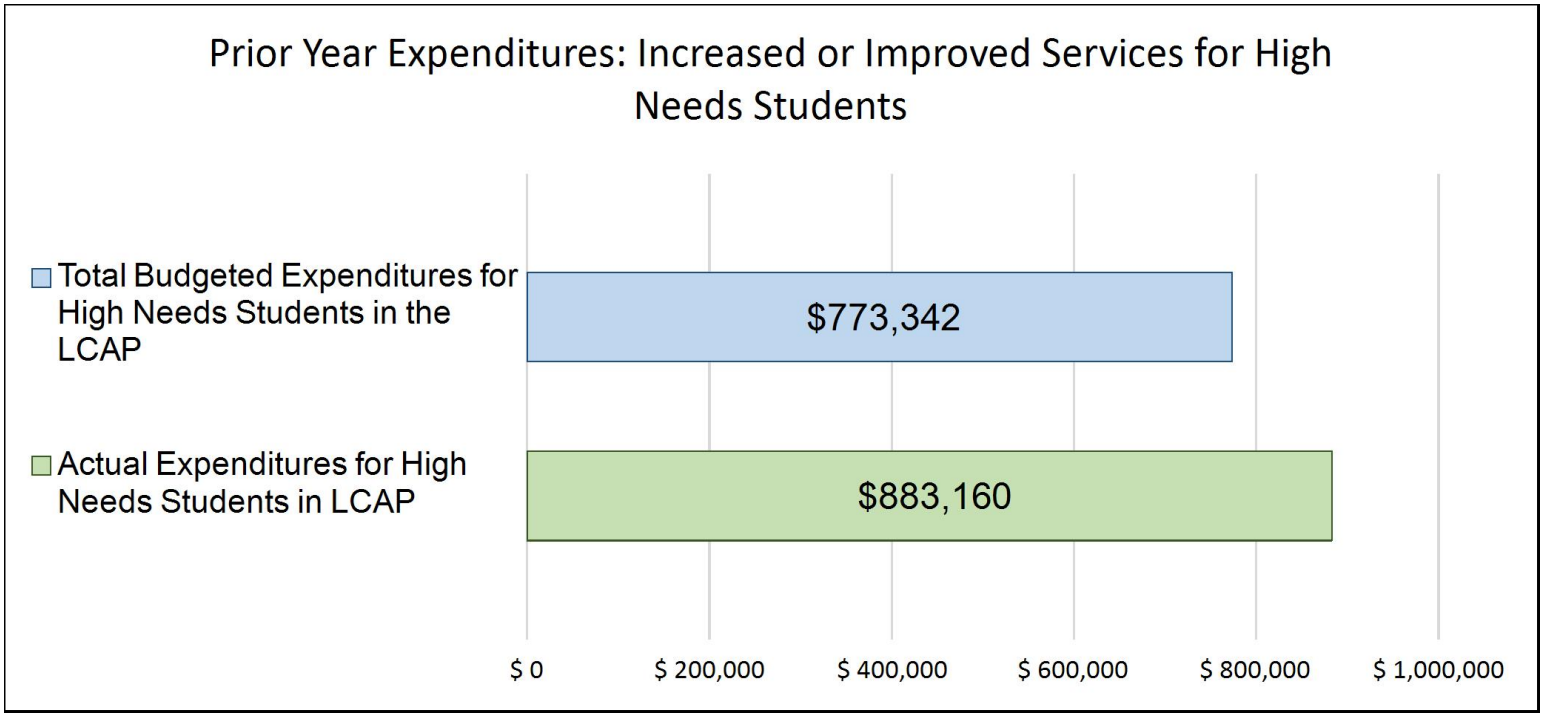
Expenditures that are generally not included in the LCAP are administrative and business office salaries, facilities costs and site improvements, equipment and materials, and business services.

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

In 2023-24, Forest Charter School is projecting it will receive $718,575 based on the enrollment of foster youth, English learner, and low-income students. Forest Charter School must describe how it intends to increase or improve services for high needs students in the LCAP. Forest Charter School plans to spend $814,214 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 Forest Charter School budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what Forest Charter School estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

The text description of the above chart is as follows: In 2022-23, Forest Charter School's LCAP budgeted $773,342 for planned actions to increase or improve services for high needs students. Forest Charter School actually spent $883,160 for actions to increase or improve services for high needs students in 2022-23.

The difference between the budgeted and actual expenditures of $109,818 had the following impact on Forest Charter School's ability to increase or improve services for high needs students:

FCS saw an increase in our higher need students this year, and was able to offer increased tutoring and intervention support and curriculum to support academics.

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
Forest Charter School	Peter Sagebiel Executive Director	psagebiel@forestcharter.com (530) 265-4823

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.

Forest Charter School (FCS) is a TK-12 personalized learning program centered in the foothills of the Sierra Nevada Mountains, an area with a rich history and an active tourist industry. The community hosts a variety of artists and related activities, including music festivals, poetry, writers, painters, and more. The mining industry's history in this region is also a major draw, as are the winter sports in the Truckee/Tahoe area of our community.

Forest Charter School serves all students of legal TK-12th grade age in Nevada County and its contiguous counties (Placer, Yuba, Sierra). Currently, FCS is staffed to enroll approximately 825 TK-12 students, and its demographics align with other schools in the county. As a public school, FCS does not charge fees or tuition.

Forest Charter School's foundational philosophy is to build an educational program around each student and thus, serves families who desire a standards-based yet flexible and personalized learning approach to education. Each student's personal learning program is developed by their education team, consisting of the student, parents/guardians, and a supervising teacher (ST). This team meets regularly in order to monitor, plan, update, and document the student's progress. This personalized plan allows students to choose from a wide range of educational supports, such as home study, online classes, and small support classes. Students are encouraged to explore educational materials and avenues that motivate and inspire them and that are consistent with state standards.

Reflections: Successes

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

School Climate
There are several aspects of Forest Charter School's program that we are proud of. Perhaps our strongest aspect is our culture, and this view of our culture is shared by both families and staff. Based on the FCS annual school survey, approximately 97% of the parents and 89% of the students feel that the teachers show respect for the students (approximately 3% of the parents were neutral, 7% of the students were neutral, and the remaining percentage are not on campus). 88% of the staff feel that FCS promotes trust and collegiality (8.3% were neutral). This feedback, as well as our low suspension/expulsion rate, help quantify the strong school climate that is present at Forest Charter School.

Suspension Rate 0.1% 2022 Dashboard
As mentioned above, our suspension rate is very low. We believe this supports our contention that we have a very strong school culture that supports students and makes them feel safe.

Chronic Absenteeism 2.9% 2022 Dashboard
The dashboard indicates that our chronic absenteeism status is "Low" (2.0%). Forest Charter School has historically done well in this category. Last year, we implemented a process to identify students not doing their work (i.e. being absent in a non-classroom based school) which gives us more time to intervene and support students who might otherwise flail.

Graduation Rate 86% 2022 Dashboard
FCS works with a diverse population of students, and we work hard to help them continue their education and graduate as soon as possible. While we would like to improve our graduation rate, we also acknowledge that we serve many high school students who come to us with complicated backgrounds and are often behind in credits. In spite of this challenge, we mange to help most students find a path to graduation, whether that means an additional semester or year, or additional classes to push through to the finish line. The students who need additional time don't hit our dashboard until the following year which impacts our graduation rate, but we do track that number.

English Language Arts & Math Based on Local Benchmark (iReady)
Although our 2022 status scores for math and ELA on the dashboard are lower than we would have liked, we still feel that our benchmark scores indicate that students are showing strong growth in these areas. In assessing the effectiveness of our program, we looked at students working at or above grade level as well as students who began the year two or more grade levels below their assigned grade level. In both cases, we demonstrated strong improvement. In addition, we broke down the benchmark scores with our sub groups, and in all cases, we made strong gains.

Benchmark score breakdowns are below.

iReady Scores 2022-23

Percent of students in grades 3-8 on or above grade level
Reading - Fall 49.6%% Winter 62.3%
Math - Fall 31.5% Winter 45.3%

Percent of students in grades 3-11 on or above grade level
Reading - Fall 46.7% - Winter 56.2%
Math - Fall 30.5% - Winter 42.1%

Percent of students in grades 3-8 who tested 2 grades levels or more below their assigned grade level in iReady
(Note: the decreased percentage from fall to winter shows improvement in this area.)
Reading - Fall 24.5% - Winter 19.8%
Math - Fall 28.3% - Winter 22.8%

Percent of students in grades 3- 8 and 11 who tested 2 grades levels or more below their assigned grade level in iReady
(Note: the decreased percentage from fall to winter shows improvement in this area.)
Reading - Fall 29.9% - Winter - 25.4%
Math - Fall - 39.3% - Winter - 32.1%

Percent of students making typical progress
3-8 and 11th
Reading - 75%
Math - 50%

White Sub Group
3-8 and 11th
Reading - 75%
Math - 44.44%

Students with Disabilities Sub Group
3-8 and 11th
Reading - 69.7%
Math - 33.33%

Socio-Economically Disadvantaged Sub Group
3-8 and 11th

Reading - 69.7%
Math - 47.83%

Percent of students working at or above grade level (change from fall assessment to winter assessment)
3-11
Reading - Fall 46.7% - Winter 56.2%
Math - Fall 30.5% - Winter 42.1%

White Sub Group
3-11
Reading - Fall 46.4% - Winter 55.6%
Math - Fall 31.9% - Winter 45.1%

Students with Disabilities Sub Group
3-11
Reading - Fall 13.8% - Winter 24.6%
Math - Fall 7.9% - Winter 20%

Socio-Economically Disadvantaged Sub Group
3-11
Reading - Fall 36.2% - 47.7%
Math - Fall 17.1% - 30.7%

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.

Forest Charter School did not receive any "Not Met" or "Not Met for Two or More Years" Ratings on our local indicators.

State indicators for which overall performance was in Red or Orange
Although there are no color indicators on the dashboard for this year, our math and ELA status is at the "low" indicator. This is an identified need, and is one of the main focus areas for our LCAP goals. We would like to add that students overall and by each subgroup are making strong gains in our local benchmarks.

Any state indicator for which performance for any student group was two or more performance levels below the "all student" performance
Chronic Absenteeism

All student performance level: Low (four bars)
Students with Disabilities: High (two bars)

What steps is the ELA taking to address this issue? How is it addressed in goals?
In our non-classroom based program, attendance is tied to work completion. Therefore, we are address this disparity in chronic absenteeism though our academic goal. Some of the specific steps we are taking to improve this area are listed below the CAASPP scores as the specific steps focus on the same area (i.e. helping students perform at grade level proficiency).

Although we don't have the color indicators from the school dashboard, our CAASPP scores and dashboard status indicate a clear need to focus on students with disabilities and socio-economically disadvantaged students in reading and math. Even though we made good gains with these students compared to where they tested in the fall benchmark, they are still beginning and ending lower than white students and the whole school scores. Further, their CAASPP scores are still lower than the "all students" group. While we acknowledge that this is a significant need, it is worth noting that the smaller groups tend to have bigger swings since each student's score has a greater impact on the overall number for that group.

Here are the CAASPP scores for each group:

CAASPP Scores 2022
Percent proficient
ELA 3-8 and 11th 50.92%
Math 3-8 and 11th 35.52%

Percentage proficient
Students with Disabilities
ELA 3-8 and 11th 19.4%
Math 3-8 and 11th 15.2%

Percent proficient
White
ELA 3-8 and 11th 53.1%
Math 3-8 and 11th 39.8%

Percent proficient
SED
ELA 3-8 and 11th 39.4%
Math 3-8 and 11th 21.4%

Percent Proficient

Hispanic
ELA 3-8 and 11th 41.4%
Math 3-8 and 11th 24.1%

Steps Being Taken to Address Areas of Low Performance and Performance Gaps in reading and math:

- Use benchmark testing to ensure students are at grade level and to identify students who need support.
- Provide intervention support
- Provide student access to Chromebooks
- Provide additional funds to support students who qualify as low-income, English learners, or foster youth
- Improve our data analysis to guide intervention

LCAP Highlights

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

This year's LCAP focuses on two goals:

- Improve student's academic success in math and ELA
- Maintain a positive school culture so students feel safe

In order to support goal number one, Forest Charter School will implement the following actions/services:

- Use benchmark testing to ensure students are at grade level and to identify students who need support.
- Provide intervention support
- Provide student access to Chromebooks
- Provide additional funds to support students who qualify as low-income, English learners, or foster youth
- Improve our data analysis to guide intervention

We will monitor and evaluate the implementation and effectiveness of these actions/services by reviewing our benchmark (iReady) scores to ensure student growth in math and ELA.

In order to support goal number two, Forest Charter School will implement the following actions/services:

- Provide professional development/training as well as specific SEL tools for our staff to support students with emotional needs
- Employ three mental health counselors through the JPA
- Improve our administrative intervention protocols
- Improve our safety protocols and training

We will monitor and evaluate the implementation and effectiveness of these actions/services by ensuring all staff, training, and protocols are

in place and via the results of our student, family, staff surveys.

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.

Forest Charter has not been identified for comprehensive support and improvement.

Support for Identified Schools

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

Forest Charter has not been identified for comprehensive support and improvement.

Monitoring and Evaluating Effectiveness

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

Forest Charter has not been identified for comprehensive support and improvement.

Engaging Educational Partners

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

Parents/guardians are an integral part of the personalized learning process. Each month, the Supervising Teacher meets with the student and family to review work and establish assignments for the upcoming Learning Period. This is also an opportunity for the family to provide feedback about the school. Feedback gained from this format has always impacted the direction of Forest Charter School. Another avenue for involvement is through the Charter Council which acts as the Parent Advisory Group for the LCAP. The Charter Council is comprised of parents and, when one is available, a community member. Forest Charter School does not have a bargaining unit, however, two teachers attend meetings as staff representatives to provide feedback and a teacher perspective for the board on any agenda items or topics that come up. Every attempt is made to have this council represent Forest Charter School's demographic make-up. This parent body makes decisions and is frequently involved in discussions that influence policy and direction, including, but not limited to the strategic planning process (i.e. school wide action plan). Monthly LCAP reports are made at this meeting and include updates on the school's progress toward the LCAP goals/actions and services. Further, this report allows an opportunity for the board to brainstorm ideas, to give feedback regarding the plan, and to help make decisions regarding the LCAP. Members of the public who attend are also encouraged to participate in this discussion. The Charter Council meets on a monthly basis.

Forest Charter School also conducts an annual student survey, family survey and staff survey. Many of the eight state priorities, such as academic achievement, school safety and parental involvement are perennial topics in our surveys. The staff survey, student survey, and the parent survey were conducted in February 2023. Approximately 24.3% of our families, based on 398 households (97 respondents), 5% of our students in 6-12, and 92% of the staff participated in these surveys. To engage our educational partners in the specific aspects of the LCAP, Forest Charter School included questions in the surveys regarding those topics. The survey was emailed to our entire Forest Charter School community and a reminder emails were sent by a specific date.

In addition to the surveys, students are also annually engaged in a conversation at each learning center. Administrators at each learning center met with a middle school group and a high school group to discuss the school and to ask their input regarding areas that are working and areas that need improvement. Although we come with some specific questions, this is an organic conversation that the facilitators allow to take a natural course. Efforts are made to bring in independent study students, but we usually have a greater number of students involved in our co-ops and block classes.

Faculty Council is an advisory council made up of staff members who meet monthly to advise the Executive Director regarding policy and vision for the school. A diverse group is selected for this committee and they are asked to bring in parent perspectives gained from learning record meetings as well as discussions with other teachers to ensure a strong foundation for decisions. This group also discusses topics/issues directly related to the LCAP, and the LCAP is a standing agenda item for these meetings.

Forest Charter School is also accredited by the Western Association of Schools and Colleges (WASC). Part of the accreditation process is to go through an in-depth review of the school's program with all educational partners and develop an action plan based on input from these groups. During the 2022-23 school year, we began a new self-study process for our upcoming WASC visit in November, 2023. Educational

partner input was gathered through teacher meetings with families as well as group meetings at the school. During our last WASC visit, Forest Charter School received a six-year accreditation demonstrating that the process the school engaged in as well as the action plan that was developed was thorough and well thought out. (Some of these action-plan items are also LCAP goals.) Further, this was our fourth six-year accreditation demonstrating that the school consistently follows through with its action plan.

Forest Charter School presented the draft LCAP to the parent advisory group in April (again, the Charter Council serves as the Parent Advisory Group for the LCAP). FCS also held a public hearing on the LCAP on June 12, 2023 to solicit recommendations and comments from the public. This meeting was posted on our website. The Executive Director responded in writing to any comments. The LCAP was approved by the Charter Council on June 13, 2023.

To review the 2023 LCAP, the administration team, Faculty Council and the Charter Council looked at the articulated goals from the LCAP. Regular reports regarding our progress on the LCAP were made at our monthly charter council meetings. We reported on our ability to provide the actions and services we had articulated as well as any scores or specific data that were available. We are working to compare our benchmark and CAASPP scores to last year's scores and determine if our intervention program is helping our students' scores improve. We also reviewed the actions and services we articulated and found that we had accomplished the vast majority of them. When appropriate, we looked at specific examples of the services we provided and the amount of budget spent on these services.

A summary of the feedback provided by specific educational partners.

Educational partner input indicated a clear desire to continue our focus on academic intervention. Although parents ranked some of the state priorities as a higher priority than academic achievement, other questions on the survey show that parents and staff feel that these areas are already a strength and therefore do not require the same attention as academic intervention. The surveys consistently show that parents, students, and staff feel that Forest Charter School is a safe environment. Although we regularly receive strong praise for our school climate, the survey showed a desire for continued training to support students with disabilities and students with emotional needs.

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

Educational partner input led Forest Charter School to add/keep the following actions/services:

- Staff three full-time mental health counselors who can provide support for these students.
- Provide professional development and tools to support students with disabilities and emotional needs
- Maintain our academic intervention program and the other academic services/supports
- Provide aides in co-op classes
- Provide intervention tutoring/support

Goals and Actions

Goal

Goal #	Description
1	The Percentage of students who demonstrate grade-level proficiency in ELA and math will increase annually.

An explanation of why the LEA has developed this goal.

Based on state testing, benchmark assessments, and teacher observations, FCS has identified a need to improve proficiency in language arts and math. The actions below will allow Forest Charter to provide a scaffolded spectrum of options to support students achieving grade-level proficiency in ELA and math beginning with a general foundation of services and increasing to targeted individual support based on student need. Further, the metrics will demonstrate the effectiveness of these actions by showing student growth and access to services.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Priority 1: Basic (Conditions of Learning) Local indicator and/or local survey Facility Inspection Tool (FIT)	100% of teachers are appropriately assigned and fully credentialed (2021) 100% of Pupils have access to standards aligned instructional materials (2021) All facilities earned an overall rating of "good" based on Facility Inspection Tool (FIT) and/or local survey (2021)	100% of teachers are appropriately assigned and fully credentialed (2022) 100% of Pupils have access to standards aligned instructional materials (2022) All facilities earned an overall rating of "good" based on Facility Inspection Tool (FIT) and/or local survey (2022)	100% of teachers are appropriately assigned and fully credentialed (2023) 100% of Pupils have access to standards aligned instructional materials (2023) All facilities earned an overall rating of "good" based on Facility Inspection Tool (FIT) and/or local survey (2023)		Maintain 100% of teachers appropriately assigned and fully credentialed Maintain 100% of pupils having access to standards aligned instructional materials Achieve an overall rating of "good" based on Facility Inspection Tool (FIT) and/or local survey

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Priority 2: State Standards (Conditions of Learning) Local Indicator and/or local survey	100% of teachers implement state board adopted academic content and performance standards for all students (2021) 100% of students (including unduplicated and students with disabilities) are given access to CCSS curriculum and materials. Teachers use ELD Standards and California State Standards (CSS) in math and English Language Arts. (2021)	100% of teachers implement state board adopted academic content and performance standards for all students (2022) 100% of students (including unduplicated and students with disabilities) are given access to CCSS curriculum and materials. Teachers use ELD Standards and California State Standards (CSS) in math and English Language Arts. (2022)	100% of teachers implement state board adopted academic content and performance standards for all students (2023) 100% of students (including unduplicated and students with disabilities) are given access to CCSS curriculum and materials. Teachers use ELD Standards and California State Standards (CSS) in math and English Language Arts. (2023)		100% of teachers will Implement state board adopted academic content and performance standards for all students 100% of students (including unduplicated and students with disabilities) will be given access to CCSS curriculum and materials. Teachers use ELD Standards and California State Standards (CSS) in math and English Language Arts.
Priority 3: Parental Involvement (Engagement) Local indicator and/or local survey to gain input on decision making	100% of parents including parents of unduplicated pupils and students with exceptional needs were contacted via email to participate in the annual Parent Survey for input in	100% of parents including parents of unduplicated pupils and students with exceptional needs were contacted via email to participate in the annual Parent Survey for input in	100% of parents including parents of unduplicated pupils and students with exceptional needs were contacted via email to participate in the annual Parent Survey for input in		100% of parents including parents of unduplicated pupils and students with exceptional needs will be contacted to participate in the annual Parent Survey for input in decision making

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	decision making. (2021)	decision making. (2022)	decision making. (2023)		
Priority 4: Pupil Achievement (Pupil Outcomes) CA School Dashboard DataQuest College Board EAP Results - 3 or higher on CAASPP CTE Completion Results on CALPADS Local Data	Math - 34% of students met or exceeded the grade level standard on the CAASPP (2019) ELA - 45% of students met or exceeded the grade level standards on the CAASPP (2019) API score, N/A State yet to release 19.28% of students are meeting the UC/CSU Requirement (2020)	Math - 0% Percent of students participated in CAASPP. FCS used our local benchmark (NWEA) instead. 43.1% of K-8 students and 50% of 11th grade students met or exceeded grade level standards based on NWEA (2021) ELA - 0% Percent of students participated in CAASPP. FCS used our local benchmark (NWEA) instead. 64.6% of K-8 students and 82.1% of 11th grade students met or exceeded grade level standards based on NWEA (2021) API score, N/A State yet to release	Math - 35.3% of students met or exceeded the grade level standard on the CAASPP (2022) ELA - 50.9% of students met or exceeded the grade level standards on the CAASPP (2022) API score, N/A State yet to release 17% of students are meeting the UC/CSU Requirement (2022)		The percentage of students Meeting or exceeding standard on the CAASPP math and ELA will increase by 5% Currently no API score available. When API comes available, we will meet or exceed growth API target as applicable The percent of student meeting the UC/CSU requirement will increase by 10% 100% of EL students will progress at least one level on the ELPAC FCS will reclassify 100% of its EL students. The percent of FCS students passing the AP exams with a 3 or

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	Zero EL students have progressed at least one level on the ELPAC (Currently FCS has no EL students) (2021) Zero EL students have been reclassified (currently FCS has no EL students) (2021) 62.5% of students have passed the AP exam with a 3 or higher (2020) 50% of students have been determined Ready or Conditionally Ready for college by EAP in ELA (2019) FCS did not take CAASPP in 2020. We used our local benchmark (NWEA). 24% of students have been determined Ready or Conditionally Ready for college by EAP in	31.6% of students are meeting the UC/CSU Requirement (2021) Zero EL students have progressed at least one level on the ELPAC (Currently FCS has no EL students) (2022) Zero EL students have been reclassified (currently FCS has no EL students) (2022) 76.92% of students have passed the AP exam with a 3 or higher (2021) Percent of students have been determined Ready or Conditionally Ready for college by EAP in ELA is not available due to no CAASPP testing (2020).	0 EL students have progressed at least one level on the ELPAC (Currently FCS has 3 EL students, testing to come) (2023) 0 EL students have been reclassified (currently FCS has 3 EL students, testing to come) (2023) 85.7% of students have passed the AP exam with a 3 or higher (2022) 67.1% of students have been determined Ready or Conditionally Ready for college by EAP in ELA by taking CAASPP (2022) 28.5% of students have been determined Ready or Conditionally Ready		higher will increase by 5% Students deemed Ready or Conditionally Ready in ELA will increase by 5% Students deemed Ready or Conditionally Ready in math will increase by 5% 5% of FCS students will have completed a CTE Pathway

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	math (2019). FCS did not take CAASPP in 2020. We used our local benchmark (NWEA). 0% of students have completed a CTE Pathway (2021)	Percent of students have been determined Ready or Conditionally Ready for college by EAP in math is not available due to no CAASPP testing (2020). 0% of students have completed a CTE Pathway (2022)	for college by EAP in math by taking CAASPP(2022). 0% of students have completed a CTE Pathway (2022) Path in 2022 was first year so no students have finished two year Pathway.		
Priority 7: Course Access (Conditions of Learning) Local indicator and/or local survey/data	100% of students have access to required areas of study, including for unduplicated pupils and pupils with exceptional needs. (2021)	100% of students have access to required areas of study, including for unduplicated pupils and pupils with exceptional needs. (2022)	100% of students have access to required areas of study, including for unduplicated pupils and pupils with exceptional needs. (2023)		Maintain 100% of students having access to required areas of study, including for unduplicated pupils and pupils with exceptional needs.
Priority 8: Other Pupil Outcomes (Pupil Outcomes) Benchmark Assessment Results	64.6% of K-8 students met or exceeded grade level standards on the NWEA ELA benchmark assessment. (2021) 43.1% of K-8 students met or exceeded grade level standards on the NWEA math	56.40% of K-8 students met or exceeded grade level standards on the winter iReady ELA benchmark assessment. (2022) 44.92% of K-8 students met or exceeded grade level	47.8% of K-8 students met or exceeded grade level standards on the winter iReady ELA benchmark assessment. (2023) 31% of K-8 students met or exceeded grade level standards on the winter iReady		The percent of students meeting or exceeding grade level proficiency on the ELA benchmark will increase by 5% The percent of students meeting or exceeding grade level proficiency on the

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	benchmark assessment. (2021)	standards on the winter iReady math benchmark assessment. (2022)	math benchmark assessment. (2023)		math benchmark will increase by 5%

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Supplemental Academic Support	a) Provide optional support classes (Coops, Learning Center classes) b) Provide optional enrichment classes c) College and career advisors d) Provide parent training to improve at-home instruction	$1,531,836.00	No
1.2	Targeted Academic Support	a) Provide aides, tutoring as needed b) Provide ELA and math intervention such as SST meetings, tutoring, technology, and intervention curriculum as needed c) Access to an Intervention Specialist and/or SST Coordinator	$402,094.00	Yes
1.3	Academic Materials	Access to Technology - Provide access to technology by making Chromebooks available to all students in grades 6-12	$25,000.00	No
1.4	Students with Disabilities	Provide supplemental tutoring (intervention) as needed for our students with disabilities.	$160,000.00	No

Action #	Title	Description	Total Funds	Contributing
1.5	Data Analysis	a) Measure the percent of our students working at or above grade level proficiency. b) Measure growth of students in our intervention program c) Track how students perform when they have attended FCS for three or more years d) Compare benchmark testing/metrics and state testing to measure the percent of students meeting grade level proficiency	$10,000.00	No
1.6	Benchmark Assessments	a) Use a benchmark assessment tool to measure growth.	$20,650.00	Yes
1.7	Additional Funds to Support Academics	Additional funds available to support pupils who qualify as low income, English learners, or foster youth. Funds will support things such as tutoring, bus passes, test fees, school supplies, etc.	$135,000.00	Yes

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.

Forest Charter School implemented all of the actions in last year's LCAP. Some highlights include the following:
Action 1.2 - We also managed to implement a more robust intervention system.
Action 1.5 - We also had success with the data analysis system that allows us to monitor our students' progress with more detail not only for the whole population, but the State identified subgroup populations as well.
Action 1.6 - We are still pleased with our benchmark system and we have continued training to better use the various features.

The actions that we were not able to fully implement were aides.
Action 1.1 - We offered an online Love and Logic parenting course to all families for free, but no one wanted to participate. We feel that we need to do a better job advertising this opportunity and will offer free access to the training again in the 2023-24 school year.
Action 1.2 - Aides - We were unable to hire a full complement of aides in Truckee due to a lack of applicants (We hired 3 of 4 positions). We are hopeful that we will be able to fill this position for the 2023-24 school year.

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.

Generally, FCS assumes a variance of 10% or more to be a material difference.
Action 3: We didn't need to purchase as many additional Chromebooks as originally budgeted for, however, all students who needed a Chromebook have received one.
Action 4: We saw a higher than anticipated need to support our students with disabilities, especially in tutoring and intervention.
Action 7: We saw a higher than anticipated need to support our unduplicated student population, especially in tutoring and intervention.

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

Overall, FCS was very successful identifying and supporting students working below grade level. We accomplished this by providing a variety of intervention support including direct tutoring, intervention curriculum, and the iReady intervention curriculum. An analysis of our benchmark assessments (see iReady data in the 2023-24 LCAP Plan Summary section) shows significant growth among our overall population as well as our identified sub-groups

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.

Forest Charter School is not planning on any changes to the planned goal, metrics, or desired outcomes. We feel that our program was effective and by continuing with it, we will be able to refine any small issues and improve this service even more.

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	Forest Charter School will maintain its positive school climate.

An explanation of why the LEA has developed this goal.

Based on family surveys, staff surveys, student interviews, teacher observations, and state statistics FCS has a strong school climate that creates emotional, intellectual and physical safety; the Forest Charter School community wishes to maintain that culture. The actions below will provide Forest Charter the training and the mental health support services to maintain our positive school climate. Further, the metrics will demonstrate the effectiveness of these actions by maintaining our strong pupil engagement and school climate scores.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Priority 5: Pupil Engagement DataQuest CALPADS CA School Dashboard Local Data	Attendance rates 98.30% (2020) Chronic Absenteeism 1.82% (2020) Middle school dropout rate: 0.008% (2020) High school dropout rate: 10.2%(2020) High school graduation rate: 89.8%(2020)	Attendance rates 97.56% (2021) Chronic Absenteeism 3.87% (2021) Middle school dropout rate: 0.015% (2021) High school dropout rate 13.8%(2021) High school graduation rate: 86.2%(2021)	Attendance rates 97.25% (2022) Chronic Absenteeism 2.9% (2022) Middle school dropout rate: 0% (2022) High school dropout rate 14%(2022) High school graduation rate: 86%(2022)		Maintain and attendance rate above 97.5% Reduce Chronic Absenteeism to below 3% Maintain a Middle school dropout rate of less than 1% Reduce High school dropout rate to below 8% Increase the High school graduation rate to 92%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Priority 6: School Climate DataQuest CALPADS CA School Dashboard CHKS data FCSSurvey data	Pupil suspension rate 0% (2020) Pupil expulsion rate 0% (2020) CHKS Survey: 68% of Parents feel FCS treats all students with respect (2021) CHKS Survey: 60% of parents feel FCS has adults who really care about students (2021) FCS Survey: 54% of parents Strongly agreed or agreed, that their child is safe/supervised at the Learning Center - (45% were neutral or did not know) (2021)	Pupil suspension rate 0% (2021) Pupil expulsion rate 0% (2021) CHKS Survey: 71% of Parents feel FCS treats all students with respect (2022) CHKS Survey: 65% of parents feel FCS has adults who really care about students (2022) FCS Survey: 85% of parents Strongly agreed or agreed, that their child is safe/supervised at the Learning Center - (14% were neutral or did not know) (2022)	Pupil suspension rate 0.1% (2022) Pupil expulsion rate 0% (2022) The FCS participation in CHKS was too small to get our own report (2023) The FCS participation in CHKS was too small to get our own report (2023) FCS Survey: 88.2%% of parents Strongly agreed or agreed, that their child is safe/supervised at the Learning Center - (03% were neutral and 08% did not know) (2023)		Maintain a pupil suspension rate of less than 1% Maintain a pupil expulsion rate of less than 1% CHKS Survey: The percent of Parents who feel FCS treats all students with respect will increase by 5% CHKS Survey: The percent of parents who feel FCS has adults who really care about students will increase by 5% FCS Survey: The percent of parents who strongly agree or agree, that their child is safe/supervised at the Learning Center will increase by 10%

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	Professional Development	Provide professional development that focuses on supporting students social emotional learning/needs and promotes understanding the relationship between mental health and academic success	$7,500.00	No
2.2	Mental Health	a) Maintain mental health counselors to support student's emotional needs b) Maintain a part time behavior specialist to support teachers and aides working with high need students	$344,037.00	Yes

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.

All actions and services for this goal were accomplished. We are especially pleased with the work we did around professional development. Based on staff feedback, Forest Charter School (FCS) had the special ed staff provide training for for specific areas such as behavior intervention and sensory issues. FCS also put a lot of work into continuing to update our safety plan, with a particular focus on our reunification protocols. We reviewed these changes with the leadership team as well as with the staff.

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.

Generally, FCS assumes a variance of 10% or more to be a material difference.
Action 1: We were able to take advantage of professional development opportunities offered by either NCSOS or our special education JPA for free to meet this action.
Action 2: After our LCAP was approved, we moved our final mental health counselor to the JPA's payroll, and the behavior health specialist was hired through the JPA. We still maintained mental health counselors to be available at all Learning Centers, and the behavior health specialist has been working with students, teachers, and aides throughout the year.

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

FCS feels that the specific actions for goal #2 have helped maintain our positive school climate. Based on survey results approximately 97% of the parents and 89% of the students feel that the teachers show respect for the students (approximately 7% of the students were neutral). 88% of the staff feel that FCS promotes trust and collegiality (8.3% were neutral). This feedback as well as our low suspension/expulsion rate help quantify the strong school climate that is present at FCS.

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.

Forest Charter School is not planning any changes to the planned goal, metrics, or desired outcomes. We feel that our program was effective and by continuing with it, we will be able to refine any small issues and improve this service even more.

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)
$718,575	$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
8.26%	0.00%	$0.00	8.26%

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.

Forest Charter School has an unduplicated population count of 40.75%, and while many of our goals and actions support the whole school population, they are principally directed to add support to our Foster Youth, English Learners, and Low-Income students. FCS will receive an estimated $646,934 in supplemental funding generated by the school's low income, Foster Youth, and English Learner population. FCS does not qualify for concentration grant funding. We will also use additional LCFF funding, Expanded Learning Opportunities Grant funding and ESSER III grant funding to supplement services to our unduplicated population.

Goal 1, Action 2 - Targeted Academic Supports to increase or improve math and ELA proficiency.

a) Provide aides and additional tutoring as needed
b) Provide ELA and math intervention such as SST meetings, tutoring, technology, and intervention curriculum as needed
c) Access to an Intervention Specialist and/or SST Coordinator

Data
Why we have implemented these actions.

- iReady scores for unduplicated students - SED - 48.9% on or above grade level in reading, SED - 28.7% on or above grade level in math
- Parent Survey - “Forest Charter School should continue its current LCAP goal of academic support/intervention” (94.5% agreed)
- Staff Survey - “Forest Charter School should continue its current LCAP goal of academic support/intervention” (85% agreed and 10% were neutral or don’t know)
- Anecdotal - STs report that parents struggle to teach math, especially after 5th grade

How we will track the progress/success of these actions

- iReady growth scores for unduplicated students from fall to winter/spring
- Number of unduplicated students who received tutoring (year to year)

Desired outcome

- Unduplicated students will show a 5% increase in benchmark scores for the 2023-24 school year
- Unduplicated students will show a 5% increase in CAASPP scores for the 2023-24 school year

Goal 1, Action 6: Benchmark Assessments.

a) Use a benchmark assessment tool to measure growth.

Data
Why we have implemented these actions

- ST Survey data - “Benchmark testing has helped me identify students who need support.” 67% agree or strongly agree, 17%% are neutral, 4% disagree and 12% don't know. Office staff and special ed contribute to this survey also.
- Anecdotal - STs report that they need better data to better serve their students

How we will track the progress/success of these actions

- The number/percent of unduplicated students who take the iReady diagnostic test

Desired Outcome

- Have 95% of unduplicated students take the iReady diagnostic test in math and ELA

Goal 2, Action 2a: Mental Health
a) Maintain mental health counselors to support student's emotional needs
b) Maintain behavioral health specialist

Why we have implemented these actions

- Parent Survey - “Forest Charter School should continue its LCAP school climate goal of supporting students' emotional needs.” (95% agreed)
- Staff Survey - “Forest Charter School should continue its LCAP school climate goal of supporting students' emotional needs.” 88% agreed (6.25% were neutral and 4% didn’t know)
- Anecdotal - STs report a significant increase in student mental health needs, primarily anxiety.

How we will track the progress/success of these actions

- Number of unduplicated students served by mental health counselors in 2021-22 and 2022-23

We will implement the following preventative measures to support students

- ST/parent Consultation
- Maintain Staff Wellness committee. The Wellness Committee was created in 2021-22 with great staff participation. The Committee meets regularly to discuss staff wellness needs and has done everything from organized lunchtime walks to little treats in mailboxes and social events after work.
- Make SEL curriculum available to students, staff, and families
- Student Wellness Lab
- Push in services
- Referrals to outside resources

Desired Outcomes

- Reduce High school dropout rate for unduplicated students to below 8% for the 2023-24 school year
- Increase the High school graduation rate for unduplicated students to 92% for the 2023-24 school year

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

Forest Charter School anticipates expending $814,214, which represents approximately 9.36% of total LCFF funding expected in the 2023-2024 school year. Based on stakeholder feedback, there is a clear desire for academic intervention, especially in Math and ELA, to support students who are behind academically.

The proposed use of our supplemental funds will be principally directed toward providing increased and improved Math and ELA interventions and support. Due to the nature of our personalized learning program, we have found that the most effective use of these funds is to collaborate with an intervention specialist, along with the Supervising Teacher, to enhance our ability to individualize the intervention process. Further, we have established funds for low-income students to provide additional academic tutoring or other supports as needed. We believe that this approach will have the greatest impact on our low-income population and is the most effective use of these funds. These funds will directly support our low-income population through ELA and Math intervention, academic tutoring opportunities, additional curriculum and materials, test fees, etc.

Additionally, Forest Charter plans to use additional ESSER funds to support students who have suffered from learning loss due to the Covid-19 pandemic.

Goal 1, Action 7: Additional Funds to Support Academics. Estimated program expenditure $150,000.

After assessing the needs, conditions, and circumstances of our students, FCS determined that by offering additional funds to support academics to our unduplicated population, we can ensure that they have the materials and resources needed to support their education. These additional funds are specifically held for our unduplicated students and will support things such as additional tutoring and instructional materials including Chromebooks and hot spots, bus passes, test fees, and school supplies.

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.

Forest Charter School does not recieve 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	$2,513,550.00	$122,567.00			$2,636,117.00	$2,330,467.00	$305,650.00

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1.1	Supplemental Academic Support	All	$1,524,336.00	$7,500.00			$1,531,836.00
1	1.2	Targeted Academic Support	English Learners Foster Youth Low Income	$335,177.00	$66,917.00			$402,094.00
1	1.3	Academic Materials	All	$15,000.00	$10,000.00			$25,000.00
1	1.4	Students with Disabilities	Students with Disabilities	$160,000.00				$160,000.00
1	1.5	Data Analysis	All		$10,000.00			$10,000.00
1	1.6	Benchmark Assessments	English Learners Foster Youth Low Income		$20,650.00			$20,650.00
1	1.7	Additional Funds to Support Academics	English Learners Foster Youth Low Income	$135,000.00				$135,000.00
2	2.1	Professional Development	All		$7,500.00			$7,500.00
2	2.2	Mental Health	English Learners Foster Youth Low Income	$344,037.00				$344,037.00

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
$8,699,455	$718,575	8.26%	0.00%	8.26%	$814,214.00	0.00%	9.36 %	**Total:**	$814,214.00
								LEA-wide Total:	$814,214.00
								Limited Total:	$0.00
								Schoolwide Total:	$0.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	**1.2**	Targeted Academic Support	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$335,177.00	
1	**1.6**	Benchmark Assessments	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		
1	**1.7**	Additional Funds to Support Academics	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$135,000.00	
2	**2.2**	Mental Health	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$344,037.00	

2022-23 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$2,742,324.00	$3,036,462.00

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**	Supplemental Academic Support	No	$1,763,665	$1,892,000
1	**1.2**	Targeted Academic Support	Yes	$709,585	$710,037
1	**1.3**	Academic Materials	No	$35,000	$64,239
1	**1.4**	Students with Disabilities	No	$81,900	$184,587
1	**1.5**	Data Analysis	No	$10,000	$8,500
1	**1.6**	Benchmark Assessments	Yes	$20,750	$20,650
1	**1.7**	Additional Funds to Support Academics	Yes	$78,750	$116,416
2	**2.1**	Professional Development	No	$7,500	$3,975
2	**2.2**	Mental Health	Yes	$35,174	$36,058

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)
$633,539	$777,342.00	$883,161.00	($105,819.00)	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	1.2	Targeted Academic Support	Yes	$642,668	$710,037		
1	1.6	Benchmark Assessments	Yes	$20,750	$20,650		
1	1.7	Additional Funds to Support Academics	Yes	$78,750	$116,416		
2	2.2	Mental Health	Yes	$35,174	$36,058		

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)
$7,733,487	$633,539	0%	8.19%	$883,161.00	0.00%	11.42%	$0.00	0.00%

Instructions

Plan Summary

Engaging Educational Partners

Goals and Actions

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

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

Introduction and Instructions

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

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

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning (California *Education Code* [*EC*] Section 52064[e][1]). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students.

- **Meaningful Engagement of Educational Partners:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful engagement (*EC* Section 52064[e][1]). Local educational partners possess valuable perspectives and insights about an LEA's programs and services. Effective strategic planning will incorporate these perspectives and insights in order to identify potential goals and actions to be included in the LCAP.

- **Accountability and Compliance:** The LCAP serves an important accountability function because aspects of the LCAP template require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:

    - Demonstrating that LEAs are increasing or improving services for foster youth, English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (*EC* Section 52064[b][4-6]).

    - 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 **2021–22**.	Enter information in this box when completing the LCAP for **2021–22**.	Enter information in this box when completing the LCAP for **2022–23**. Leave blank until then.	Enter information in this box when completing the LCAP for **2023–24**. Leave blank until then.	Enter information in this box when completing the LCAP for **2024–25**. Leave blank until then.	Enter information in this box when completing the LCAP for **2021–22** or when adding a new metric.

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

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

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

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

Goal Analysis:

Enter the LCAP Year.

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

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

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

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

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

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

Purpose

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

Requirements and Instructions

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

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

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

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

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

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

Required Descriptions:

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

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

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

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

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

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

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

> After assessing the needs, conditions, and circumstances of our low-income students, we learned that the attendance rate of our low-income students is 7 percent lower than the attendance rate for all students. (Needs, Conditions, Circumstances [Principally Directed])
>
> In order to address this condition of our low-income students, we will develop and implement a new attendance program that is designed to address some of the major causes of absenteeism, including lack of reliable transportation and food, as well as a school climate that does not emphasize the importance of attendance. Goal N, Actions X, Y, and Z provide additional transportation and nutritional resources as well as a districtwide educational campaign on the benefits of high attendance rates. (Contributing Action[s])
>
> These actions are being provided on an LEA-wide basis and we expect/hope that all students with less than a 100 percent attendance rate will benefit. However, because of the significantly lower attendance rate of low-income students, and because the actions meet needs most associated with the chronic stresses and experiences of a socio-economically disadvantaged status, we expect that the attendance rate for our low-income students will increase significantly more than the average attendance rate of all other students. (Measurable Outcomes [Effective In])

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

For School Districts Only:

Actions Provided on an LEA-Wide Basis:

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

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

Actions Provided on a Schoolwide Basis:

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

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

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

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

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

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

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

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

Provide the following descriptions, as applicable to the LEA:

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

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

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

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

Complete the table as follows:

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

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

Action Tables

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

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

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

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

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

Data Entry Table

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

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

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

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

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

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

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

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

- **6. Estimated Actual LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on of the number and concentration of unduplicated students in the current school year.

- **Estimated Actual Expenditures for Contributing Actions**: Enter the total estimated actual expenditure of LCFF funds used to implement this action, if any.

- **Estimated Actual Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis only to unduplicated students, and that does not have funding associated with the action, enter the total estimated actual quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%).

    - 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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