

LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Humphreys College Academy of Business, Law and Education

CDS Code: 39686270126755

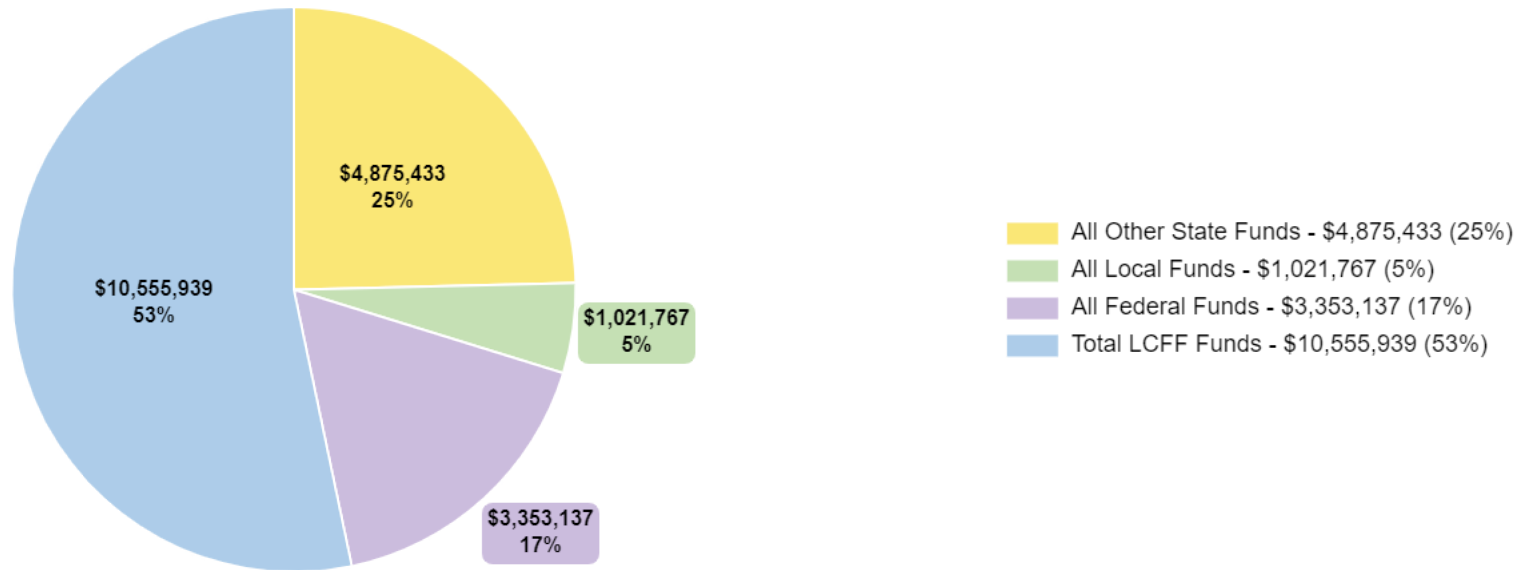
School Year: 2022-23

LEA Contact Information: Clem Lee | clem.lee@ablecharter.com | 209-478-1600

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

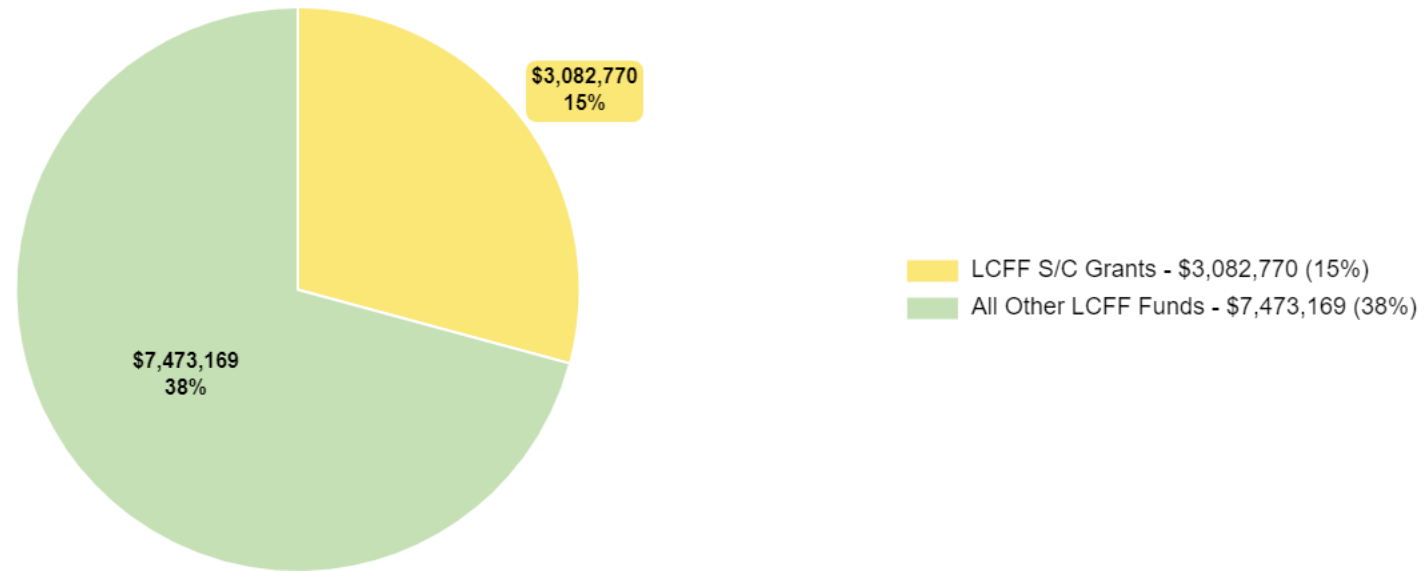
Budget Overview for the 2022-23 LCAP Year

Projected Revenue by Fund Source



Source	Funds	Percentage
All Other State Funds	\$4,875,433	25%
All Local Funds	\$1,021,767	5%
All Federal Funds	\$3,353,137	17%
Total LCFF Funds	\$10,555,939	53%

Breakdown of Total LCFF Funds



Source	Funds	Percentage
LCFF S/C Grants	\$3,082,770	15%
All Other LCFF Funds	\$7,473,169	38%

These charts show the total general purpose revenue Humphreys College Academy of Business, Law and Education expects to receive in the coming year from all sources.

The total revenue projected for Humphreys College Academy of Business, Law and Education is \$19,806,276, of which \$10,555,939 is Local Control Funding Formula (LCFF), \$4,875,433 is other state funds, \$1,021,767 is local funds, and \$3,353,137 is federal funds. Of the \$10,555,939 in LCFF Funds, \$3,082,770 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

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

Budgeted Expenditures in the LCAP



This chart provides a quick summary of how much Humphreys College Academy of Business, Law and Education plans to spend for 2022-23. It shows how much of the total is tied to planned actions and services in the LCAP.

Humphreys College Academy of Business, Law and Education plans to spend \$15,964,201 for the 2022-23 school year. Of that amount, \$8,072,213 is tied to actions/services in the LCAP and \$7,891,988 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

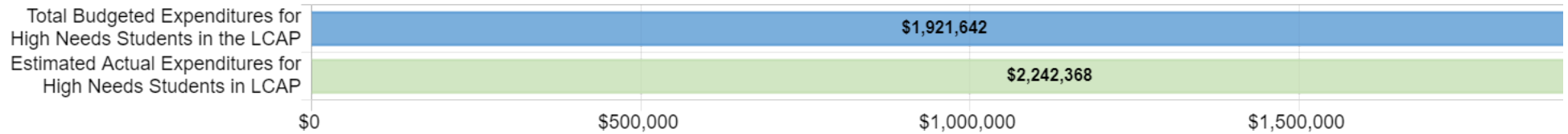
Salaries and benefits for certificated, classified support staff, and administration as well as instructional supplies, utilities, insurance, mortgage, rent, maintenance, operations, and transportation is not included in the LCAP.

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

In 2022-23, Humphreys College Academy of Business, Law and Education is projecting it will receive \$3,082,770 based on the enrollment of foster youth, English learner, and low-income students. Humphreys College Academy of Business, Law and Education must describe how it intends to increase or improve services for high needs students in the LCAP. Humphreys College Academy of Business, Law and Education plans to spend \$3,092,239 towards meeting this requirement, as described in the LCAP.

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

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



This chart compares what Humphreys College Academy of Business, Law and Education budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what Humphreys College Academy of Business, Law and Education estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

In 2021-22, Humphreys College Academy of Business, Law and Education's LCAP budgeted \$1,921,642 for planned actions to increase or improve services for high needs students. Humphreys College Academy of Business, Law and Education actually spent \$2,242,368 for actions to increase or improve services for high needs students in 2021-22.

Instructions

LCFF Budget Overview for Parents Data Entry Instructions

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

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

LEA Information

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

Coming School Year: This information is automatically generated.

Current School Year: This information is automatically generated.

Projected General Fund Revenue for the 2022–23 School Year

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

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

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

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

Total Budgeted Expenditures for the 2022–23 School Year

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

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

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

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

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
Humphreys College Academy of Business, Law and Education	Clem Lee Superintendent	clem.lee@ablecharter.com 209-478-1600

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

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

ABLE engaged with its educational partners for the development of the 2021-22 LCAP. Resources available as of June 15, 2021 did not permit the inclusion of all student funds included in the Budget Act of 2021.

Additional funds not included in the 2021-22 LCAP include:

LCFF Supplemental and Concentration Funding: \$1,907,959

Educator Effectiveness Block Grant: \$219,838

- A public meeting was held on November 17, 2021 regarding the Educator Effectiveness Block Grant. ABLE did not receive any input from the public at this meeting.

A-G Completion Improvement Grant: \$384,000

- A public meeting is planned for March 16, 2022 regarding the A-G Completion Improvement Grant.

Expanded Learning Opportunities Program: \$485,000

- A public meeting is planned for April 20, 2022 regarding the Expanded learning Opportunities Program.

In addition to public meetings held and planned for these additional funds, ABLE engaged with its educational partners in less formal

ways. This includes conversations with teachers and staff during meetings and professional development sessions, parent questions and comments routed through the front office and through the principals, and through discussion with our English Language Advisory Committee and Charter Advisory Council.

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.

ABLE has an unduplicated pupil count of 76.5% (785/1026 students.) ABLE will use the concentration grant add-on funding to increase the number of paraprofessionals who will provide the following direct services to students:

- Working with certificated teachers to facilitate small group instruction in classrooms.
- Assisting students one-on-one or in small groups with literacy and numeracy.
- Reading to groups of students in the classroom.
- Providing additional social emotional supports to students, including talking to students who are having a difficult time, giving students a break to calm down or compose themselves, supporting students emotionally, etc.

Additionally, the concentration grant funds will be used to retain increased support staff, such as custodians, front office workers, and health aids, to maintain continuity of services to our students.

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.

Throughout the annual LCAP development process, ABLE received input on a variety of programs and services provided to students. Due to limited LCFF resources and previous funding plan development, not all of these expressed needs were addressed in the 21-22 LCAP, however the feedback received has been considered in the use of additional funds including federal COVID-19 Relief funds.

ABLE engaged its educational partners during the release of these federal funds as follows:

- During the creation of our Learning Continuity Plan (which outlined how we used the CARES, LLMF, GEER funds) we used a variety of resources to reach out to families to determine their immediate needs and to direct families to resources early in the pandemic. Some of these outreach methods included emails, robo-call, social media messages, website messages, and phone calls from our bilingual office aids. We also used surveys and webinars to reach out to parents.

- ABLÉ created an Expanded Learning Opportunities Grant Plan which outlines the uses and outreach done when planning expenditures for the Expanded Learning Opportunities Grant. Outreach included input from our Charter Advisory Council, English Learner Advisory Council, faculty meetings, Superintendent's Liaison Committee, and parent outreach.
- ABLÉ created an ESSER III Plan which covers the outreach done when planning expenditures for ESSER III funds. All public meetings held were open to parents and family members of our students and to interested engagement partners in our community including representatives from local tribes, civil rights organizations, and other groups that advocate for underserved students. ABLÉ held virtual townhall meetings, used surveys, and engaged directly with parents through phone calls and emails.

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.

It is a priority of ABLÉ to ensure the health and safety of students, educators, and other staff. We are likewise committed to ensuring the continuity of services, as required by the American Rescue Plan (ARP) Action of 2021. To this end, ABLÉ has implemented some actions identified in our Elementary and Secondary School Emergency Relief (ESSER) III Expenditures Plan.

Specifically, we have increased the availability of personal protective equipment on campus, increased our campus' continuous cleaning and disinfecting efforts, and increased staffing in strategic areas including paraprofessionals, campus health aids, a school nurse, and additional counselors to provide social emotional supports for students.

We have also experienced challenges to implementing these measures. One notable challenge has been in hiring qualified staff. Though we have been extremely fortunate in successfully recruiting many highly qualified individuals, we have at times experienced shortages of paraprofessionals, school nurse, and campus health aids. While we've filled many positions, we still would like to hire additional paraprofessionals to provide services for our students.

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.

ABLE considers the LCAP to be the comprehensive planning document which captures the priorities, goals, and actions to improve student outcomes. As such, the additional funds received are viewed through the lens of the LCAP to determine where student needs exist, and what services are needed to address those needs. Some example of the alignment of these funds to the LCAP include:

-Professional development and curricular expenditures included in our additional plans align with Goal 1 (promoting student

achievement through implementation of rigorous coursework and support materials/services) and Goal 3 (developing excellent teachers to provide broad academic opportunities) of our LCAP.

-Expenditures on additional health and staffing measures align with Goal 2 of our LCAP, “ABLE will engage students and families to create and maintain an inclusive, safe, and healthy school environment.”

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

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

Introduction

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

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

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

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

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

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

Instructions

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

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

Prompt 1: “A description of how and when the LEA engaged, or plans to engage, its educational partners on the use of funds provided through the Budget Act of 2021 that were not included in

the 2021–22 Local Control and Accountability Plan (LCAP).”

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

California Department of Education November 2021

Local Control and Accountability Plan

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Humphreys College Academy of Business, Law and Education	Clem Lee Superintendent	clem.lee@ablecharter.com 209-478-1600

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.

ABLE Charter educates the children of Stockton who represent the largest underserved population in San Joaquin County. In 2021 – 2022, ABLE served 1016 students in grades TK-12. Our school continues to grow and is committed to our mission of improving the outcomes for all students we serve. In 2022 - 2023, our student population will increase to approximately 1200 students.

2021-22 Student Demographics

African American 11%

American Indian or Alaska Native .5%

Asian 8.3%

Filipino 1.8%

Hispanic or Latino 66.5%

Pacific Islander .5%

White 7.7%

Two or More Races 3.7%

Not Reported 0

2021-22 Student Subgroup Enrollment

English Learner 203, 20%

Foster Youth 5, .5%

Homeless Youth 22, 2.2%

Migrant Education 0, 0%

Students with Disabilities 61, 6%

Socioeconomically Disadvantaged 692, 68.1%

Mission

ABLE Charter will provide an innovative, technology-rich, personalized learning environment in which students will receive state-of-the-art instruction empowering them to be independent, life-long learners and productive global citizens in preparation for college, career, and community life.

Vision

ABLE students will prosper in a safe and nurturing environment that provides exposure to career pathways; college preparatory coursework and early college opportunities; the extraordinary diversity of greater Stockton and San Joaquin County; highly trained teachers who combine the best and most current instructional practices with a technology-rich learning environment; and enhanced graduation requirements that embody high academic optimism and require real-world engagement with preparation for post-secondary life.

To these ends, ABLE believes that every student can learn and succeed, that every student will earn their high school diploma, and that every student will graduate possessing the tools to pursue a happy, successful, and fulfilling life.

Reflections: Successes

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

Due to the COVID-19 pandemic, our most recent Smarter Balanced Assessment data is from 2019. However, ABLE assessed students using the Renaissance Star Reading and Math tests in grades K-12. Student growth percentile in mathematics was measured at 58.8% and student growth percentile in reading was measured at 58.0%. This means that ABLE students grew towards grade-level mastery in both ELA and mathematics at approximately 8% above the nationwide average. This school year 100% of seniors graduated on time, and we increased the number of students in dual enrollment classes.

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.

We have identified several areas of need. Since returning to campus, student behavior issues have persisted at a higher rate than we previously observed. Most of these behaviors did not rise to the level of suspension (which was 2.5% overall.) Amongst elementary grades, nearly 75% of students placed on behavior contracts came from the 2nd grade. This is the group of students that left campus as kindergarteners, not to return to campus until the beginning of 2nd grade due to COVID closures. Amongst middle and high school students we have noticed an increase in students dealing with anxiety, depression, suicidal ideation, and crisis.

When looking at suspension rates, most subgroups had low rates near the schoolwide average. Suspension rates for our subgroups were as follows: 1.4% for Latino Students, 2.6% for African American Students, 3.2% for white students, 3.5% for students of Two or More Races, and 13.3% for American Indian or Alaskan Native students. The one obvious outlier is American Indian and Alaskan Natives, but we believe this to be an aberration due to the fact that only .5% of the overall student population is contained in this subgroup.

We have also identified our EL students as needing additional supports. The 2020-2021 Summative ELPAC data shows that only 7.89% of students tested at level 4, 33.68% tested at level 3, 35.79% at level 2, and 22.63% at level 1. This means that less than 10% of students are ready for reclassification, which we would like to increase.

LCAP Highlights

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

In this year's LCAP we will be improving services for all students, with special attention to our English Learners, Foster Youth, and Low Socio-Economic Students. ABLE is making significant investments in improving classroom instruction through professional development, including a site-wide, year-long series of trainings with Be Glad. We are establishing a Parent Resource Center that will provide families with additional services and resources and lower barriers to parent participation in their students' educational success. We are increasing our counseling and therapy services across grade levels, and hiring additional engagement specialists and similar staff to support students.

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.

ABLE was not identified as a CSI school.

Support for Identified Schools

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

ABLE was not identified as a CSI school.

Monitoring and Evaluating Effectiveness

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

ABLE was not identified as a CSI school.

Engaging Educational Partners

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

ABLE's educational partners are engaged and consulted throughout the year in our LCAP process. ABLE has two LCAP-specific educational partner groups that meet regularly for training on the LCAP, data review, budget updates, program overview, and to review and provide feedback on the LCAP - The Charter Advisory Council (CAC) and English Learner Advisory Committee (ELAC). Each of these committees is composed of a majority of parents, multiple teachers or ABLE staff members, and a student sitting on the CAC. ABLE administration presented data to each committee, including a walkthrough of the California School Dashboard, and facilitated conversation on the findings. Throughout the school year, LCAP presentations were given to each committee and members gave input and suggested

actions or areas of focus. ABLE altered the LCAP goals and actions based on this input. In addition to engagement with the CAC and ELAC, ABLE held a public hearing to receive community input on the LCAP. ABLE also conducts surveys with our various educational partners and provides engagement opportunities with our certificated staff on professional development days.

A summary of the feedback provided by specific educational partners.

Educational partners had several suggestions throughout the process. One area of feedback is that parents want to help their students with their schoolwork, but that they need more training to do so. Stakeholder groups noticed in early versions of the LCAP there was a little explicit emphasis on mental health and social-emotional learning. The ELAC group was very interested in what ABLE was doing to help English Learners make consistent progress toward language acquisition. The CAC members also suggested that we conduct deeper surveys with students of all grade levels related to campus climate.

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

In response to stakeholder input, we included an action to train parents on common core math so that they would be better able to assist their students with schoolwork. We put explicit emphasis on social-emotional and mental health supports in our actions based on the input we received throughout the stakeholder engagement process. Included in our actions is the adoption of a new ELD curriculum in addition to training for teachers on how to work with and assist EL students. We will conduct a climate survey through Panorama Education of students of all grade levels, staff, and parents.

Goals and Actions

Goal

Goal #	Description
Goal 1	ABLE will promote student achievement through strategic implementation of rigorous coursework and support materials/services.

An explanation of why the LEA has developed this goal.

This is a Broad Goal and addresses LCFF Priorities #1, #2, and #4.

We believe that all students are entitled to an education that prepares them for college and career upon graduation. Curriculum is a key component of promoting student achievement as rigorous curriculum that is aligned to adopted standards ensures that all students have equitable opportunities to access the knowledge and the skills that they need. ABL has successfully adopted and implemented high-quality curricula in recent years and we intend to continue along that path. Through this goal we are expanding the use of curricula that has been shown to work, investing in new curriculum to fill in the gaps that exist, and creating opportunities to utilize untapped sources of academic support for our students.

Measuring and Reporting Results

Metric #	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023-24
Vacant Teacher Positions	0 Vacant Positions	0 Vacant Positions	[Intentionally Blank]	[Intentionally Blank]	0 Vacant Positions
Total Teacher Misassignments	0 Misassignments	0 Misassignments	[Intentionally Blank]	[Intentionally Blank]	0 Misassignments
Number of EL Teacher Misassignments	0 Misassignments	0 Misassignments	[Intentionally Blank]	[Intentionally Blank]	0 Misassignments
Renaissance Star: % of students meeting growth targets on performing at or above 50th percentile on normed assessments	All Students: Math = 18.4% ELA= 28.2%	All Students Math = 58.8% ELA= 58.0%	[Intentionally Blank]	[Intentionally Blank]	All Students: Math = 27% ELA= 38%
K-1 diagnostic assessment Star Early Literacy Scores	41.4% proficiency	20.0% proficiency Star Early Literacy Student Growth Percentile: 61.8%	[Intentionally Blank]	[Intentionally Blank]	48% proficiency

Renaissance Star: % performing on or above grade level in reading (Lexile level)	All Students: 31.3%	All Students 17.8%	[Intentionally Blank]	[Intentionally Blank]	All Students: 40%
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CAASPP: Smarter Balanced: Math	<p>All Students: 33.1% Met or Exceeded Standard African American: 25% Met or Exceeded Standard Asian: 40.9% Met or Exceeded Standard English Learners: 11.7% Met or Exceeded Standard Hispanic: 39.0% Met or Exceeded Standard Socioeconomically Disadvantaged: 33.43% Met or Exceeded Standard Students with Disabilities: 19.05% Met or Exceeded Standard Two or More Races: 25% Met or Exceeded Standard White: 48.7% Met or Exceeded Standard</p>	New data from CAASPP is not available in this area.	[Intentionally Blank]	[Intentionally Blank]	<p>All Students: 42% Met or Exceeded Standard African American: 34% Met or Exceeded Standard Asian: 50% Met or Exceeded Standard English Learners: 21% Met or Exceeded Standard Hispanic: 48% Met or Exceeded Standard Socioeconomically Disadvantaged: 42% Met or Exceeded Standard Students with Disabilities: 28% Met or Exceeded Standard Two or More Races: 34% Met or Exceeded Standard White: 58% Met or Exceeded Standard</p>
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SBAC Interim Assessment Block scores	Unavailable	Unavailable	[Intentionally Blank]	[Intentionally Blank]	To be determined after ABLE has baseline data
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CAASPP: Smarter Balanced: ELA	<p>All Students: 45.3% Met or Exceeded Standard African American: 32.7% Met or Exceeded Standard Asian: 54.6% Met or Exceeded Standard English Learners: 15.6% Met or Exceeded Standard Hispanic: 41.5% Met or Exceeded Standard Socioeconomically Disadvantaged: 45.6% Met or Exceeded Standard Students with Disabilities: 28.6% Met or Exceeded Standard Two or More Races: 60% Met or Exceeded Standard White: 64.1% Met or Exceeded Standard</p>	New data from CAASPP is not available in this area.	[Intentionally Blank]	[Intentionally Blank]	<p>All Students: 54% Met or Exceeded Standard African American: 41% Met or Exceeded Standard Asian: 64% Met or Exceeded Standard English Learners: 25% Met or Exceeded Standard Hispanic: 51% Met or Exceeded Standard Socioeconomically Disadvantaged: 55% Met or Exceeded Standard Students with Disabilities: 38% Met or Exceeded Standard Two or More Races: 69% Met or Exceeded Standard White: 73% Met or Exceeded Standard</p>
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CA School Dashboard – English Learner Progress	51.9% making progress towards English language proficiency	New data from the CA School Dashboard is not available in this area.	[Intentionally Blank]	[Intentionally Blank]	60% making progress towards English language proficiency
CA Dashboard - ELA	All Students: Yellow (12 points below standard, Increased 3.1 points) African Americans: Orange (25.5 points below standard, Maintained .4 points) Asian: Green (14.5 points above standard, Declined 9.8 points) English Learners: Yellow (23.6 points below standard, Increased 5.3 points) Hispanic: Yellow (19.9 points below standard, Increased 5 points) Socioeconomically Disadvantaged: Yellow (13.1 points	New data from the CA School Dashboard is not available in this area.	[Intentionally Blank]	[Intentionally Blank]	All Students: 9 points above standard African Americans: 4.5 points below standard Asians: 35.5 points above standard English Learners: 2.6 points below standard Hispanic: 1.1 point above standard Socioeconomically Disadvantaged: 7.9 points above standard Whites: 34.5 points above standard

	below standard, Increased 10.7 points) White: Green (13.5 points above standard, Maintained .3 points)				
CA Dashboard - Mathematics	All Students: Orange (44 points below standard, Maintained 2.7 Points) African American: Orange (70.9 points below standard, Declined 11.1 points) Asian: Yellow (24.9 points below standard, Declined 22.4 points) English Learners: Orange (55.8 points below standard, Maintained 1.5 points) Hispanic: Yellow (45.5 points below standard, Increased 8.2 points) Socioeconomically Disadvantaged:	New data from the CA School Dashboard is not available in this area.	[Intentionally Blank]	[Intentionally Blank]	All Students: 23 points below standard African American: 50 points below standard Asian: 4 points below standard English Learners: 35 points below standard Hispanic: 25 points below standard Socioeconomically Disadvantaged: Yellow: 27 points below standard White: 11 points above standard

	Yellow (47.8 points below standard, Increased 6 points) White: Green (10 points below standard, Increased 6.1 points)				
Students without access to instructional materials	0 students	0 students	[Intentionally Blank]	[Intentionally Blank]	0 students
English Learning Progress Indicators (ELPI) as measured by summative ELPAC Scores	Overall Performance Level 4 – 15.5% Level 3 – 48.1% Level 2 – 31.2% Level 1 – 4.7%	2020-2021 Overall Performance Level 4 - 7.89% Level 3 - 33.68% Level 2 - 35.79% Level 1 - 22.63%	[Intentionally Blank]	[Intentionally Blank]	Overall Performance Level 4 – 20% Level 3 – 50% Level 2 – 25% Level 1 – 5%
Facilities identified that are not in “good repair”	0 Facilities not in “good repair”	0 Facilities not in “good repair”	[Intentionally Blank]	[Intentionally Blank]	0 Facilities not in “good repair”

Actions

Action #	Title	Description	Total Funds Contributing	
Action #1	Common Core math training for parents.	Parental involvement can be a key support for student achievement. While ABLE understands that parent support looks different in each household in terms of availability and quality, we believe in investing in parents who can support the work we do in the classroom. We will create a program for parents to learn more about common core math and how they can work with their students at home. This program is voluntary and available to any parent or guardian.	\$1,500.00	Yes

Action #	Title	Description	Total Funds Contributing	
Action #2	ELO - Learning hubs	As a portion of our summer program, ABLE will establish an on-campus learning hub that provides access to technology, high-speed internet, and academic support to students. This is an important support for high-needs sub-groups who have limited access to such support at home.	\$6,470.00	No
Action #3	ELO - Learning Supports	ABLE will accelerate progress towards closing learning gaps through the implementation, expansion, and enhancement of learning supports	\$224,000.00	No
Action #4	ELO - Extending Instructional Learning Time	ABLE is offering a robust summer program during the month of July 2021. This program is focused on our highest needs sub-groups, with any open spots being offered to the entire school community.	\$272,000.00	No
Action #5	Studies Weekly	1-year subscription CDE / SBE approved H/SS curriculum	\$6,325.00	No

Action #	Title	Description	Total Funds Contributing	
Action #6	Renaissance Lalilo	A GK-2 online adaptive program for the development of the critical foundational literacy skills young students need to become successful readers. Standards-aligned practice and engaging instructional activities promote independence and proficiency as students learn to read at their own pace and experience success. Progress reports enable teachers to assign practice in specific skills and to target specific needs.	\$9,300.00	Yes
Action #7	Renaissance myOn	A personalized literacy program that gives students access to more than 6,700 authentic, enhanced digital books in Spanish and English. Reading recommendations are dynamically matched to each student's interests, grades, and reading level through integration with Star Reading. Close reading tools are embedded to support foster student engagement and achievement. Students can read at school and continue outside of school on any internet-enabled device	\$0.00	Yes
Action #8	ELO - Credit Recovery	ABLE will invest in support for credit deficient students to complete graduation or grade promotion requirements and to increase students' college eligibility. This support is especially important to students who have been disengaged during distance learning.	\$31,000.00	No
Action #9	Freckle ELA and Freckle Math	Practice solutions that enable students to work independently on differentiated activities at their adaptive level or on teacher-assigned work. Freckle reports enable teachers to see how students are performing, allowing them to identify and target gaps in skills, standards, and knowledge in order to determine where to focus instruction.	\$0.00	Yes

Action #	Title	Description	Total Funds Contributing	
Action #10	Renaissance Star Assessments	<p>Star Early Literacy: A computer-adaptive assessment that helps teachers identify and target learning loss and gaps in skills. The assessment measures early literacy skills (oral language, phonemic awareness, and phonological awareness, phonics, vocabulary, and comprehension). Star Early Literacy can be administered to students in GK-3 in ~ 10-15 minutes. Star CBM: A 1:1 assessment of the building blocks of reading and math. Star CBM Reading begins by assessing students' understanding of letters and their sounds, moves on to basic phonological awareness and early decoding, and progresses to oral passage reading. Star CBM Math demonstrates students' developing math competency, including recognizing numerals and their value and learning basic facts in addition, subtraction, and multiplication. Star Reading: A computer-adaptive assessment that helps GK-12 teachers identify and target learning loss and gaps in skills. The test measures reading skills, comprehension, and vocabulary in approximately 15-20 minutes. Star Math: A computer-adaptive test that accurately assesses the math achievement of students in G1-12 in about 20-30 minutes. It can help place students into the appropriate content level in the LEA's math curriculum, eliminating the need for separate placement tests.</p>	\$0.00	No
Action #11	GK-5 NGSS aligned science curriculum	<p>science curriculum – fall 2021 GK-5 PhD Science 20 teachers + training: 1 (6hr.) training at Legacy Retreat + 3 additional (6hr) days \$100 per teacher SUBS</p>	\$50,000.00	No

Action #	Title	Description	Total Funds Contributing	
Action #12	EnVision Math	EnVisionmath 2.0 is a comprehensive K-8 mathematics curriculum with superior focus, coherence, and rigor. EnVision ensures success at every level with problem-based learning, embedded visual learning, and personalization to empower every teacher and student. enVision® focuses on deep conceptual math understanding aided by visual models, student-centered projects, 3-act tasks, and personalized learning. enVision offers comprehensive vertical alignment from Kindergarten through Algebra 2, ensuring schools and districts address all mathematical standards in the most effective way.	\$0.00	No
Action #13	ELA/ELD Curriculum	Wonders is a PreK-5 reading and literacy curriculum that offers a variety of programs to support core literacy, English learners, struggling readers, and biliteracy needs. StudySync is a G6-12 CCSS-aligned ELA curriculum with embedded ELD designed to meet the rigorous academic needs of today's students. Teacher training is an essential component to successful implementation and is embedded in the year 1 cost.	\$22,820.00	Yes
Action #14	Math and ELA Data Teams	At the direction of Curriculum and Instruction, grade level lead teachers will their team through the ELA and math assessment process, look at student data, and plan for individualized student intervention(s).	\$15,000.00	Yes
Action #15	Renaissance Accelerated Reader	An independent reading practice solution guided and monitored by teachers. Personalized goals around comprehension, engaged reading time, and reading levels, along with tailored reading recommendation aligned to students' unique interests and reading level are highly motivating. Reading quizzes monitor comprehension, literacy skills and vocabulary quizzes extend student learning and build mastery. Students self-select fiction and non-fiction books in English or Spanish.	\$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.

There were no substantive differences between planned actions and implementation.

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 was little difference between estimated and actual expenditures throughout this goal. Some curricular resources had a different final cost than our original quotes and estimates.

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

Our actions were effective in that we successfully implemented new curriculum and supports, assessed and quantified the status of our students' academic progress, and began seeing growth towards mastery over the course of the year. This being the first year back from approximately 1.5 years of distance learning, we knew our students would return with major deficits. It was apparent until our students returned to campus how large those deficits were, and how impactful their poor social, emotional, and behavioral health has been on their academic achievement. We feel like this year was a return to campus, several steps towards a return to normalcy, and that we will build on this year's progress in the near future.

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.

In the coming school year we plan to improve and develop teacher effectiveness with a focus on instruction and engagement, have a greater presence of coaches and principals in classrooms, aim PDs more towards student learning rather than behavior management, continuously build teacher capacity through ongoing external PD, revise classroom non-negotiables (ABLE Unifying Practices). We further plan to increase our focus on English Learners by building capacity in classrooms for small group instruction, learning centers, station rotations and focusing on LTEL/ARLTEL to improve reclassification rate

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

Goal

Goal #	Description
Goal 2	ABLE will engage students and families to create and maintain an inclusive, safe, and healthy school environment.

An explanation of why the LEA has developed this goal.

This is a Broad Goal and addresses LCFF Priorities #3, #5, and #6.

Creating and maintaining a safe, positive, and inclusive school environment is extremely important. As we will be returning to campus from over a year of remote learning, this is more important than ever. ABLE will provide a variety of supports and programs to develop and support the mental and social-emotional health of our students. We will conduct more in-depth school climate surveys so that we have better data so that we are able to disaggregate data by subgroup, and so that we can invest more resources where they are most needed.

Measuring and Reporting Results

Metric #	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023-24
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Parents seeking input in school decisions – Unfilled Spots on CAC Committee	0 unfilled positions	0 unfilled positions	[Intentionally Blank]	[Intentionally Blank]	0 unfilled position
Parents seeking input in school decisions – Unfilled Spots on ELAC Committee	0 unfilled position	0 unfilled position	[Intentionally Blank]	[Intentionally Blank]	0 unfilled position
Suspension Rate – CA School Dashboard	Overall: Green 2.5% African American: Green, 3.6% Asian: Blue, 0% English Learners: Green 1.5% Hispanic: Orange, 2.9% Low-Income: Green, 2.9% Students with Disabilities: Blue, 0% Two or More Races: Orange, 3.4% White: Blue, 0%	New data from the CA School Dashboard is not available in this area.	[Intentionally Blank]	[Intentionally Blank]	Overall: 2.5% African American: 2.0% Asian: 1% English Learners: 1% Hispanic: 2.0% Low-Income: 2.0% Students with Disabilities: 1% Two or More Races: 2.5% White: 1%
Graduation Rate – CA School Dashboard	Overall: 94.4% Hispanic: 96.9% Low-Income: 97.8%	New data from the CA School Dashboard is not available in this area.	[Intentionally Blank]	[Intentionally Blank]	Overall: 98% Hispanic: 98% Low-Income: 98%

Actions

Action #	Title	Description	Total Funds Contributing	
Action #1	Panorama Education Surveys	Through Panorama Education we will administer a series of campus climate surveys to students, parents, and staff/faculty. One key aspect of this action is effective data collection. We need to constantly bring in good data on campus climate so that we can focus resources in the correct areas. Climate surveys also contribute to stakeholders feeling that input is valuable.	\$10,250.00	Yes
Action #2	Teen Talk	Teen Talk is a sexual education and health education program. Sexual and health education is a requirement for middle and high school levels, but is also an important tool in educating our students not just academically but as a whole person. ABLE understands that some families prefer to keep this type of education limited to the home and families have the ability to opt out of this program.	\$1,500.00	Yes
Action #3	Child Abuse Prevention Council Programming	We partner with CAPC to provide a variety of educational and leadership programs to our students. This includes the Yellow Ribbon campaign, training for teachers and staff members on suicide prevention, one on one student counseling, and other services.	\$0.00	Yes
Action #4	Counseling and Pupil Support Services	ABLE provides a variety of on-site counseling services to students. Students are generally referred by a classroom teacher to a school counselor who then refers the student to the appropriate services.	\$605,000.00	Yes
Action #5	ELO - Integrated Supports	As part of ABLE's expanded summer program, we will integrate supports aimed at high needs groups of students including paraprofessionals, tutors, small group and individualized instruction, and nutrition support.	\$5,000.00	No

Action #	Title	Description	Total Funds Contributing	
Action #6	ELO - Staff Training	ABLE's ELO plan includes an investment in training school staff and faculty to engage students and families in addressing the social-emotional and academic needs of students.	\$15,298.00	No
Action #7	Student and Family Support and Engagement Team	Maintaining a safe, healthy, and positive school environment requires building strong relationships with students and families. English learners, foster youth, and low-income families have specific needs that ABLE makes an extra effort to address. This task force is composed of Community Outreach Coordinator, bilingual support personnel, student intervention staff, and remote teachers and is aimed at engaging families, providing extra support and services, and maintaining communication.	\$495,000.00	Yes
Action #8	Parent and Family Resource Center	ABLE is creating a Parent Resource Center on campus which will provide a variety of services, supports, and outreach activities for our families. This center will work specifically with the families of foster youth, English learners, and low-income students. ABLE is adding additional staff, in the form of a Family Engagement Specialist and Director of Student Services, to work with these families through our parent resource center	\$145,187.00	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.

One substantive difference is that we did not run the Peer Health Exchange Program. In communication with PHE, we learned that they were no longer offering their full program in our area. We felt that the portions of the program which were being cut, the Near Peer Mentors, were the strongest aspect of the program, and so we decided to discontinue the program.

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.

Our actual expenditures on the Student and Family Support and Engagement Team were significantly higher than expected. This is because we realized there was greater than projected needs in this area and we hired additional staff to provide extra support and services.

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

Building relationships with students and parents is a cornerstone of ABLE Charter's instructional model and professional development program. Teachers, staff members, and administrators are encouraged to build and maintain relationships from the moment they come on board. The implementation of Panorama Education Climate Surveys has been an excellent addition to our repertoire, and is helping us better understand our communities needs and respond to them. The front office staff is of key importance in maintaining strong relationships. Our office staff is excellent at helping families of all demographics feel welcome and supported. They are integral in the communication chain between the school and our community.

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.

Based on input from our educational partners, we are creating an on campus, Parent Resource Center. This center will be a central hub for parents to access additional resources they, their students, and their families need. This center will employ a Parent Resource Director and a Family Engagement Specialist. These individuals will serve the needs of families who come to the center on their own, but more importantly, they will perform outreach to raise awareness of the center and bring families to the center. The Parent Resource Center will have the flexibility to target its programs and offerings to the immediate needs of our school community. There is a particular needs amongst of families of English Learners, foster youth, and low socioeconomic students, and this center will be designed to meet their needs and to lower any barriers to fully participating in their students' education.

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

Goal

Goal #	Description
Goal 3	ABLE will develop excellent teachers across all disciplines to provide broad academic opportunities and support the whole student.

An explanation of why the LEA has developed this goal.

This is a Maintenance Goal and addresses LCFF Priorities #7 and #8.

A growing body of research confirms that the quality of teaching is what matters most for students' development and learning in schools. Teaching is a professional endeavor, one in which effective practice is driven by an understanding of knowledge in the field and a commitment to all students and their families. Excellent teaching requires knowledge, skills, artistry, passion, and commitment. An effective and professional teacher is well-prepared, committed to career-long learning, and values a teaching and learning system that supports continuous improvement. We believe that investing in our certificated faculty results directly in both improved classroom experiences for students and in increased student achievement.

Measuring and Reporting Results

Metric #	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023-24
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A-G Course Completion	Senior Class: 80%	Senior Class: 75%	[Intentionally Blank]	[Intentionally Blank]	86%
CTE Pathway Completion	0% - ABLE does not offer a full CTE Pathway	0%	[Intentionally Blank]	[Intentionally Blank]	ABLE would like to establish at least 1 CTE pathway and have students making progress through the pathway
Dual Enrollment	20 11th and 12th Grade students took college credits	31 11th and 12th Grade students took college credits	[Intentionally Blank]	[Intentionally Blank]	60 11th and 12th Grade students taking college credits
College-Going Rate	Overall: 52.2% Hispanic: 41.2%	Overall: 53.6% Hispanic: 41.2%	[Intentionally Blank]	[Intentionally Blank]	Overall: 60% Hispanic: 55%

Actions

Action #	Title	Description	Total Funds Contributing	
Action #1	Professional Development	ABLE teachers will spend four (4) days on campus for professional development and training prior to the beginning of the school year. We also have ongoing training throughout the school year on minimum day Wednesdays.	\$45,000.00	Yes
Action #2	Instructional Coaches	ABLE will invest in 4 instructional coaches to support teachers in the classroom. Our instructional coaches ensure equity by raising the bar for all ABLE teachers so that each student has access to the best curriculum and teaching strategies.	\$343,421.00	Yes

Action #	Title	Description	Total Funds Contributing	
Action #3	The Teaching Channel	As a leading provider of professional learning, Teaching Channel develops the most current, relevant, and individualized teacher support materials to address local, state, and national trends in education. The Teaching Channel approach to professional learning transcends other PD providers by offering videos, lessons, and observation tools that help teachers feel confident and supported in their efforts to understand and address these trends, ultimately impacting teaching and learning. Teaching Channel recognizes that teacher effectiveness encompasses a wide spectrum of teacher attributes including content-area knowledge, behavior management skills, time management, and the ability to directly contribute to student achievement. Teaching Channel provides a unique approach to strengthening these attributes by building teacher capacity through a video observation platform. Teaching Channel Plus is a platform that allows for self-evaluation, coaching and mentoring, and job-embedded inquiry; giving teachers more useful, individualized professional learning opportunities for growth and refinement of practice.	\$2,400.00	Yes
Action #4	Teacher Salary	The key factor in improving student outcomes is having an excellent teacher. When speaking with parents about the best aspects of ABLE, high-quality teachers who build strong relationships with students and families is a common theme.	\$4,369,381.00	No

Action #	Title	Description	Total Funds Contributing	
Action #5	Expanded Administrative Team	ABLE will expand its administrative team to create positions that are primarily focused on improving outcomes for our highest needs groups of students. The Assistant Principal and Engagement Specialist positions created will focus on equity for low socio-economic, foster youth, and English learners in the classroom and in terms of behavior. The Student Achievement Metrics Director will use data to identify gaps for these groups and the Deputy Superintendent will oversee the implementation of measures to address these gaps. The Director of Student Services will oversee the newly created Parent Resource Center as well as therapy, counseling, and SEL services for students.	\$958,034.00	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.

We did not send our instructional coaches to the cognitive coaching training. At the beginning of the school year our substitute teacher pool was very thin while our teacher absences were high due to COVID exposure quarantines. For this reasons our instructional coaches, along with our site administrators, spent a large proportion of their time covering classrooms while we tried to hire additional substitutes. This scheduling conflict prevented us from sending them to the cognitive coaching training. A second substantive difference is that we chose not to do the Glad training, and postpone it a year. We elected to do this because we wanted to train every teacher and administrator and make a much larger investment in this extremely high quality training. This upcoming year we will be making that investment.

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

The biggest differences in budgeted versus actual expenditures comes from the fact that we did not send our instructional coaches to the cognitive coaching training and we postponed the Glad training by a year.

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

We made progress in developing excellent teachers this year. A large proportion of our teachers are in the first two years of their teaching career, and as such are in need of professional development and time to grow and development. Much of our instructional coaching and grade span training focused on classroom management and schoolwide classroom norms. This led to progress in creating a cohesive set of expectations across grade levels and in setting consistent expectations for students. The Kagan Cooperative Learning training that teachers participated in was popular amongst the faculty and made strong classroom impacts.

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

We will continue to increase social-emotional supports for our students. These will take the form of increased therapist hours and additional tier 3 supports. We will increase our engagement specialist workforce and tweak aspects of the role for greater effect amongst our students. We will continue to work on reducing absenteeism. We will also invest heavily into strategies that will improve the quality of teaching and learning in classrooms. Every teacher, instructional coach, and site-level administrator will participate in a year-long professional development training series with Project GLAD. This program provides intensive training on methods to improve classroom instruction and improve student language acquisition. Further, ABLE is working to build capacity amongst our faculty in facilitating small group instruction and learning centers in every classroom. These strategies allow every student to work on material that is at their exact level, and allows teachers more time to work 1-on-1, or in small groups with English Learners, foster youth, and low-income students in need of additional support.

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

Goal

Goal #	Description
Goal 4	ABLE will develop a meaningful mission and vision statement that is in alignment with our core values and those of our students/community.

An explanation of why the LEA has developed this goal.

This is a Focus Goal and addresses LCFF Priorities #3 and #6.

ABLE Charter was established in 2011 with a focus on classroom technology and early college options. ABLE's mission and vision statement reflect the school's original ideals and focus while the school itself has experienced major growth and change. Though only a high school program existed at the school's inception, ABLE now serves elementary, middle, and high school grade levels. With this growth in enrollment, ABLE has experienced an increase in the diversity of our faculty, students, and families. The development of new mission and vision statements will require ABLE to engage all stakeholders, understand what makes us unique and what makes us a desirable school for our students and families. When we better understand ourselves and our community we will be able to focus resources more strategically in the areas where they will have the most positive impact.

Measuring and Reporting Results

Metric #	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023-24
Agrees with the statement "I believe in the Mission and Vision of ABLE Charter"	Teachers and Leadership: 70%	Teachers and Leadership: 70%	[Intentionally Blank]	[Intentionally Blank]	Teachers and Leadership: 90%

Actions

Action #	Title	Description	Total Funds Contributing
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Action #	Title	Description	Total Funds Contributing	
Action #1	Leadership and Faculty Values Initiative Meetings	The leadership team and faculty teams will meet to discuss core values, mission statements, and vision statements. We will look at our present mission and vision statements and identify what we like and what we would like to change. After meeting with students, parents, and other stakeholder groups we will look at their input and use it to craft new values statements that are truly in line with who we are as a school community and what it is we value.	\$0.00	No
Action #2	Student, Parent, and Stakeholder Values Initiative meetings	The ABLE administration will host and facilitate meetings with various student and parent groups, including the Charter Advisory Council and English Learner Advisory Committee. We will look at our current mission and vision statements and identify what we like and what we would like to change. These groups will provide input that will be used by the ABLE faculty and leadership teams in crafting new values statements.	\$0.00	No
Action #3	Panorama Education Survey	Through Panorama Education we will administer a series of campus climate surveys to students, parents, and staff/faculty. One key aspect of this action is effective data collection. We need to constantly bring in good data on campus climate so that we can focus resources in the correct areas. Climate surveys also contribute to stakeholders feeling that input is valuable. We will use the data that is collected through these surveys in crafting our values statements.	\$0.00	Yes

Action #	Title	Description	Total Funds Contributing	
Action #4	Mission and Vision Rollout	Once we have created new values statements we will hold a series of meetings with various stakeholder groups (online and in-person) to introduce our new mission and vision statements.	\$0.00	No

Goal Analysis 2021-22

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

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

We had initially intended to complete this goal during this school year and have a new mission and vision statement. We were presented with a number of challenges related to bringing students back on campus, opening campus in the era of COVID, recruiting, hiring, and retaining professionals in a difficult labor market, and providing additional supports and services for students once they returned to campus. For these reasons we did not advance as fully in this goal. We will continue to keep this a goal in the LCAP with the intention of finishing it during the upcoming school year.

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

There are no differences in expenditures as the budgeted expenditures were zero.

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

These actions were not fully played out for the above described reasons. We will continue working towards completion of this goal.

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

We will continue to engage with our educational partners, seek input, and develop a mission and vision statement that aligns with our school communities goals and values.

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

Goal

Goal #	Description
Goal 5	ABLE will decrease chronic absenteeism.

An explanation of why the LEA has developed this goal.

This is a Focus Goal and addresses LCFF Priorities #5 and #8.

ABLE was identified as needing to place additional targeted support in improving the chronic absenteeism for our "Two or More Races" student population based on the 2018-2019 attendance data. In looking at the data we identified our African American student population as also having a high rate of chronic absenteeism. This goal is designed to address chronic absenteeism specifically in these two subgroups, but to also put measures in place to address the problem across our school community. Due to the COVID pandemic and campus closures chronic absenteeism has taken on a new meaning and includes students who have been disengaged from school. We are looking to improve engagement for these specific groups and for our entire campus community.

Measuring and Reporting Results

Measuring and Reporting Results

Metric #	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023-24
CA School Dashboard Chronic Absenteeism	Overall: Orange, 12.8% African American: Red, 20.6% Asian: Blue, 1.9% English Learners: Blue, 2% Hispanic: Orange, 11.3% Low-Income: Orange, 13.8 % Two or More Races: Red, 31.3% White: Orange, 6.8%	New data from the CA School Dashboard is not available in this area.	[Intentionally Blank]	[Intentionally Blank]	Overall: 8% African American: 10% Asian: 1% English Learners: 1% Hispanic: 7% Low-Income: 8% Two or More Races: 18% White: 4%

Actions

Action #	Title	Description	Total Funds Contributing	
Action #1	Chronic Absenteeism Surveys and Interviews	We need to fully understand which families have issues with chronic absenteeism and the reasons that students are not in their classes. We cannot address a problem that we do not understand. To this end, we will gather more information.	\$0.00	Yes
Action #2	Chronic Absenteeism House Visits	We will visit the homes of students who have chronic absenteeism in the upcoming school year. This will allow us to connect with these students and their families, to understand why they are not making it to class, and to begin connecting families with resources that they may need.	\$5,000.00	Yes

Action #	Title	Description	Total Funds Contributing	
Action #3	Parent Newsletter	ABLE will put a focus on chronic absenteeism in our monthly newsletters. We will include information and resources to make connections with families and help keep kids on campus.	\$0.00	No
Action #4	Bus Pass	In the past we have identified inability to get to campus as a cause of chronic absenteeism. ABLE will purchase bus passes for students who have transportation issues and who are old enough to safely ride the bus.	\$2,000.00	Yes
Action #5	Parent Presentations/Resource Meetings	We will design a series of parent meetings and presentations throughout the school year to connect parents with community resources and to increase their engagement with the school. We believe that parents are an important component and ally in getting students to class.	\$3,000.00	Yes
Action #6	Indoor Marquee	We will put a screen in our front office waiting room to display messages, reminders, and to provide information about community resources that families can access. We will use this screen to display reminders, information, and data related to absenteeism and the importance of being in the classroom.	\$500.00	No

Goal Analysis 2021-22

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

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

There were no substantive differences between planned actions and implementation.

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.

We had anticipated to spend more on several actions than we actually spent. We spent less on bus passes for students as there was less need than anticipated. We did have students whose barrier to arriving on campus was transportation, but many of these students were in the elementary levels and not old enough to safely ride a bus. In these cases we arranged to have ABE personnel drive students to and from school in a school owned vehicle. Another difference was that due to COVID restrictions and out of an abundance of caution we were unable to hold on campus parent nights. The funds we had anticipated spending on overtime for support personnel, on supplies, and on feeding parents who attended these nights were not needed.

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

Chronic absenteeism continues to be an area of growth for our school. The COVID pandemic has complicated this issue in a variety of ways. Due to COVID exposures students have regularly been restricted from the campus while needing to quarantine. This inconsistency has caused many students to remain home additional days, due either to fear of exposure, confusion about when they are eligible to return, complications with siblings and family members, and other reasons. We have experienced lingering stress and anxiety amongst our student body that was created or exacerbated during the ~18 months of distance learning. It has been a struggle for many students, particularly in high school and the upper middle grades, to be on campus while coping with their anxiety and mental health needs. We feel that this year has been a year of rebuilding and growth, but we have more work to do.

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.

To combat chronic absenteeism, we will continue to use the methods that have been working. Outreach, communication, and home visits are important tools. We will continue to provide transportation services (in the forms of rides or bus passes) to students in need. In addition, we intend to review and enhance our engagement procedures and look for areas where we can provide additional support and oversight. We will crack down on our absence procedures to ensure we are addressing absenteeism issues early on.

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

Goal

Goal #	Description
Goal 6	ABLE will improve services for English Language Learners and increase the rate of reclassification.

An explanation of why the LEA has developed this goal.

ABLE has a growing EL population. Since returning to campus from COVID Distance Learning we have identified a need to specifically improve services for our EL population with the goal of increasing their rate of language acquisition and reclassification.

This is a new goal for 2022-2023.

Measuring and Reporting Results

Metric #	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023-24
Summative ELPAC Overall Proficiency Levels	2020-2021 Data Level 4 - 7.89% Level 3 - 33.68% Level 2 - 35.79% Level 1 - 22.63%	2020-2021 Data Level 4 - 7.89% Level 3 - 33.68% Level 2 - 35.79% Level 1 - 22.63%	[Intentionally Blank]	[Intentionally Blank]	Overall Performance Level 4 – 20% Level 3 – 50% Level 2 – 25% Level 1 – 5%

Actions

Action #	Title	Description	Total Funds Contributing	
Action #1	Be Glad Training	Project Glad is a model of professional development dedicated to building language and literacy for all students, especially second language learners. The Project Glad training model combines research and theory with classroom demonstrations and guided teacher practice and planning time.	\$245,187.00	Yes
Action #2	Classroom Centers	ABLE is working to build capacity amongst our faculty in facilitating small group instruction and learning centers in every classroom. These strategies allow every student to work on material that is at their exact level, and allows teachers more time to work 1-on-1, or in small groups with English Learners, foster youth, and low-income students in need of additional support. This will further improve the teacher's ability to provide high quality integrated and designated English Language Development.	\$6,000.00	Yes
Action #3	Bilingual Classroom Aides	ABLE will hire bilingual classroom aides (paraprofessionals) to help support students in the classroom.	\$176,640.00	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.

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

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

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.

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

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

Projected LCFF Base Grant	Projected LCFF Supplemental and/or Concentration Grants	Projected Additional LCFF Concentration Grant (15 percent)
\$7,473,169.00	\$3,082,770.00	\$0.00

Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
20%	0%	\$0.00	20%

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.

ABLE has an unduplicated student percentage of 76.5%. Our actions and services based on our needs assessment and engagement with educational partners will be made available on a schoolwide basis. ABLE Charter is increasing and improving services for foster youth, English learners, and low-income students in a number of ways. We are investing heavily into strategies that will improve the quality of teaching and learning in classrooms, with specific emphasis on strategies that have a high impact on these specific groups. Every teacher, instructional coach, and site-level administrator will participate in a year-long professional development training series with Project GLAD. This program provides intensive training on methods to improve classroom instruction and improve student language acquisition. Further, ABLE is working to build capacity amongst our faculty in facilitating small group instruction and learning centers in every classroom. These strategies allow every student to work on material that is at their exact level and allow teachers more time to work 1-on-1, or in small groups with English Learners, foster youth, and low-income students in need of additional support. This will further improve the teacher's ability to provide high-quality integrated and designated English Language Development. We are increasing the number of instructional coaches on staff to provide additional support to teachers, and to facilitate more growth in their teaching ability. Coaching will emphasize supporting the needs of our foster, EL, and low-income students. We are adopting a data-driven coaching model to ensure our coaches are being used effectively and our teachers are growing. ABLE is creating a Parent Resource Center on campus which will provide a variety of services, supports, and outreach activities for our families. This center will work specifically with the families of foster youth, English learners, and low-income students. ABLE is adding additional staff, in the form of a Family Engagement Specialist and Director of Student Services, to work with these families through our parent resource center.

The absence rate of our English Learners is 28.8%, which is .3% lower than for all students. Additionally, teacher feedback indicated that ABLE's culture around attendance was lacking, and low-income and EL students emphasized the need for reliable transportation to school.

To address these needs, we will provide additional transportation and implement a new outreach program that emphasizes the importance of attendance. We expect these actions to lead to a significant increase in attendance rates for low-income and EL students as these actions are focused on addressing their identified needs. To maximize the impact of these actions in improving attendance rates throughout ABLE, these actions are being provided on a schoolwide basis.

Additionally, as demonstrated in the Identified Needs and Metrics sections, EL students have an overall reading proficiency of 18.1%. Input from the Charter Advisory Committee identified that EL and low-income elementary school students are struggling with reading. Specifically, some of our low-income students have shared that they do not have a quiet place to read or access books at home, and access to local libraries has been inconsistent due to lingering effects of the COVID pandemic. Our low-income parents indicated they need training in how to best assist their students in the home environment as well. To address this need, we will implement an after-school reading program for grades elementary through 6th grad levels that includes quiet, designated reading spaces, access to leveled books, and training for parents. We expect these actions will have a significant impact on the reading levels and CAASPP ELA scores of low-income students and EL students participating in the after-school program as these actions are focused on addressing their identified needs. As it is likely that other elementary students reading below grade level may benefit from these actions, they will be provided on a Schoolwide basis

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

In addition to the LEA-wide actions described in Prompt 1, we will provide the following actions on a Limited basis to meet our required percentage to increase or improve services.

As identified in the Engaging Educational Partners and Metrics sections, district benchmark scores, ELPAC scores, ELD teacher feedback, and input from the ELAC identified EL students are struggling with writing and grammar skills. Additionally, EL parents shared that they are struggling to assist their students in the home environment.

To address these needs, we will implement the Wonders supplemental ELD curriculum and provide professional development for ELD teachers in utilizing the curriculum.

We anticipate our EL students' district benchmark scores and ELPAC scores will increase. Feedback from both the ELD teachers and EL Parent Advisory Committee will continue to inform the trainings.

To increase the amount of designated English Language Development time in the classroom, ABLE will train teachers to implement an instructional model that relies heavily on classroom centers. While students move through centers in small groups teachers will differentiate instruction to give each group targeted instruction and attention. EL students will benefit from additional ELD time.

ABLE will hire bilingual instructional aids to support EL students in the classroom. Bilingual instructional aids will work directly with EL students

to support students academically, and to lower their affective filter so that they can more easily focus on gaining mastery in literacy, content standards, and acquiring language.

ABLE will provide transportation services for low-income students who struggle arriving on campus daily. Bus passes will be provided for low-income middle and high school level students whose parents give permission for them to ride the bus. ABLE will provide alternative transportation services for students too young to ride the bus.

The LEA's total required percentage to increase or improve services is 15%.

The planned increase in services is 20% as demonstrated by the budgeted LCFF expenditures of \$3,092,239.

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.

We will hire a variety of additional staff using additional concentration grant funding. We intend to hire additional bilingual instructional aides, paraprofessionals, engagement specialists, counselors, and health office assistants. Bilingual instructional aides will work specifically with EL students to provide additional classroom supports. Engagement specialists work with a caseload of students composed primarily of low-income, foster, and EL students. Additional health office assistants are bilingual so that they can provide better care and communication with parents whose primary language is not English.

Staff-to-student ratios by type of school and concentration of unduplicated students	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of classified staff providing direct services to students	n/a	23:1, Students:Staff
Staff-to-student ratio of certificated staff providing direct services to students	n/a	14:1, Students:Staff

2022-23 Total Planned Expenditures Table

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-Personnel
Totals	\$7,518,445.00	\$553,768.00	\$0.00	\$0.00	\$8,072,213.00	\$7,038,650.00	\$1,033,563.00

Goal #	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1	Common Core math training for parents.		\$1,500.00	\$0.00	\$0.00	\$0.00	\$1,500.00
1	2	ELO - Learning hubs	Students not meeting grade level academic standards	\$0.00	\$6,470.00	\$0.00	\$0.00	\$6,470.00
1	3	ELO - Learning Supports	Students not meeting grade level standards	\$0.00	\$224,000.00	\$0.00	\$0.00	\$224,000.00
1	4	ELO - Extending Instructional Learning Time	Students not meeting grade level standards	\$0.00	\$272,000.00	\$0.00	\$0.00	\$272,000.00
1	5	Studies Weekly	9-12 students	\$6,325.00	\$0.00	\$0.00	\$0.00	\$6,325.00
1	6	Renaissance Lalilo		\$9,300.00	\$0.00	\$0.00	\$0.00	\$9,300.00

Goal Action # #		Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	7	Renaissance myOn		\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
1	8	ELO - Credit Recovery	Students not meeting grade level standards	\$0.00	\$31,000.00	\$0.00	\$0.00	\$31,000.00
1	9	Freckle ELA and Freckle Math		\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
1	10	Renaissance Star Assessments	All	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
1	11	GK-5 NGSS aligned science curriculum	K-5 students	\$50,000.00	\$0.00	\$0.00	\$0.00	\$50,000.00
1	12	EnVision Math	All	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
1	13	ELA/ELD Curriculum		\$22,820.00	\$0.00	\$0.00	\$0.00	\$22,820.00
1	14	Math and ELA Data Teams		\$15,000.00	\$0.00	\$0.00	\$0.00	\$15,000.00
1	15	Renaissance Accelerated Reader		\$0.00	\$0.00	\$0.00	\$0.00	\$0.00

Goal #	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
2	1	Panorama Education Surveys		\$10,250.00	\$0.00	\$0.00	\$0.00	\$10,250.00
2	2	Teen Talk		\$1,500.00	\$0.00	\$0.00	\$0.00	\$1,500.00
2	3	Child Abuse Prevention Council Programming		\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
2	4	Counseling and Pupil Support Services		\$605,000.00	\$0.00	\$0.00	\$0.00	\$605,000.00
2	5	ELO - Integrated Supports	All	\$0.00	\$5,000.00	\$0.00	\$0.00	\$5,000.00
2	6	ELO - Staff Training	All	\$0.00	\$15,298.00	\$0.00	\$0.00	\$15,298.00
2	7	Student and Family Support and Engagement Team		\$495,000.00	\$0.00	\$0.00	\$0.00	\$495,000.00
2	8	Parent and Family Resource Center		\$145,187.00	\$0.00	\$0.00	\$0.00	\$145,187.00

Goal #	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
3	1	Professional Development	All	\$45,000.00	\$0.00	\$0.00	\$0.00	\$45,000.00
3	2	Instructional Coaches		\$343,421.00	\$0.00	\$0.00	\$0.00	\$343,421.00
3	3	The Teaching Channel	All	\$2,400.00	\$0.00	\$0.00	\$0.00	\$2,400.00
3	4	Teacher Salary	All	\$4,369,381.00	\$0.00	\$0.00	\$0.00	\$4,369,381.00
3	5	Expanded Administrative Team		\$958,034.00	\$0.00	\$0.00	\$0.00	\$958,034.00
4	1	Leadership and Faculty Values Initiative Meetings	All	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
4	2	Student, Parent, and Stakeholder Values Initiative meetings	All	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
4	3	Panorama Education Survey		\$0.00	\$0.00	\$0.00	\$0.00	\$0.00

Goal #	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
4	4	Mission and Vision Rollout	All	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
5	1	Chronic Absenteeism Surveys and Interviews		\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
5	2	Chronic Absenteeism House Visits		\$5,000.00	\$0.00	\$0.00	\$0.00	\$5,000.00
5	3	Parent Newsletter	All	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
5	4	Bus Pass		\$2,000.00	\$0.00	\$0.00	\$0.00	\$2,000.00
5	5	Parent Presentations/Resource Meetings		\$3,000.00	\$0.00	\$0.00	\$0.00	\$3,000.00
5	6	Indoor Marquee	All	\$500.00	\$0.00	\$0.00	\$0.00	\$500.00
6	1	Be Glad Training		\$245,187.00	\$0.00	\$0.00	\$0.00	\$245,187.00
6	2	Classroom Centers		\$6,000.00	\$0.00	\$0.00	\$0.00	\$6,000.00
6	3	Bilingual Classroom Aides		\$176,640.00	\$0.00	\$0.00	\$0.00	\$176,640.00

2022-23 Contributing Actions Tables

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover - Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1 plus 5)
\$7,473,169.00	\$3,082,770.00	41.25%	0.00%	41.25%	\$3,092,239.00	0.00%	41.38%

Totals by Type	Total LCFF Funds	Total Funds
Total:	\$3,092,239.00	\$3,092,239.00
LEA-wide Total:	\$1,988,739.00	\$1,988,739.00
Limited Total:	\$2,000.00	\$2,000.00
Schoolwide Total:	\$1,101,500.00	\$1,101,500.00

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	Common Core math training for parents.	Yes	LEA-wide	FRL, ELL, Foster Youth	ABLE Charter School	\$1,500.00	0%

Goal #	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	6	Renaissance Lalilo	Yes	LEA-wide	EL, FRL, FY in grades K-2	ABLE	\$9,300.00	0%
1	7	Renaissance myOn	Yes	LEA-wide	FRL, ELL, Foster Youth	ABLE	\$0.00	0%
1	9	Freckle ELA and Freckle Math	Yes	LEA-wide	ELL, FRL, Foster Youth	ABLE	\$0.00	0%
1	13	ELA/ELD Curriculum	Yes	LEA-wide	ELL	ABLE Charter School	\$22,820.00	0%
1	14	Math and ELA Data Teams	Yes	LEA-wide	FRL, ELL, Foster Youth	ABLE Charter School	\$15,000.00	0%
1	15	Renaissance Accelerated Reader	Yes	LEA-wide	EL, FRL, Foster Youth	ABLE	\$0.00	0%
2	1	Panorama Education Surveys	Yes	LEA-wide	FRL, EL, FY	ABLE	\$10,250.00	0%
2	2	Teen Talk	Yes	Schoolwide	FRL, EL, FY	ABLE	\$1,500.00	0%

Goal #	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
2	3	Child Abuse Prevention Council Programming	Yes	Schoolwide	FRL, FY, EL	ABLE	\$0.00	0%
2	4	Counseling and Pupil Support Services	Yes	Schoolwide	FRL, FY, EL	ABLE	\$605,000.00	0%
2	7	Student and Family Support and Engagement Team	Yes	Schoolwide	FRL, EL, FY	ABLE	\$495,000.00	0%
2	8	Parent and Family Resource Center	Yes	LEA-wide	EL, FY, FRL	ABLE	\$145,187.00	0%
3	1	Professional Development	Yes	LEA-wide	FRL, EL, FY	ABLE	\$45,000.00	0%
3	2	Instructional Coaches	Yes	LEA-wide	FRL, EL, FY	ABLE	\$343,421.00	0%

Goal #	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
3	3	The Teaching Channel	Yes	LEA-wide	FRL, EL, FY	ABLE	\$2,400.00	0%
3	5	Expanded Administrative Team	Yes	LEA-wide	FRL, EL, FY	ABLE	\$958,034.00	0%
4	3	Panorama Education Survey	Yes	LEA-wide	FRL, EL, FY	ABLE	\$0.00	0%
5	1	Chronic Absenteeism Surveys and Interviews	Yes	LEA-wide	FRL, EL, FY	ABLE	\$0.00	0%
5	2	Chronic Absenteeism House Visits	Yes	LEA-wide	FRL, EL, Foster Youth	ABLE	\$5,000.00	0%
5	4	Bus Pass	Yes	Limited	FRL	ABLE	\$2,000.00	0%
5	5	Parent Presentations/Resource Meetings	Yes	LEA-wide	FRL, EL, FY	ABLE	\$3,000.00	0%
6	1	Be Glad Training	Yes	LEA-wide	FRL, EL, FY	ABLE	\$245,187.00	0%

Goal #	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
6	2	Classroom Centers	Yes	LEA-wide	EL	ABLE	\$6,000.00	0%
6	3	Bilingual Classroom Aides	Yes	LEA-wide	EL	ABLE	\$176,640.00	0%

2021-22 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Actual Expenditures (Total Funds)
Totals	\$6,274,121.42	\$7,660,303.00

Last Year's Goal #	Last Year's Action #	Action Title	Contributed to Increased or Improved Services?	Last Year's Total Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1	Common Core math training for parents.	Yes	\$1,500.00	\$1,500.00
1	2	Math and ELA Data Teams	Yes	\$12,000.00	\$12,000.00
1	3	ELA/ELD Curriculum	Yes	\$177,076.19	\$191,885.00
1	4	EnVision Math	No	\$0.00	\$0.00
1	5	GK-5 NGSS aligned science curriculum	No	\$67,693.82	\$47,907.00
1	6	Renaissance Star Assessments	No	\$0.00	\$0.00
1	7	Freckle ELA and Freckle Math	Yes	\$0.00	\$0.00
1	8	Renaissance Accelerated Reader	Yes	\$0.00	\$0.00
1	9	Renaissance myOn	Yes	\$0.00	\$0.00
1	10	Renaissance Lalilo	Yes	\$9,300.00	\$9,300.00

Last Year's Goal #	Last Year's Action #	Action Title	Contributed to Increased or Improved Services?	Last Year's Total Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	11	Kagan Cooperative Learning Training	Yes	\$10,298.00	\$10,878.00
1	12	Studies Weekly	No	\$4,419.41	\$4,919.00
1	13	ELO - Extending Instructional Learning Time	No	\$272,000.00	\$110,752.00
1	14	ELO - Learning Supports	No	\$224,000.00	\$193,821.00
1	15	ELO - Learning hubs	No	\$6,470.00	\$5,362.00
1	16	ELO - Credit Recovery	No	\$31,000.00	\$29,055.00
2	1	Panorama Education Surveys	Yes	\$6,000.00	\$29,310.00
2	2	Peer Health Exchange	Yes	\$4,000.00	\$0.00
2	3	Teen Talk	Yes	\$2,000.00	\$2,000.00
2	4	Child Abuse Prevention Council Programming	Yes	\$0.00	\$0.00
2	5	Counseling and Pupil Support Services	Yes	\$374,467.00	\$374,467.00
2	6	ELO - Integrated Supports	No	\$5,000.00	\$5,000.00
2	7	ELO - Staff Training	No	\$15,298.00	\$15,298.00
2	8	Student and Family Support and Engagement Team	Yes	\$454,539.00	\$784,390.00

Last Year's Goal #	Last Year's Action #	Action Title	Contributed to Increased or Improved Services?	Last Year's Total Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
3	1	Professional Development	No	\$33,294.00	\$22,548.00
3	2	Cognitive coaching workshop	Yes	\$6,000.00	\$0.00
3	3	Instructional Coaches	Yes	\$214,685.00	\$215,135.00
3	4	Coaching for Equity	No	\$100.00	\$100.00
3	5	The Teaching Channel	No	\$2,599.00	\$2,599.00
3	6	NGSS Aligned Science Training for Teachers	No	\$8,000.00	\$8,145.00
3	7	Project Glad	Yes	\$20,000.00	\$0.00
3	8	Kagan Cooperative Learning	Yes	\$10,298.00	\$9,372.00
3	9	Teacher Salary	No	\$3,682,105.00	\$4,971,529.00
3	10	Expanded Administrative Team	Yes	\$608,979.00	\$598,581.00
4	1	Leadership and Faculty Values Initiative Meetings	No	\$0.00	\$0.00
4	2	Student, Parent, and Stakeholder Values Initiative meetings	No	\$0.00	\$0.00
4	3	Panorama Education Survey	Yes	\$0.00	\$0.00

Last Year's Goal #	Last Year's Action #	Action Title	Contributed to Increased or Improved Services?	Last Year's Total Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
4	4	Mission and Vision Rollout	No	\$0.00	\$0.00
5	1	Chronic Absenteeism Surveys and Interviews	Yes	\$0.00	\$0.00
5	2	Chronic Absenteeism House Visits	Yes	\$5,000.00	\$2,500.00
5	3	Parent Newsletter	No	\$0.00	\$0.00
5	4	Chronic Absenteeism Summit	Yes	\$500.00	\$500.00
5	5	Bus Pass	Yes	\$2,000.00	\$300.00
5	6	Parent Presentations/Resource Meetings	Yes	\$3,000.00	\$250.00
5	7	Indoor Marquee	No	\$500.00	\$900.00

2021-22 Contributing Actions Annual Update Table

Totals	6. Estimated Actual LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 4 from 7)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Actual Percentage of Improved Services (%)	Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)
Totals	\$1,907,959.00	\$1,921,642.19	\$2,242,368.00	\$-320,725.81	0.00%	0.00%	0.00%

Last Year's Goal #	Last Year's Action #	Action Title	Contributed to Increased or Improved Services?	Last Year's Total Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services (%)	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1	Common Core math training for parents.	Yes	\$1,500.00	\$1,500.00	0.00%	0.00%
1	2	Math and ELA Data Teams	Yes	\$12,000.00	\$12,000.00	0.00%	0.00%
1	3	ELA/ELD Curriculum	Yes	\$177,076.19	\$191,885.00	0.00%	0.00%
1	4	Freckle ELA and Freckle Math	Yes	\$0.00	\$0.00	0.00%	0.00%

Last Year's Goal #	Last Year's Action #	Action Title	Contributed to Increased or Improved Services?	Last Year's Total Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services (%)	Estimated Actual Percentage of Improved Services (Input Percentage)
1	5	Renaissance Accelerated Reader	Yes	\$0.00	\$0.00	0.00%	0.00%
1	6	Renaissance myOn	Yes	\$0.00	\$0.00	0.00%	0.00%
1	7	Renaissance Lalilo	Yes	\$9,300.00	\$9,300.00	0.00%	0.00%
1	8	Kagan Cooperative Learning Training	Yes	\$10,298.00	\$10,878.00	0.00%	0.00%
2	1	Panorama Education Surveys	Yes	\$6,000.00	\$29,310.00	0.00%	0.00%
2	2	Peer Health Exchange	Yes	\$4,000.00	\$0.00	0.00%	0.00%
2	3	Teen Talk	Yes	\$2,000.00	\$2,000.00	0.00%	0.00%
2	4	Child Abuse Prevention Council Programming	Yes	\$0.00	\$0.00	0.00%	0.00%

Last Year's Goal #	Last Year's Action #	Action Title	Contributed to Increased or Improved Services?	Last Year's Total Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services (%)	Estimated Actual Percentage of Improved Services (Input Percentage)
2	5	Counseling and Pupil Support Services	Yes	\$374,467.00	\$374,467.00	0.00%	0.00%
2	6	Student and Family Support and Engagement Team	Yes	\$454,539.00	\$784,390.00	0.00%	0.00%
3	1	Cognitive coaching workshop	Yes	\$6,000.00	\$0.00	0.00%	0.00%
3	2	Instructional Coaches	Yes	\$214,685.00	\$215,135.00	0.00%	0.00%
3	3	Project Glad	Yes	\$20,000.00	\$0.00	0.00%	0.00%
3	4	Kagan Cooperative Learning	Yes	\$10,298.00	\$9,372.00	0.00%	0.00%
3	5	Expanded Administrative Team	Yes	\$608,979.00	\$598,581.00	0.00%	0.00%
4	1	Panorama Education Survey	Yes	\$0.00	\$0.00	0.00%	0.00%

Last Year's Goal #	Last Year's Action #	Action Title	Contributed to Increased or Improved Services?	Last Year's Total Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services (%)	Estimated Actual Percentage of Improved Services (Input Percentage)
5	1	Chronic Absenteeism Surveys and Interviews	Yes	\$0.00	\$0.00	0.00%	0.00%
5	2	Chronic Absenteeism House Visits	Yes	\$5,000.00	\$2,500.00	0.00%	0.00%
5	3	Chronic Absenteeism Summit	Yes	\$500.00	\$500.00	0.00%	0.00%
5	4	Bus Pass	Yes	\$2,000.00	\$300.00	0.00%	0.00%
5	5	Parent Presentations/Resolutions Meetings	Yes	\$3,000.00	\$250.00	0.00%	0.00%

2021-22 LCFF Carryover Table

Totals	9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover - Percentage (Input Percentage from Prior Year)	10. Total Percentage to Increase or Improve the Current School Year (6 divided by 9 plus Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
Totals	\$11,711,432.00	\$1,907,959.00	0.00%	16.29%	\$2,242,368.00	0.00%	19.15%	No carryover	No carryover

Instructions

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

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

Introduction and Instructions

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

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

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

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

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

General Information

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

Reflections: Successes

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

Reflections: Identified Need

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

LCAP Highlights

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

Comprehensive Support and Improvement

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

Schools Identified:

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

Support for Identified Schools:

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

Monitoring and Evaluating Effectiveness:

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

Engaging Educational Partners

Purpose

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

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

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

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

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

Requirements and Instructions

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

Local Control and Accountability Plan:

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

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

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

Describe the engagement process used by the LEA to involve educational partners in the development of the LCAP, including, at a minimum, describing how the LEA met its obligation to consult with all statutorily required educational partners as applicable to the type of LEA. A

sufficient response to this prompt must include general information about the timeline of the process and meetings or other engagement strategies with educational partners. A response may also include information about an LEA's philosophical approach to engaging its educational partners.

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

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

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

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

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

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

Goals and Actions

Purpose

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

A well-developed goal can be focused on the performance relative to a metric or metrics for all students, a specific student group(s), narrowing performance gaps, or implementing programs or

strategies expected to impact outcomes. LEAs should assess the performance of their student groups when developing goals and the related actions to achieve such goals.

Requirements and Instructions

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

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

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

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

Focus Goal(s)

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

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

Broad Goal

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

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

Maintenance of Progress Goal

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

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

Required Goals

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

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

- ***Consistently low-performing student group(s) goal requirement:*** An LEA meeting the consistently low-performing student group(s) criteria must include a goal in its LCAP focused on improving the performance of the student group or groups that led to the LEA’s eligibility for Differentiated Assistance. This goal must include metrics, outcomes, actions, and expenditures specific to addressing the needs of, and improving outcomes for, this student group or groups. An LEA required to address multiple student groups is not required to have a goal to address each student group; however, each student group must be specifically addressed in the goal. This requirement may not be met by combining this required goal with another goal.
- ***Goal Description:*** Describe the outcomes the LEA plans to achieve to address the needs of, and improve outcomes for, the student group or groups that led to the LEA’s eligibility for Differentiated Assistance.
- ***Explanation of why the LEA has developed this goal:*** Explain why the LEA is required to develop this goal, including identifying the student group(s) that lead to the LEA being required to develop this goal, how the actions and associated metrics included

in this goal differ from previous efforts to improve outcomes for the student group(s), and why the LEA believes the actions, metrics, and expenditures included in this goal will help achieve the outcomes identified in the goal description.

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

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

Measuring and Reporting Results:

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

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

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

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

Complete the table as follows:

- **Metric:** Indicate how progress is being measured using a metric.
- **Baseline:** Enter the baseline when completing the LCAP for 2021–22. As described above, the baseline is the most recent data associated with a metric. Indicate the school year to which the data applies, consistent with the instructions above.

- **Year 1 Outcome:** When completing the LCAP for 2022–23, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 2 Outcome:** When completing the LCAP for 2023–24, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 3 Outcome:** When completing the LCAP for 2024–25, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above. The 2024–25 LCAP will be the first year in the next three-year cycle. Completing this column will be part of the Annual Update for that year.
- **Desired Outcome for 2023-24:** When completing the first year of the LCAP, enter the desired outcome for the relevant metric the LEA expects to achieve by the end of the 2023–24 LCAP year.

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

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

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

Actions:

Enter the action number. Provide a short title for the action. This title will also appear in the action tables. Provide a description of the action. Enter the total amount of expenditures associated with

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

Actions for English Learners:

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

Actions for Foster Youth:

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

Goal Analysis:

Enter the LCAP Year

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

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

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

Purpose

A well-written Increased or Improved Services section provides educational partners with a comprehensive description, within a single dedicated section, of how an LEA plans to increase or improve services for its unduplicated students in grades TK–12 as compared to all students in grades TK–12, as applicable, and how LEA-wide or schoolwide actions identified for this purpose meet regulatory requirements. Descriptions provided should include sufficient detail yet be

sufficiently succinct to promote a broader understanding of educational partners to facilitate their ability to provide input. An LEA's description in this section must align with the actions included in the Goals and Actions section as contributing.

Requirements and Instructions

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

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

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

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

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

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

Required Descriptions:

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

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

Principally Directed and Effective:

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

- It considers the needs, conditions, or circumstances of its unduplicated pupils;

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

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

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

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

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

status, we expect that the attendance rate for our low-income students will increase significantly more than the average attendance rate of all other students. (Measurable Outcomes [Effective In])

COEs and Charter Schools:

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

For School Districts Only:

Actions Provided on an LEA-Wide Basis:

Unduplicated Percentage > 55%:

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

Unduplicated Percentage < 55%:

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

Actions Provided on a Schoolwide Basis:

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

For schools with 40% or more enrollment of unduplicated pupils:

Describe how these actions are principally directed to and effective in meeting its goals for its unduplicated pupils in the state and any local priorities.

For school districts expending funds on a schoolwide basis at a school with less than 40% enrollment of unduplicated pupils:

Describe how these actions are principally directed to and how the actions are the most effective use of the funds to meet its goals for foster youth, English learners, and low-income students in the state and any local priorities.

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

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

required proportional increase or improvement in services for unduplicated pupils as compared to the services the LEA provides to all students for the relevant LCAP year.

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

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

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

Provide the following descriptions, as applicable to the LEA:

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

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

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

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

Complete the table as follows:

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

staff-to-student ratio must be based on the number of FTE staff and the number of enrolled students as counted on the first Wednesday in October of each year.

Action Tables

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

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

- Table 1: Total Planned Expenditures Table (for the coming LCAP Year)
- Table 2: Contributing Actions Table (for the coming LCAP Year)
- Table 3: Annual Update Table (for the current LCAP Year)
- Table 4: Contributing Actions Annual Update Table (for the current LCAP Year)
- Table 5: LCFF Carryover Table (for the current LCAP Year)

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

Data Entry Table

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

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

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

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

Goal #:

Enter the LCAP Goal number for the action.

Action #:

Enter the action's number as indicated in the LCAP Goal.

Action Title:

Provide a title of the action.

Student Group(s):

Indicate the student group or groups who will be the primary beneficiary of the action by entering "All", or by entering a specific student group or groups.

Contributing to Increased or Improved Services?:

Type “Yes” if the action is included as contributing to meeting the increased or improved services; OR, type “No” if the action is not included as contributing to meeting the increased or improved services.

If “Yes” is entered into the Contributing column, then complete the following columns:

Scope:

The scope of an action may be LEA-wide (i.e., districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.

Unduplicated Student Group(s)

Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.

Location:

Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate “All Schools”. If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter “Specific Schools” or “Specific Grade Spans”. Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades K-5), as appropriate.

Time Span:

Enter “ongoing” if the action will be implemented for an indeterminate period of time.

Otherwise, indicate the span of time for which the action will be implemented. For example, an

LEA might enter “1 Year”, or “2 Years”, or “6 Months”.

Personnel Expense:

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

Total Personnel:

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

Total Non-personnel:

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

LCFF Funds:

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

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

Other State Funds:

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

Local Funds:

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

Federal Funds:

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

Total Funds:

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

Planned Percentage of Improved Services:

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

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

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

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

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

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

LCFF Carryover Table

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

Calculations in the Action Tables

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

Contributing Actions Table

4. Total Planned Contributing Expenditures (LCFF Funds)

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

5. Total Planned Percentage of Improved Services

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

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

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

Contributing Actions Annual Update Table

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

6. Estimated Actual LCFF Supplemental and Concentration Grants

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

4. Total Planned Contributing Expenditures (LCFF Funds)

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

7. Total Estimated Actual Expenditures for Contributing Actions

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

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

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

5. Total Planned Percentage of Improved Services (%)

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

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

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

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

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

LCFF Carryover Table

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

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

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

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

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

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

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

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

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

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