

LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Santa Clara Elementary School District

CDS Code: 56-72579-6055537

School Year: 2022-23

LEA contact information:

Kari Skidmore

Superintendent

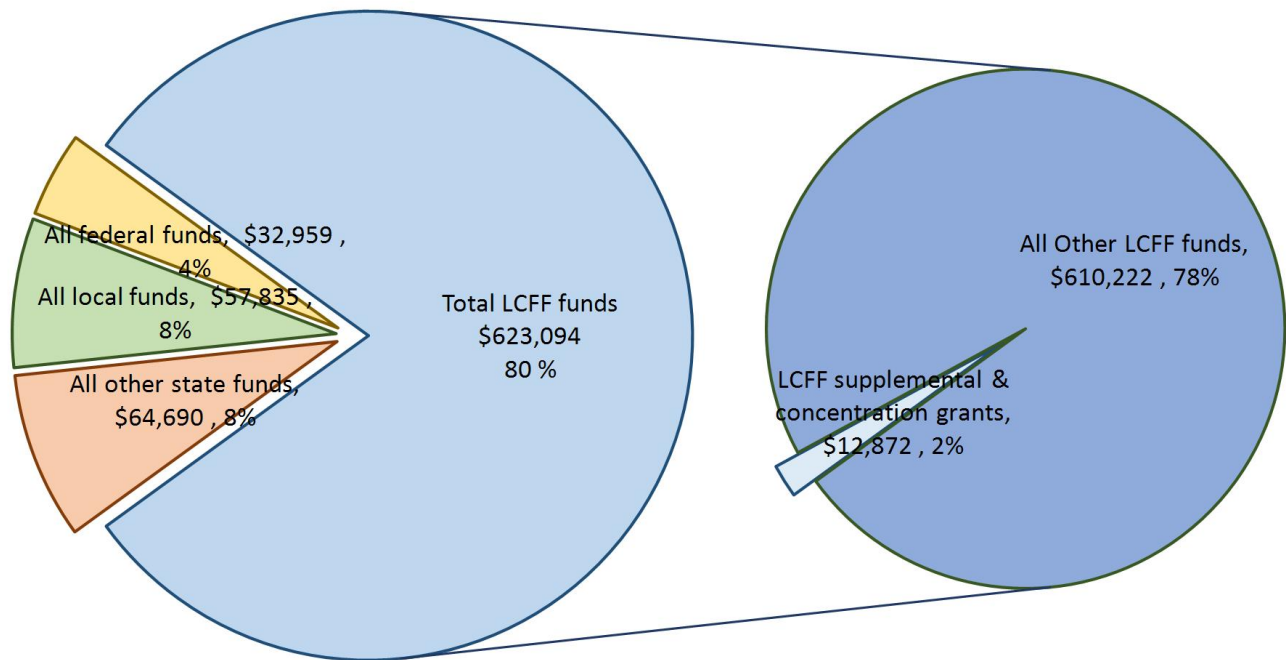
kskidmore@santaclaraesd.org, 805-525-4573

805-525-4573

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

Budget Overview for the 2022-23 School Year

Projected Revenue by Fund Source



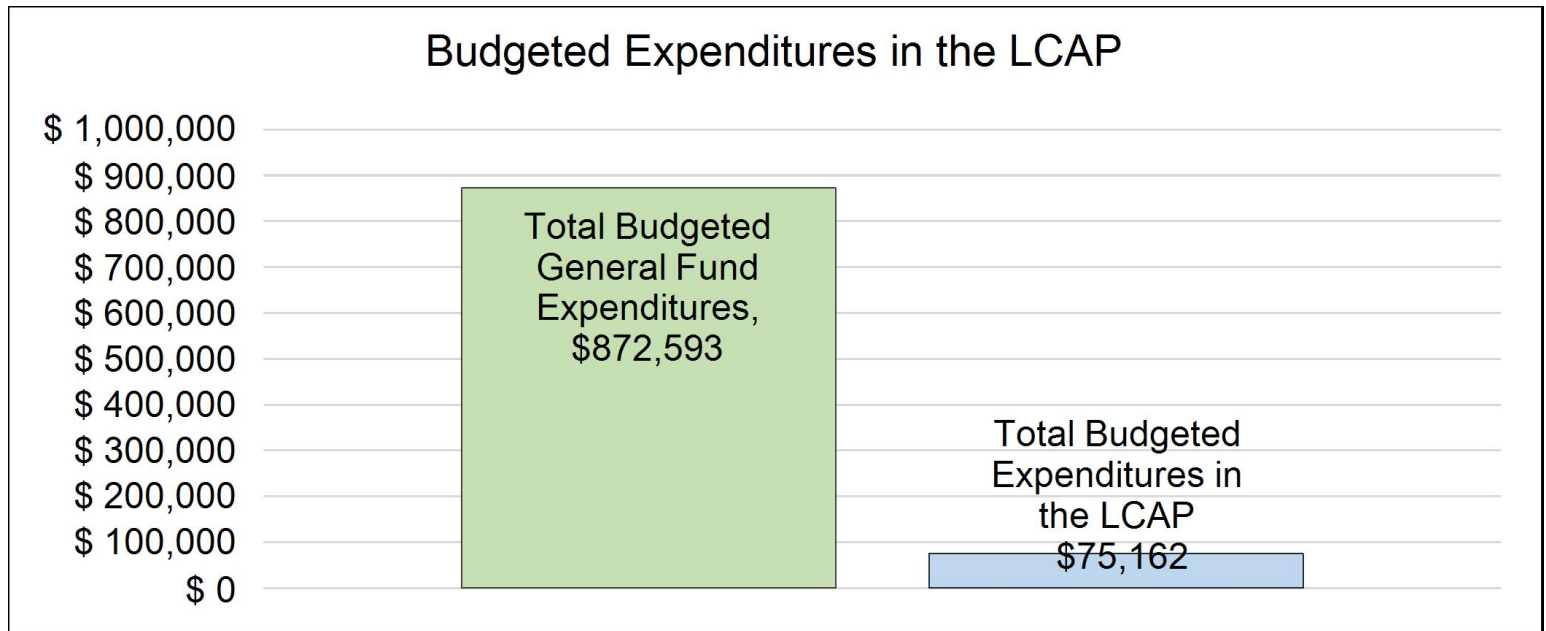
This chart shows the total general purpose revenue Santa Clara Elementary School District expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Santa Clara Elementary School District is \$778,578, of which \$623,094 is Local Control Funding Formula (LCFF), \$64,690 is other state

funds, \$57,835 is local funds, and \$32,959 is federal funds. Of the \$623,094 in LCFF Funds, \$12,872 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 Santa Clara Elementary School District plans to spend for 2022-23. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Santa Clara Elementary School District plans to spend \$872,593 for the 2022-23 school year. Of that amount, \$75,162 is tied to actions/services in the LCAP and \$797,431 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

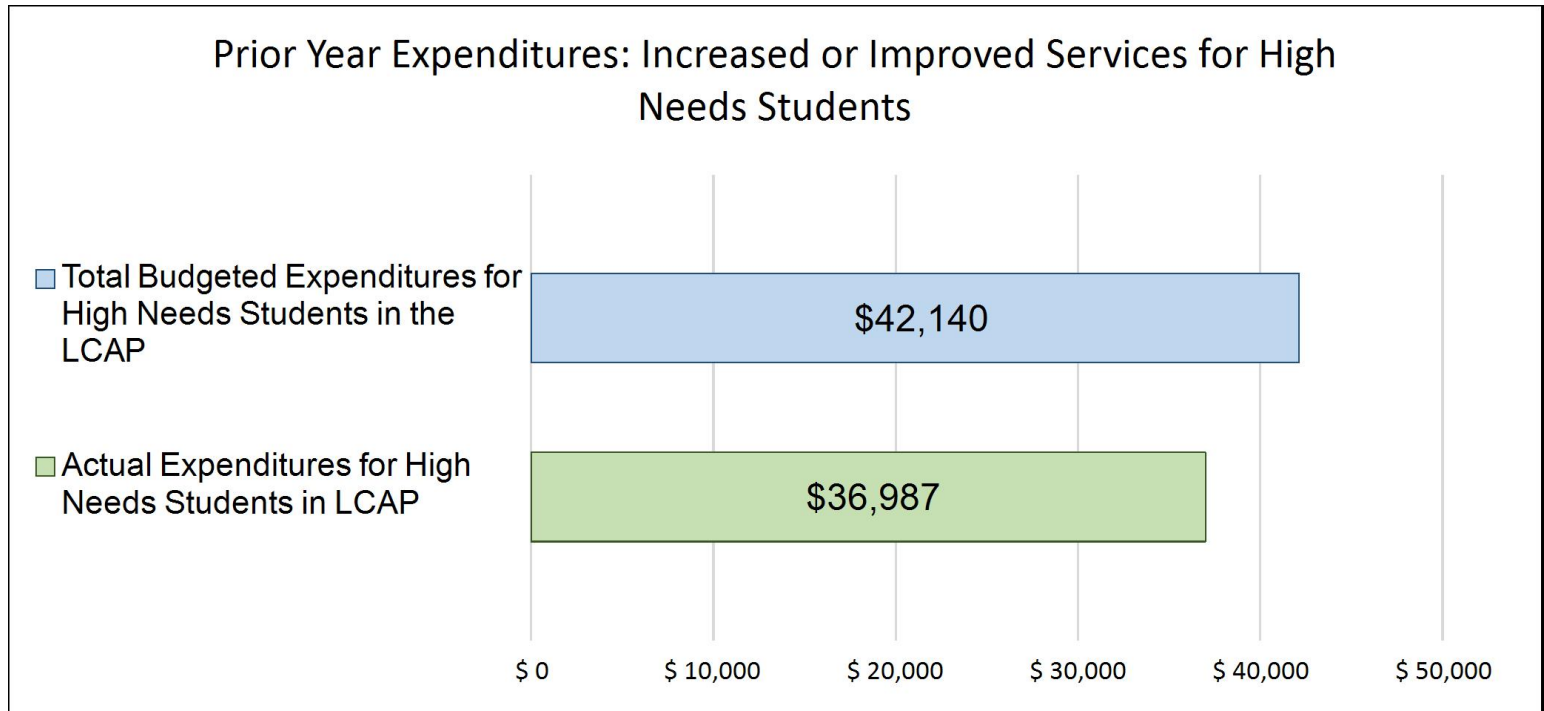
The LCAP does not include expenditures for administrative and support staff salaries, maintenance and operations, special education, or most classroom teachers.

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

In 2022-23, Santa Clara Elementary School District is projecting it will receive \$12,872 based on the enrollment of foster youth, English learner, and low-income students. Santa Clara Elementary School District must describe how it intends to increase or improve services for high needs students in the LCAP. Santa Clara Elementary School District plans to spend \$39,660 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

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



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

The text description of the above chart is as follows: In 2021-22, Santa Clara Elementary School District's LCAP budgeted \$42,140 for planned actions to increase or improve services for high needs students. Santa Clara Elementary School District actually spent \$36,987 for actions to increase or improve services for high needs students in 2021-22.

The difference between the budgeted and actual expenditures of \$-5,153 had the following impact on Santa Clara Elementary School District's ability to increase or improve services for high needs students:

The District had budgeted LCFF dollars for social emotional services to high need students in 2021-22. Rather than utilizing LCFF dollars, the District opted to use Expanded Learning Opportunity Grant monies to provide said services.

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Santa Clara Elementary School District	Kari Skidmore Superintendent	kskidmore@santaclaraesd.org (805)525-4573

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

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

As part of our annual LCAP process, Santa Clara Elementary School District connected with the following community groups to discuss how the district should prioritize recovery efforts specifically in the areas of safe in-person learning, lost instructional time, and other pandemic impacts; students, families, including families that speak languages other than English; school and district administrator, who also performs the task of special education administrator; teachers, principals, other educators, school staff, and School Site Council. Santa Clara Elementary School District evaluated community member engagement opportunities and determined that Civil Rights Groups, Tribes, and Advocates are neither present nor served by the district. Documentation related to community engagement efforts can be found at www.santaclaraesd.org, which will link to the LCAP document.

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

N/A

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

N/A

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

N/A

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

The District has maintained a rigorous academic program, while preparing all students to be successful citizens of the 21st Century. This goal is embedded with supports ensuring success for all student groups, including Students with Disabilities, Foster Youth, English Learners, and Low-Income Students. The District has used fiscal resources to provide students with Common Core Aligned NGSS Textbooks and Activity Kits for all grade levels, Common Core aligned supplementary materials to support instruction to include Renaissance Learning Program and Scholastic Weekly Readers, professional development to teachers, and RTI for struggling students. The small RTI groups have provided students with the necessary intervention supports to show growth in the state standards. Training for all certificated staff and instructional aides in SONDAY Intervention Reading Program occurred in September 2021 and is scheduled in March 2022.

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

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

Introduction

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

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

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

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

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

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

Instructions

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

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

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

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

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

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

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

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

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

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

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

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

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

Describe the LEA’s implementation of its efforts to maintain the health and safety of students, educators, and other staff and ensure the

continuity of services, as required by the federal American Rescue Plan Act of 2021, and its implementation of the federal Elementary and Secondary School Emergency Relief (ESSER) expenditure plan to date, including successes and challenges.

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

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

California Department of Education
November 2021

Local Control Accountability Plan

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Santa Clara Elementary School District	Kari Skidmore Superintendent	kskidmore@santaclaraesd.org 805-525-4573

Plan Summary [2022-23]

General Information

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

The Santa Clara Elementary School District is a single school district located in Ventura County midway between the cities of Fillmore and Santa Paula. Affectionately known as the "Little Red Schoolhouse," Santa Clara is both a historic landmark and a place for up-to-date education. We are a K-6 district established in 1896, serving the families of rural Santa Paula for over 120 years.

School staff is dedicated to providing the kindergarten through sixth grade students a safe, respectful, and accepting atmosphere where every student can learn. Students participate in a rigorous academic program, learn to think critically and to solve problems, and to practice positive character traits, while preparing to be successful citizens of the 21st Century. The COVID-19 pandemic brought many challenges, however, our small staff, families, and students maintained a commitment to a high quality education for all learners.

Santa Clara is a District of Choice with an enrollment of under 60 students. Student demographics for the 2021-22 school year were 63% Hispanic, 33% White, 2% Black, and 2% of Asian descent. Our English Learner population is 0%, Special Education represent less than 2%, low socioeconomic represent 11%, and foster care/homeless make up 0% of our district population. Students are grouped in multi-grade classrooms, with 8-9 students per grade level. Teachers are flexible with the groupings, and students move as needed for acceleration or remediation. Santa Clara employs one teacher/principal/superintendent, two full-time teachers, and part-time classified staff including, two instructional aides, a school secretary, a music/band teacher, and a custodian. The District contracts with Ventura County SELPA and Ventura County Office of Education for speech and language services, a psychologist, and a social emotional support specialist.

Reflections: Successes

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

In 2021-22 Santa Clara Elementary School District reviewed the following data and information in preparation of the 22-23 LCAP. Prior to the pandemic and school closure in March 2020, the 2019 CA Dashboard demonstrated (0%) chronic absenteeism and (0%) suspension rate, and the District maintained the performance levels of blue for all student groups in those areas. The performance level for all students in English Language Arts was blue, with students scoring 62.3 points above standard. This was a significant increase of 35 points. The performance level in math was also high for all student groups, blue with students scoring 40.4 points above standard. The math was also a significant increase of 30.7 points. The Hispanic Student Group had an increase of 46 points, performing 41.1 points above standard in ELA and an increase of 34.6 points, performing 7.4 points above standard in math. The local indicators showed that the District had a standard met rating for all areas, including; basics: teachers, instructional materials, facilities, implementation of academic standards, parent engagement, local climate survey and the access to a broad course of study.

The Santa Clara Elementary School District administered an annual survey to all parents/guardians online. The response from families who participated in the survey showed an overall satisfaction with the school. The results show that the majority of parents feel that the school excels in all academic areas. There were also high ratings for staff, student engagement and activities, parent participation, including the PTO and SSC, and the school climate and safety. This data supports the district's low suspension rate and high academic achievement in ELA and math. The actions and services included in the LCAP directly correlate with the reported results. The support given to students by the Instructional Aides and Intervention Tutor, the purchase of common core aligned textbooks and supplementary materials, engaging students with field trips and activities and engaging and involving parents have led to high academic achievement and high marks on the overall satisfaction of the school. The District plans to continue services in the future due to the overall success in meeting these goals.

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.

Santa Clara Elementary School District 2021-22 data and educational partner feedback, as compared to the 2019 CA Dashboard data (blue in all categories), shows the needs of our students and educational partners remain the same and are reflected in the 22-23 LCAP. Prior to the pandemic and school closure in March 2020, the dashboard demonstrated The District has fewer than 30 students testing in subgroups, thus the data is not available in those areas. Based on the Equity Report, the District received no state or local performance indicator for which overall performance was in the red or orange performance category.

The District did receive a high blue performance level with student scoring 62.3 points above standard, increasing 35 points in ELA. The District received a high blue performance level in math with students scoring 30.7 points above standard, increasing 30.7 points. It is difficult to have reliable data statistically with so few students testing. The district, therefore; depends upon local data to measure progress in meeting LCAP goals.

LCAP Highlights

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

Our educational partner groups developed the following three goals for the 2022-2023 LCAP based on the analysis and reflection of student outcomes from the 2019-20 LCAP and the 2020-21 Learning Continuity and Attendance Plan:

- 1) Increase student achievement while preparing students for college and career.
- 2) Increase student engagement by providing enrichment opportunities that support the academic curriculum.
- 3) Maintain and strengthen family engagement and participation promoting a positive, school climate.

We strive to provide a rigorous academic program, while preparing all students to be successful citizens of the 21st Century. This goal is embedded with supports ensuring success for all student groups, including Students with Disabilities, Foster Youth, English Learners, and Low-Income Students.

SCESD has developed the Focus Goal to address areas of need of increasing actions and services for our small, one-school district. SCESD will align actions/services and add expanded learning opportunities to support the implementation of state standards with curriculum and services that increase engagement of students and families and promote a positive school climate. Our goal includes staff to provide social-emotional support services and professional development in the area of acceleration to mitigate pupil learning loss. The final Maintenance of Progress Goal includes actions that may be ongoing without significant changes and allows SCESD to track performance on any progress of facilities and safety.

In developing the LCAP annually, the Santa Clara Elementary School measures its progress in meeting the specific requirements. LCFF priorities also include the review of Local Indicators measured through self-reflection. The 2021-2022 LCAP Goals include metrics that will show 'met' when the CA Dashboard opens to the public in the fall of 2021. "Met" indicates that the district completed a reflection for each state's priorities aligned to the local indicators. The CA Dashboard will indicate each reflection in its entirety on the public website. Failure to complete the reflection will result in a 'not met' on the dashboard. The district dashboard will show 'met' and will use the information to support the actions & services addressing the conditions of learning, pupil outcomes, and engagement. Local Indicators address the following state priorities- Appropriately Assigned Teachers, Access to Curriculum-Aligned Instructional Materials, and Safe, Clean and Functional School Facilities (LCFF Priority 1), Implementation of State Academic Standards (LCFF Priority 2), Parent and Family Engagement (LCFF Priority 3), School Climate (LCFF Priority 6), and Access to a Broad Course of Study (LCFF Priority 7) For more information on Local Indicators <https://www.caschooldashboard.org/about/fag>. To view our district local indicators, please visit <https://www.caschooldashboard.org/>

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.

Santa Clara Elementary is a one school district and was not identified for CSI.

Support for Identified Schools

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

Santa Clara Elementary is a one school district and was not identified for CSI.

Monitoring and Evaluating Effectiveness

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

Santa Clara Elementary is a one school district and was not identified for CSI.

Engaging Educational Partners

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

Educational partner engagement is critical to providing a successful learning experience for all students. This engagement was especially necessary during the COVID-19 Pandemic when students were required to learn remotely. Consistent with statute, feedback was collected in the development of the LCAP and in the budget process from staff, families, students, and community members. All district groups, including socio-economically disadvantaged students and parents (including Low income, as of the 22-23 school year SCESD has 0 Foster Youth and English Learners), were notified of LCAP and opportunities to provide input both at public meetings and in surveys. Notices went out by multiple means including email, newsletters, postings, SSC meetings, staff meetings, student meetings, and public School Board meetings. Translations were provided as needed. The District does not have a bargaining unit.

Educational partner engagement included the following:

Santa Clara Elementary School Board Meetings: 8/18/21, 9/15/21, 10/20/21, 11/17/21, 12/15/21, 1/19/22, 2/16/22, 3/16/22, 4/27/22, 5/18/22, 6/22/22

Staff Meetings: weekly, ongoing

Parent Teacher Organization Meetings: 8/11/21, 10/12/21, 11/9/21, 12/14/21, 1/11/22, 2/8/22, 3/8/22, 4/12/22, 5/10/22

School Site Council Meetings: 9/20/21, 11/8/21, 1/10/22, 3/14/22, 5/9/22

Our EL student group is 0% percent, and does not require a ELAC, however, the District provides translation, as needed, and all Q communications can be received in the home language.

Parent Surveys: Four surveys were conducted to collect parent feedback on Distance Learning Program, Returning to School, Blended Learning Program, and In-person Instruction-09/21,10/21,12/21, 03/22

Staff Surveys: Two surveys were conducted to collect staff feedback on Distance Learning Program, Returning to School, Blended Learning Program, and In-person Instruction-10/21, 2/22

Student Surveys: Two surveys were conducted to collect student feedback on Distance Learning Program and In-Person Instruction-9/21, 5/22

SELPA: The district participated and consulted with the Ventura County SELPA through attendance and collaboration at Operations Cabinet Meetings, Superintendent's Policy Council, and facilitated 1:1 VCOE calibration meetings.

Public Hearing: 5/18/22

Final Adoption:6/22/22

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A summary of the feedback provided by specific educational partners.

Educational partner reviewed the data collected on the 2021-22 metrics and provided input through meetings and surveys. No concerns were noted that necessitated a response by the Superintendent. In response to educational partner engagement and after analysis of the effectiveness of the 2021-22 LCAP, the district will continue with the goals and actions/services through the 2022-23 school year. Parents, staff, and students gave positive feedback about the increases in student technology proficiencies due to the 1:1 chromebooks issued for distance learning. Educational partner feedback also included positive comments about the digital curriculum and agendas provided by teachers.

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

Educational partners reviewed the data collected on the 2021-22 metrics and provided input through meetings and surveys. No concerns were noted that necessitated a response by the Superintendent. In response to educational partners engagement and after analysis of the effectiveness of the 2021-22 LCAP, the district will continue with the goals and actions/services through the 2022-23 school year.

Goals and Actions

Goal

Goal #	Description
1	Goal 1 is a broad goal. The objective is to increase student achievement while preparing students for college and career. Based upon local data and California School Dashboard, Santa Clara continues to exceed County and State metrics. We will continue our efforts to increase and improve services to maintain student achievement that exceeds State and County levels for all students, including students with disabilities, English language learners, foster youth, and low socio-economic status. Through analysis of the data, including, CAASPP scores, performance of local assessments, ELPAC results, EL reclassification rates, and the annual CA Dashboard Local Indicator, self-reflection tool, we will measure our progress in meeting this goal. (State Priorities: 1, 2, 4, 7, 8)

An explanation of why the LEA has developed this goal.

State Priority 4, Pupil Achievement, and State Priority 8, Other Pupil Outcomes, address analysis and an alignment with both state-required assessments and SCESD local assessments. This analysis of the data connects with our high expectations and efforts to prepare our students for life, college, and/or career. The data shows where we can principally direct LCFF supplemental actions and services to support identified needs and strengths of our unduplicated EL, LI, FY student group, along with services for our students with disabilities and any other group with unique needs. The most recent CA Dashboard was released in 2019 and indicated a significant increase in the overall performance in the ELA (35 points-Blue status) and mathematics (30.7 points-Blue status) for the CAASPP SBAC state assessment. As a small school district, the status can change dramatically because of a slight increase or decrease due to our smaller enrollment. The 2019 Dashboard achievement for ELA and Math far exceeded the state average on the CA Dashboard with ELA 62.3 points above standard and math 40.4 points above standard. To ensure basic conditions for learning are addressed State Priority 1, fully credentialed and appropriately assigned teachers, access to standards-aligned instructional materials for every student, and State Priority 2, full implementation of the CA state standards including ELD/language acquisition standards, to ensure student readiness for a rigorous and aligned curriculum. State Priority 7, Course Access, ensures students have access and are enrolled in a broad course of study (Social Science, Science, Health, PE).

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
CAASPP ELA CA Dashboard	2020-21 CAASPP ELA results TBD 74% Standards Met or Exceeded	2021-22: 73% Met or Exceeded Source: CAASPP - ELA			CAASPP ELA, 80% Met or Exceeded

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	* baseline data updated with 20-21 data				* Desired Outcome data updated as per updated baseline
CAASPP Math CA Dashboard	2020-21 CAASPP 55% Met or Exceeded Standards Met or Exceeded * baseline data updated with 20-21 data	2021-22: 70% Met or Exceeded Source: CAASPP - Math			CAASPP Math, 75% Met or Exceeded * Desired Outcome data updated as per updated baseline
Local Indicator Reflection: Teachers Fully Credentialed and appropriately assigned CA Dashboard	2020-21 Standard "Met" on the CA Dashboard based on the Local Indicator Reflection 100% * baseline data update w/ reporting year	2021-22 Standard "Met" on the CA Dashboard based on the Local Indicator Reflection 100%			Standard "Met" on the CA Dashboard based on the Local Indicator Reflection Maintain
Local Indicator Reflection: Standards Aligned Instructional Materials for Every Student CA Dashboard	2020-21 Standard "Met" on the CA Dashboard based on the Local Indicator Reflection Standards aligned * baseline data update w/ reporting year	2021-22 Standard "Met" on the CA Dashboard based on the Local Indicator Reflection Standards aligned			Standard "Met" on the CA Dashboard based on the Local Indicator Reflection Maintain

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Reclassification Rates CA Dashboard	District had 0 English Learners 2020-21. * baseline data update w/ reporting year	District had 0 English Learners 2021-22			Increase RFEP based on EL enrollment each year
ELPAC Assessment CA Dashboard	District had 0 English Learners 2020-21. * baseline data update w/ reporting year	District had 0 English Learners 2021-22			Increase Level 3, decrease level 1 & 2, move EL students to Level 4 based on enrollment each year
Local Indicator Reflection: Implementation of all CA state standards, including how ELs will access the CCSS and ELD standards CA Dashboard	2020-21 Standard "Met" on the CA Dashboard based on the Local Indicator Reflection Implementation of standards district wide 100% (EL access to CCSS and ELD standards) * baseline data update w/ reporting year	2021-22 Standard "Met" on the CA Dashboard based on the Local Indicator Reflection Implementation of standards district wide 100% (EL access to CCSS and ELD standards - SCESD did not have EL students)			Standard "Met" on the CA Dashboard based on the Local Indicator Reflection Implementation of standards district wide 100% Maintain
All high school indicators do not apply to the K-6 (AP, UC-AG, CTE Pathways, EAP, high school dropout, graduation)	N/A	N/A			N/A

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Attendance Rates Local Data/SIS	2020-2021 local data ADA, 96%	2021-22 93% Source: QGIS (local data)			Maintain ADA of 96%
CAASSP, Science-CAST CA Dashboard	2020-21: Not applicable - due to student confidentiality related to fewer than 10 students testing Source: CAASPP - CAST * baseline language updated	2021-22: Not applicable - due to student confidentiality related to fewer than 10 students testing Source: CAASPP - CAST			CAASPP Science, pending enrollment and number of students testing SCESD will report % increase in the desired outcome.
Broad Course of study (New Metric) State Priority (Course Access)	2020-21 100% students enrolled in self-contained classrooms offering core content areas: English, Math, Science, Social Science, Physical Education, and Fine Arts.	2021-22 100% students enrolled in self-contained classrooms offering core content areas: English, Math, Science, Social Science, Physical Education, and Fine Arts.			Maintain 100% students enrolled in self-contained classrooms offering core content areas: English, Math, Science, Social Science, Physical Education, and Fine Arts.
Rtl (Response to Intervention) - New Metric Local Data	2020-21 Intervention Tutoring Grades 1-5,	2021-22 Intervention Tutoring Grades 1-5,			Of the total number of students scoring below proficiency, Maintain 100% participation.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	Of the total number of students scoring below proficiency, there was 100% participation.	Of the total number of students scoring below proficiency, there was 100% participation.			

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Curriculum Materials	Common Core Aligned NGSS Textbooks and Activity Kits for all grade levels	\$3,500.00	No
1.2	Supplementary Materials	Purchase common core aligned supplementary materials to support common core instruction to include Renaissance Learning Program and Scholastic Weekly Readers to assist English Learners, Foster Youth, and Low Income Students	\$2,700.00	Yes
1.3	Professional Development	Continue to provide professional development in the areas of common core, technology, best instructional practices, ELD and NGSS	\$635.00	No
1.4	Instructional Aides/Intervention Tutor	Provide additional intervention, acceleration to students in the following subgroups: Low Income, English Learner/Redesignated Fluent English Learner, Foster Youth	\$60,727.00	Yes

Goal Analysis [2021-22]

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

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

Based on the analysis of Goal 1 objective, Santa Clara School District implemented all of the actions in maintaining student achievement that exceeds State and County levels for all students, including students with disabilities, English language learners, foster youth, and low socio-economic status. the implementation analysis was driven by collecting data and gathering input.

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.

There were no material differences.

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

Data from the metrics of Goal 1 showed that students made academic progress in the areas of reading and math as evidenced by STAR data. Academic reading intervention was implemented consistently to serve the most marginalized students. This was supported by Actions 1.1 and 1.2. The Common Core Aligned NGSS Textbooks and Activity Kits for all grade levels and the common core aligned supplementary materials to support common core instruction, including, Renaissance Learning Program and Scholastic Weekly Readers to assist English Learners, Foster Youth, and Low Income Students allowed students to work at their individual levels while working toward grade-level standards. Purchasing digital components of both curriculum and supplementary resources allowed students to use these programs both at school and at home. Action 1.3 was successful in supporting classified and certificated staff in professional development workshops related to reading intervention, common core, technology, best instructional practices, ELD and NGSS. Action 1.4 was implemented as a result of the professional training with the Sonday Program for reading intervention. Acceleration was provided to students in the area of NGSS with an after school science program.

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.

Per LCFF requirements, two new metrics were added measuring: 1) Broad Course of Study. 2) Rtl (Response to Intervention) - which is provided to all students inclusive of Foster Youth, Low Income, English Learners and Students with Disabilities pending enrollment.

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	Goal 2 builds on Goal 1 and is focused on Increasing student engagement by providing enrichment opportunities that support the academic curriculum. SCESD has developed the Focus Goal to address areas of need of increasing actions and services for our small school district, so students have enrichment and support to promote life, college, and career. SCESD will align actions/services and add expanded learning opportunities to support the implementation of state standards with curriculum and services that increase student engagement and promote a positive school climate. Increased or improved services will be principally directed for unduplicated pupils (FY, LI, EL) and support for students with disabilities and unique pupil needs.(State Priorities: 5, 6)

An explanation of why the LEA has developed this goal.

Goal 2 was developed based on the annual update overall analysis, a review of the most recent CA Dashboard, the Local Indicator Self-Reflection, local assessments, and surveys/feedback from school educational partners. There is a need to enhance engagement and climate as students return to in-person learning after the pandemic. Expanded learning opportunities are built into the goal to enhance areas of success and addressing areas of need. This focused goal is for the duration of the three-year template. As the metric and reporting results are analyzed, SCESD may amend or increase actions and services as needed. Engagement is a core focus with State Priority 5, Pupil Engagement, and State Priority 6, School Climate, closely aligned with metrics to measure the effectiveness of the goal/actions. Along with the Engagement core, this goal also builds on providing extra supports towards the priorities aligned with Pupil Outcomes (4,8). Increased or improved services will be principally directed for unduplicated pupil groups (FY, EL, LI) and also targeted to support scholars who have an IEP and those with unique pupil needs.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Attendance rates Local Data/SIS	2020-2021 local data 96%	2021-22 93% Source: QGIS			Attendance Rates: Maintain 96%
Suspension/Expulsion rates	2020-21	2021-22			Suspension/Expulsion /rates: Maintain 0% -

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
CA Dashboard	Suspension/Expulsion Rate 0% Local Data *Baseline updated with the reporting year.	Suspension/Expulsion Rate 0% Source: QGIS			Blue Status on CA School Dashboard
Student Survey	2020-21 No established Baseline *Baseline language updated	2021-22 (baseline) 97% Source: Student Survey			Increased positive survey to 100%
Chronic Absenteeism CA Dashboard	2020-21 0% Chronically Absent *Baseline updated with the reporting year.	2021-22 12% Source: QGIS			Chronically Absenteeism: Maintain 0%
School Facilities CA Dashboard	2020-21 School Facilities in "Good Repair" per CDE's Facility Inspection Tool (FIT) Per FIT, facilities are in "Good Repair"	2021-22 Standard Met on CA School Dashboard Facility Inspection Tool (FIT) "Good Repair"			Standard Met on CA School Dashboard Facility Inspection tool (FIT) "Good Repair" Maintain
State Priority: Pupil Engagement -Middle	N/A	N/A			N/A

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
School Dropout Rate, does not apply					

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	Community Service Projects	Involve Students in community service projects to engage and encourage positive school climate.	\$300.00	Yes
2.2	Field Trips/Assemblies	Involve students in school field trips and assemblies based on Science and Social Science Standards to support and enhance the curriculum.	\$4,500.00	Yes
2.3	Foster Youth Liaison	Create a liaison for Foster Youth to ensure immediate enrollment and smooth transition to school.	\$0.00	Yes
2.4	Artist in the Classroom	Contract with Ventura County Arts Council to provide art residencies to support fine arts enrichment in the curriculum.	\$2,800.00	Yes
2.5	Social Emotional Support Specialist	Contract with Ventura County Office of Education SELPA for SESS to provide classroom lessons and social-emotional counseling services as needed.	\$0.00	Yes

Goal Analysis [2021-22]

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

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

Based on the analysis of Goal 2 objective, Santa Clara Elementary School District implemented all of the actions to ensure increased student engagement by providing enrichment opportunities that support the academic curriculum. The implementation analysis was driven by collecting data and gathering input.

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.

There were no material differences.

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

Progress was made toward Increasing student engagement by providing enrichment opportunities that support the academic curriculum. This was accomplished by involving students in community service projects in Action 2.1, engaging students in 4 field trips with Action 2.2, and creating a liaison for Foster Youth to ensure immediate enrollment and smooth transition to school in Action 2.3. The District implemented Action 2.4 by contracting with Ventura County Arts Council to provide art residencies to support fine arts enrichment in the curriculum. Students' social emotional needs were met with Action 2.5, contracting with Ventura County Office of Education SELPA for SESS to provide classroom lessons and social-emotional counseling services as needed.

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.

There are no major changes for this goal in terms of metrics and actions. Desired outcomes were adjusted based on current data and baseline data.

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

Goals and Actions

Goal

Goal #	Description
3	Goal 3 is a Maintenance Goal, including actions that may be ongoing without significant changes. Santa Clara will track progress on the objective of this goal, maintaining and strengthening family engagement and participation promoting a positive, school climate. (State Priorities: 3)

An explanation of why the LEA has developed this goal.

Based on the analysis of the annual update and educational partner engagement, SCESD provides a family atmosphere for all students, encouraging and welcoming parent/family participation in school sponsored events and activities. Per educational partner engagement through the pandemic, the Engagement (State Priority 3) became an area to maintain. Areas of growth will be to create more family events as restrictions open up. These efforts will build on the broad and focus goals on increasing a life, college, and career campus where students and families are engaged and safe.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Parent Participation in School Events CA Dashboard	Baseline for 2021-2022 No Baseline Established. *Baseline language updated	2021-22 98% of Parents Participated in School Events Source: Sign In Sheets			Maintain 98% Parent Participation in School Events *Desired outcome language updated.
Parent Survey CA Dashboard	2020-21 No Baseline Established. *Baseline language updated	2021-22 (baseline) 81% Parents Returned Survey Source: Parent Survey			Increase parent returned survey results to 85% *Desired outcome language updated.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	Family Events	Family events scheduled to build school community and a positive school climate.		No

Goal Analysis [2021-22]

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

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

Based on the analysis of Goal 3 objective, Santa Clara Elementary School District implemented all of the actions to ensure progress in the area of maintaining and strengthening family engagement and participation promoting a positive, school climate. The implementation analysis was driven by collecting data and gathering input.

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.

There were no material differences.

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

Action 3.1, Family events scheduled to build school community and a positive school climate, was implemented to strengthen family engagement and participation promoting a positive, school climate. There were 9 parent/family events scheduled throughout the school year with 98% overall attendance by families. These events included, Back to School Night, Fall/Spring Parent/Teacher Conferences, Winter Music Concert, Skating Party/Dine Out Fundraiser, Open House/Talent Show, and Promotion Ceremony.

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.

There are no major changes for this goal in terms of metrics and actions. Desired outcomes were adjusted based on current data and baseline data.

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

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

Projected LCFF Supplemental and/or Concentration Grants	Projected Additional LCFF Concentration Grant (15 percent)
\$12,872	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
2.11%	0.00%	\$0.00	2.11%

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.

Amongst our Foster youth, Low income and English learner groups our highest percentage is low-income at 11% with foster youth and English learners both at 0%. Although our numbers are low, all high needs student groups are taken into consideration first. Foster Youth/Homeless Liaison - Although currently SCESD does not have Foster Youth, upon enrollment of a Foster Youth student, the liaison serves to ensure immediate enrollment, smooth transition, and support as needed. The liaison is the caregivers direct link to expanded learning services to increase or improve services to address needs. Funds are principally directed in Goal 1 Action 2 and 4 and Goal 2 Actions 1-5 to students in the subgroups to increase academic achievement by increasing their time and access to intervention/acceleration materials and services and their parents' access to technology. By improving student and parent engagement in the school community, students and parents will increase their understanding of what proficient student achievement is and how to obtain proficiency. Services for students within subgroups will be increased or improved by about 1.87% compared to all students. The expenditures for the subgroups meet or exceed the 1.87% threshold.

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

Santa Clara has 11% Foster youth, Low income and English learner pupils in the LCFF subgroups. The estimated Supplemental/Concentration funding for 2022-23 school year is \$10,659. The budgeted funds from the Supplemental/Concentration funding sources align with the goals of the LCAP. Actual costs to support Goals 1 and 2 for Foster youth, Low income and English learner students exceed additional funding for these student subgroups. Funds are to assist in the purchase intervention/acceleration materials and services to pay for services to promote student and parent engagement (Bradshaw 2009). The school will provide access to parents after school hours to use technology. Instructional aides will be used to provide services to Foster youth, Low income and English learner students.

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.

Santa Clara hired a Rtl (response to intervention) tutor to directly serve students in grades 1 through 5. So long as funding allows Santa Clara will continue to retain staff to continue to serve low income students (currently 0 EL and 0 FY per 22-23 enrollment).

Staff-to-student ratios by type of school and concentration of unduplicated students	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of classified staff providing direct services to students	1.6:57	N/A
Staff-to-student ratio of certificated staff providing direct services to students	3:57	N/A

2022-23 Total Expenditures Table

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	\$39,660.00	\$3,500.00		\$32,002.00	\$75,162.00	\$61,362.00	\$13,800.00

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1.1	Curriculum Materials	All	\$0.00	\$3,500.00	\$0.00	\$0.00	\$3,500.00
1	1.2	Supplementary Materials	English Learners Foster Youth Low Income	\$2,700.00	\$0.00	\$0.00	\$0.00	\$2,700.00
1	1.3	Professional Development	All	\$0.00	\$0.00	\$0.00	\$635.00	\$635.00
1	1.4	Instructional Aides/Intervention Tutor	English Learners Foster Youth Low Income	\$29,360.00	\$0.00	\$0.00	\$31,367.00	\$60,727.00
2	2.1	Community Service Projects	English Learners Foster Youth Low Income	\$300.00	\$0.00	\$0.00	\$0.00	\$300.00
2	2.2	Field Trips/Assemblies	English Learners Foster Youth Low Income	\$4,500.00	\$0.00	\$0.00	\$0.00	\$4,500.00
2	2.3	Foster Youth Liaison	Foster Youth	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
2	2.4	Artist in the Classroom	English Learners Foster Youth Low Income	\$2,800.00	\$0.00	\$0.00	\$0.00	\$2,800.00
2	2.5	Social Emotional Support Specialist	English Learners Foster Youth Low Income	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
3	3.1	Family Events	All					

2022-23 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
\$610,222	\$12,872	2.11%	0.00%	2.11%	\$39,660.00	0.00%	6.50 %	Total:	\$39,660.00
								LEA-wide Total:	\$39,660.00
								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	Supplementary Materials	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$2,700.00	
1	1.4	Instructional Aides/Intervention Tutor	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$29,360.00	
2	2.1	Community Service Projects	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$300.00	
2	2.2	Field Trips/Assemblies	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$4,500.00	
2	2.3	Foster Youth Liaison	Yes	LEA-wide	Foster Youth	All Schools	\$0.00	
2	2.4	Artist in the Classroom	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$2,800.00	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
2	2.5	Social Emotional Support Specialist	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$0.00	

2021-22 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	\$78,245.00	\$78,057.00

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	Curriculum Materials	No	\$3,500.00	\$3,486.00
1	1.2	Supplementary Materials	Yes	\$2,700.00	\$2,529.00
1	1.3	Professional Development	No	\$1,628.00	\$381.00
1	1.4	Instructional Aides/Intervention Tutor	Yes	\$58,117.00	\$61,660.00
2	2.1	Community Service Projects	Yes	\$300.00	\$225.00
2	2.2	Field Trips/Assemblies	Yes	\$4,500.00	\$9,000.00
2	2.3	Foster Youth Liaison	Yes	\$0.00	\$0.00
2	2.4	Artist in the Classroom	Yes	\$2,500.00	\$300.00
2	2.5	Social Emotional Support Specialist	Yes	\$5,000.00	\$476.00
3	3.1	Family Events	No		

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)

2021-22 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
\$10,726	\$42,140.00	\$36,987.00	\$5,153.00	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	Supplementary Materials	Yes	\$2,700.00	\$2,529.00		
1	1.4	Instructional Aides/Intervention Tutor	Yes	\$27,140.00	\$28,533.00		
2	2.1	Community Service Projects	Yes	\$300.00	\$225.00		
2	2.2	Field Trips/Assemblies	Yes	\$4,500.00	\$5,400.00		
2	2.3	Foster Youth Liaison	Yes				
2	2.4	Artist in the Classroom	Yes	\$2,500.00	\$300.00		
2	2.5	Social Emotional Support Specialist	Yes	\$5,000.00			

2021-22 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
\$569,486	\$10,726	0%	1.88%	\$36,987.00	0.00%	6.49%	\$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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