

Local Control and Accountability Plan

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
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Plan Summary [2022-23]

General Information

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

New Hope Charter School (NHCS) is an independent, site-based, public charter school that opened in August of 2021. We serve approximately 140 scholars in 7th-grade on our campus, which is co-located with Glenwood Elementary School. New Hope Charter School is authorized by the Robla School District (RSD), which is located within the city of Sacramento, north of the central city. NHCS and Robla School District leaders have worked diligently and intentionally since 2019 to create a partnership built on relational trust. We have chosen to work collaboratively because this is what is in the best interest of our students and families. Nearly all NHCS students come from the Robla School District's five elementary schools. Students at NHCS and in the five Robla elementary schools come from large multi-family complexes, from tree-lined single family home neighborhoods and from homes with acreage that is also home to horses and sheep. The community houses a number of fast food franchises, gas stations, small businesses and a new drug store. There is no large grocery store, no hospital, no social service agencies, only one city park and no real cultural/community center. The families in Robla are representative of the varied people who live in the state of California. It is a community that is ethnically and racially diverse, linguistically diverse and socio-economically diverse. Children who attend our schools come from homes where families speak a variety of languages. Thirty-seven percent of our students are English Learners and over twenty languages are present in the community. The challenge of poverty is the reality for many of our families. Approximately ninety percent of our students qualify for free or reduced meals at school. This fact also indicates that these families face the issues that confront all who live in poverty: transportation problems, unemployment, instability in housing and a lack of access to support resources. Recent data shows that nearly a quarter of the families in the area fit the definition of homeless. Most do not lack housing, but are living in temporary housing, cohabitating with extended family or friends.

Reflections: Successes

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

Unfortunately, many school districts and charter schools have a contentious relationship, which is not good for students. New Hope Charter School and Robla School District intentionally built a positive and productive relationship rooted in communication and trust. This is achieved by the Superintendent and the Executive Director meeting frequently to discuss updates, challenges and next steps. A perfect example of our partnership is the work that Robla School District and NHCS have done to keep our students and staff safe in response to COVID-19. We are very proud of our response to the circumstances of COVID-19. Opening a new school is a daunting task. COVID-19 challenges have multiplied the hurdles that a new start up sometimes encounters. However, NHCS and Robla School District have maintained consistent, open and honest communication and collaboration during this unique first year of operation for New Hope Charter School. The well-established strong relationships between district, families and NHCS served as the foundation of trust needed to navigate the anxiety-filled weeks of our initial year. District leaders and specialists make themselves available to NHCS to share resources and best practices for supporting the diverse academic and social-emotional learning needs of our students.

Another shared success is NHCS's participation in the Robla Resilience Project - an ongoing professional learning activity for all staff focused on systemic racism, cultural sensitivity and anti-racist practices. All NHCS employees sit next to their district colleagues in this work to ensure that Robla School District and New Hope Charter School are taking action to deal with systemic racism in our district and community.

As New Hope Charter School leaders designed our school program, we examined District data from the 2019 California School Dashboard and current Robla Benchmark data. An analysis of the California School Dashboard indicates that Robla's greatest success in meeting state targets was in the area of Math. The district saw an overall gain of 7.8 points towards Meeting Standard. The student group that saw the largest gains was Students with Disabilities: 26.4 points gained followed by White: 11.4 points, Asian and Pacific Islander student groups: 9.6 points gained, and English learners 7.2 points gained. Building on that success, New Hope has adopted curricular tools that allowed for continued differentiation and individualization to serve students' needs.

NHCS has designed support for our unduplicated student count through services such as: English Learner Support Teachers, an Instructional Coach, Intervention Specialists, Intervention Assistants, Enrichment Teachers, and a mental health Counselor, and a Social Worker. We have focused Professional Learning Time on effective instruction to meet the needs of English learners throughout the day (Integrated) and Designated English language development time. The pandemic created the need to build our capacity to teach remotely (independent study) and we have been able to provide teachers with professional learning on effective remote instruction and expanding their use of technology.

NHCS administrators and teachers alike understand the importance of examining data, in a wide variety of forms, to inform discussions

about how to further improve our work with students and the community. We will continue in this practice. We have built into our system regular opportunities for examining data, reflecting on data and analyzing data. Analysis takes place in all areas of our work especially those that are part of our LCAP goals: student achievement, school climate and parent involvement. We continue to implement systems for an improvement cycle, to identify problems areas and work to generate solutions.

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.

New Hope Charter School's Local Control Accountability Plan adheres to three stated goals: (1) Academic Performance: Through the implementation of the Common Core State Standards, provide learning opportunities that result in increased academic achievement and ensure quality classroom instruction for all students, including support systems which meet the needs of targeted populations and support closing the achievement gap for certain groups of students. (2) School Climate: Enhance the current learning environment to ensure that our schools provide a physically and emotionally safe environment that is culturally responsive to all students, and (3) Parent Involvement: Increase parent, family and community involvement in the education of all students. In addition to these goals stakeholders identified the need to add an additional goal that will continue our work with Robla School District in the areas of systemic racism, cultural sensitivity and anti-racist practices. The events of the past two years (2020-22), including social unrest throughout the community, has heightened the need for the addition of this fourth goal. We will continue to partner with the community to provide professional learning and additional support in this area.

The lack of resources in our community to meet these needs can present obstacles to students' ability to learn, achieve, participate fully in school activities, gain in language skills, and acquire positive social skills. These obstacles can be especially impactful in the lives of students who are in our target population groups: English learners, students living in poverty, and foster youth. Because we have high concentrations of these groups of students at New Hope Charter School, services can be provided to all students school-wide.

New Hope Charter School acknowledges that while we have moved in a positive direction in our first year, there is still progress to be made on our student's academic performance data. We continue to see the real impact on our students and families of the 2020-21 school year shutdown and its impact on learning loss. NHCS established a Post Pandemic Task Force to analyze and reflect on student outcomes from Robla School District's 2019-20 LCAP as well as local data collected during the 2020-21 school year. Members include key administrators, the counselor, the social worker, and teacher leaders. The task force has identified four areas of concern to address in the 2021-24 school years. These areas include social emotional issues, learning gaps, assessments and resource availability including staffing and materials.

LCAP Highlights

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

The highlights of the 2021-24 LCAP focus on addressing the identified needs of students brought about by the 2020 COVID-19 pandemic and school closures. After our first year of operation (2021-22), NHCS will continue to focus on refining our local assessments to accurately identify areas of need and monitor student progress on a weekly, quarterly and yearly basis. We will expend resources to continue to address learning loss that was accelerated by the pandemic. We are increasing our provisions for addressing social emotional needs of students and staff that may have resulted from school closures and state Shelter in Place orders. Most notably, we have added actions to our LCAP under a fourth LCAP goal to address systemic racism, cultural sensitivity and anti-racist practices.

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.

N/A

Support for Identified Schools

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

N/A

Monitoring and Evaluating Effectiveness

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

N/A



Engaging Educational Partners

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

New Hope Charter School's leadership team has created a timeline to address the development and implementation of the 2021-2024 LCAP and to ensure all stakeholders have the opportunity to engage in the development process. The process has been designed to allow time for each advisory group (parent/community, advisory councils, English learner committee, special education advisors, teachers, principal, administrators and students) to provide input, review and approve the plan. This timeline includes a scheduled public hearing at least 30 days prior to the regular Board Meeting in which the Board of Trustees adopts the LCAP and school budget.

In February/March of each LCAP year, NHCS administrators will begin engaging stakeholders, including parent /community meetings scheduled quarterly to provide LCAP updates and current financial data. Opportunities for stakeholder feedback will be provided. The Executive Director and Business Manager will attend these meetings to address stakeholder questions and provide any additional clarification sought. Parent advisory committee meetings will be provided in English and in Spanish with Russian and Hmong translators available, as needed. Public meeting announcements are sent out via email and text messages to all staff and families and posted on social media. Access to the meetings are provided through a link made available in the announcement and on the NHCS website. Stakeholders are encouraged to provide feedback and comments regarding specific actions and expenditures at these meetings. In addition they can submit their comments and concerns via an email link provided on the NHCS website. Comments and concerns are responded to by the NHCS Executive Director.

LCAP Engagement

Timeline Community

Sharing

- April 6, 2022 Share out LCAP Update Infographic with Engagement Outline via social media sites, global email distribution and hard copies sent home with students in English and Spanish.
- April 11, 2022 LCAP Update to the New Hope Charter School Board
- April 18, 2022 LCAP Update at NHCS English Learner Advisory Committee Meeting and Parent Advisory Committee Meeting
- April 25, 2022 LCAP team members begin the data review process, budget and review current actions and services
- May 2-18, 2022 Seek Input from Stakeholders on LCAP Draft (School Site Council, School site staff meeting, English Learner Advisory Committee, Parent Meetings, Student Council)
- May 21, 2022 Present the LCAP draft for review to the NHCS English Learner Advisory Committee and Parent Advisory Committee Meeting May 23, 2022 LCAP Public Hearing
- June 27, 2022 LCAP Presented for Adoption

A summary of the feedback provided by specific educational partners.

In an effort to seek feedback during our planning year (2020-21) and first year of operation (2021-22), NHCS has conducted a number of parent, community (including engaging our Robla School District partners) and staff meetings to seek stakeholder input. Survey results indicate that a large percentage of stakeholder's are concerned about the social-emotional well-being and loss of learning of our students due to school closures. Students note the following strengths of the program: they feel safe at school, both physically and emotionally; their teachers care about them and have high expectations for them; they have friends and enjoy coming to school. Another area of concern was social unrest and racial inequality. This was expressed during staff meetings and Robla Resilience Project meetings attended by the Executive Director and NHCS employees. This feedback prompted our fourth goal being added to our LCAP that addresses systemic racism, cultural sensitivity, and anti-racist practices. Special Education programs are growing as our school population grows. Based on feedback from stakeholders in Special Education, we are aiming to increase our staff and have a team dedicated to supporting special education staff, students and families.

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

Goal one: Academic Achievement continues to be the utmost concern of staff members and parents alike. The Post Pandemic Task Force met and identified additional resources and funding needed to address the learning loss that occurred during the pandemic most notably for English Learners, Homeless Students, Foster Youth and socio-economically disadvantaged students. Distance Learning during the pandemic also made it challenging to collect data on our students (currently in 7th-grade) from their 5th- and 6th-grade academic years. The suspension of the California School Dashboard has also made it difficult to assess student yearly progress. The lack of state data and committee work focused on student achievement and potential learning loss has prompted NHCS to adopt the LCAP goals of our partner school District and the inclusion of local metrics to measure student academic performance. For 2021-22, End of the Year ELA and math Benchmark data has been included in the NHCS 2022-23 LCAP. Data gaps and reflection on our local assessment tools by stakeholders has prompted NHCS to reflect on the data we collect.

Stakeholders expressed concerns regarding the social and emotional well-being of our students over the events of the past two years. There was an increase in requests for additional social worker and school psychologist services. This has prompted the addition of actions and funds allocated under Goal 2: School Climate. There will be an increase in staff training as well increased services for students and parents included under this goal.

Following the best practices of Robla School District, community concerns and social unrest, and feedback from participants in the Robla Resilience Project prompted the addition of a fourth goal for NHCS: Equity vs. Equality - creating a learning environment that focuses on equity for all and establishing school (and district-wide) zone of anti- racism. Additional funds have been and will continue to be set aside for professional learning and personnel under this new goal.

Goals and Actions

Goal

Goal #	Description
1	Academic Performance: Achievement will improve on all academic indicators until NHCS receives all green indicators on the California School Dashboard (dashboard) or is placed in the high performing track for being a gap closing school.

An explanation of why the LEA has developed this goal.

The state of California recognizes the CA School Dashboard as a means to measure and communicate student achievement in the areas of mathematics, English language arts, and English language development. Stakeholders across our school community agreed that while necessary, these measures were not sufficient to describe the broad-reaching skills, competencies, qualities, and mindsets that our young people will need to succeed in school and prepare for future success. In addition the California School Dashboard is limited to grades 3+ and is currently not up to date. As such, a need for local benchmark assessments in grades 7-8 and beyond will be utilized to measure student progress in meeting state academic standards. (State Priorities: 1, 2, 4, 7, 8)

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome 2021-22	Year 2 Outcome 2022-23	Year 3 Outcome 2023-24	Desired Outcome for 2023–24
ELA Distance from Standard (DFS)	2022 CAASPP ELA data: 62.9 Points Below Standard	2022 CAASPP ELA data: 62.9 Points Below Standard			ELA achievement will improve, both schoolwide and for all significant student groups, until the DFS is equal to or greater than the state average.

Metric	Baseline	Year 1 Outcome 2021-22	Year 2 Outcome 2022-23	Year 3 Outcome 2023-24	Desired Outcome for 2023–24
Math Distance From Standard (DFS)	2022 CAASPP Math data: 121.9 Points Below Standard	2022 CAASPP Math data: 121.9 Points Below Standard			Math achievement will improve, both schoolwide and for all significant student groups, until the DFS is equal to or greater than the state average.
ELPAC Yearly Overall Scaled Score Progress	2021 ELPAC: Baseline data While we do not have student's 2019-20 scaled scores compared to 20-21, our baseline data is the percentage of students who scored in each performance band 4s-10.8% 3s-40% 2s-32.3% 1s-16.9%	Percentage of Students who improved their ELPAC Overall Scaled Score from the previous year On the Spring 2022 ELPAC test, 67% of NHC EL students grew on their overall scaled score from previous year (Spring '21)			33.3% Making Progress towards English Language Proficiency

Metric	Baseline	Year 1 Outcome 2021-22	Year 2 Outcome 2022-23	Year 3 Outcome 2023-24	Desired Outcome for 2023–24
ELA - End of Year Benchmark Assessment using IXL computer-adaptive assessment	5% of students showed, on average, one year of growth on end of year ELA benchmark	25% of students showed, on average, one year of growth on end of year ELA benchmark			All students will show, on average, one year of growth on IXL assessment.
Math - End of Year Benchmark Assessment using IXL computer-adaptive assessment	10% of students showed, on average, one year of growth on end of year ELA benchmark	33% of students showed, on average, one year of growth on end of year ELA benchmark			All students will show, on average, one year of growth on IXL assessment.

Actions

Action #	Title	Description	Total Funds	Contributing
1	CCSS Implementation & Professional Learning	Provide funding to allow NHCS community to make decisions about what services would best serve students and staff in support of CA Common Core State Standards. Funds will be used to purchase supplemental materials (including classroom library books) to support the Common Core in English Language Arts, and mathematics and ELD; to provide professional development in the Common Core; and to create field trip experiences for students to supplement learning. Funds will provide at least four days of professional development each year to deepen all teachers, including special education and support teachers, knowledge of: effective Common Core instruction in all core subjects (ELA, math, Social studies, Science, English language Development, physical education, etc.); effective use of assessments. Utilizing the enrichment teacher schedule to allow for teachers to meet in Professional Learning Communities (PLC's) on a weekly basis to extend the professional learning beyond a single day event.	\$215,094	Yes

Action #	Title	Description	Total Funds	Contributing
2	Math, Science and Health	Funding for 4.0 FTEs who will provide context-rich, engaging instruction for all students in Math, Science and Physical Education/Health. These are subjects that were a struggle for a vast majority of NHCS students. A strong program with rigor and support for under-privileged children to the these courses provide higher learning opportunities.	358,100	Yes
3	Instructional Coaches	Provide one Instructional Coach per grade level to support classroom teachers in utilizing effective instructional practices that meet student academic and social emotional needs as well as recognize classroom diversity and cultural awareness. Coaches provide professional learning on instructional practices specifically designed to address the needs of English learners, low-income students, foster youth and students with disabilities.	\$139,665	Yes
4	Access to Technology	Provide instructional technology and training for classroom teachers, intervention staff, and students to enhance instruction and learning.	\$134,321	Yes
5	Counselor	Provide a 1.0 FTE Counselor per grade level to support mental health and social-emotional needs of students.	\$85,503	Yes
6	Facilitator	Provide a 1.0 F.T.E. Facilitator for the Teacher Professional Growth Project to begin the transition to a teacher evaluation system based in growth and professional learning.	\$188,500	Yes
7	Intervention Assistants	Provide Intervention Assistants to allow opportunities for more focused small group instruction by the classroom teacher and/or support students just below desired achievement levels all at grade levels.	\$192,504	Yes
8	Summer School	Provide a Summer School Program specifically designed to address the needs of students performing below grade level standards.	\$30,660	Yes
9	Intervention Teachers	Provide 1 Intervention Teacher per grade level (2.0 FTE) to provide small group instruction for students performing below grade level standards.	\$141,625	Yes

Action #	Title	Description	Total Funds	Contributing
10	Music & Theater Arts Programs	Provide instrumental music enrichment opportunities through Martucci Music and Northern California School of the Arts to provide access to community based programs and exposure for under-privileged children to the arts and higher learning opportunities. These programs will be offered to ALL students both during school and after school. Research indicates that students who are provided with access to enriching activities perform better on standardized tests. This has been especially evident in underserved populations.	\$15,000	Yes
11	English Language Development	Provide highly-qualified English Language Development (ELD) Teachers to design, implement and provide Designated and Integrated English language development instruction and assessment. ELD Teachers allow for more focused student groups, additional English language development intervention and the monitoring and support of reclassified EL students that may need additional English and/or academic supports.	\$352,500	Yes
12	Bilingual Community Outreach	Provide 3 Bilingual Community Outreach personnel to assist students increase Parent Involvement, primary language outreach to families, and translation services.	\$170,108	Yes
13	Director of Dual Language Immersion Program (DLI)/Spanish Teacher	The Director of World Languages leads the development of a dual language immersion program(s) for grades 7-8. This program will link (beginning in 2024-25) to Robla School District's K-6 Spanish Dual Language Immersion Program as we purchase curriculum and hire staff.	\$130,000	Yes
14	DLI Intervention Assistant	One Spanish speaking Intervention Assistant to support students in the Dual Language Immersion Program (DLI).	\$0	Yes
15	Professional Learning English Language Development standards and instruction	Provide ELD Coordinator for professional learning on the English Language Development standards, effective instructional strategies and English Language Proficiency Assessment for California (ELPAC) administration.	\$ 26,909	Yes

Action #	Title	Description	Total Funds	Contributing
15	Specialized Services	Provide Specialized Services (Speech and Language, School Psychologist, Occupational Therapy and Counseling), for students with IEPs. Nearly 18% of NHCS students have an IEP. In order to provide the best possible opportunities to learn and grow, these funds will be used to provide for each student's unique learning needs.	\$163,225	Yes

Goal Analysis for 2022

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.

Overall, New Hope Charter School was able to implement the actions we set forth in the Local Control Accountability Plan to achieve Goal 1, our academic performance goal. However, due to the impacts of the changing COVID-19 pandemic environment the following actions planned were affected:

Action 1.2 - Instructional Coaches: Our instructional coach has been often pulled from their assignments to cover classrooms due to a lack of availability of substitute teachers and increased teacher absences. This disruption impacted the support that Instructional Coaches could provide for teachers.

Action 1.5 - Facilitator: Our Facilitator has also been pulled from assignments to cover classrooms due to increased teacher absences. This has directly impacted development of the NHCS teacher evaluation system based in growth and professional learning.

Action 1.6 - Intervention Assistants: We began the school year with vacancies we were initially unable to fill. We were able to fill the positions after the first of the year. This has allowed us to have more continuity in providing academic interventions to target students.

Action 1.7 -Summer School: Although we offered a Summer School 2022 program, we had far fewer students attend than we had hoped. Earlier and more consistent communication with families and students will be a key improvement for the Summer School 2023

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.

Most activities planned are being implemented and thus the funds allocated for those actions are being used. DLI Intervention Assistant (Action 13) was not funded as the Dual Language Immersion program will not be offered fully until 2024-25.

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

Goal # 1 focuses on providing learning opportunities that result in increased academic achievement for all students, including support systems which meet the needs of targeted populations. Specific actions such as:

- A team of general education and specialized teachers (i.e. Education Specialist, English learner teachers, enrichment teachers and intervention assistants) provided opportunities for all students and students in need of additional support in accessing state standards. NHCS implemented procedures to strategically identify students for intervention and support services. Students were able to receive specialized programs that support them in meeting core standards. The effectiveness of this action was reflected in End of Year Benchmark Assessment in ELA and Math. We saw a 25% growth in students meeting or exceeding standards in ELA and a 33% growth in meeting Math standards. EL students received the needed support in language acquisition and we saw significant growth and reclassification we had hoped (19% of students are eligible for reclassification).
- NHCS implemented grade level Professional Learning Communities (PLCs) weekly during the school day supported by the Instructional Coach.
- Intervention assistants and bilingual community outreach team members assisted struggling students and English learners. The Bilingual Community Outreach team helped to provide home visits to build relational trust with families. These efforts have been an integral part of keeping our non-English speaking families involved in school and up to date on school matters.
- The After School and Music & Theater Arts Programs model was modified due to COVID-19. The programs continued to target unduplicated students with the need for academic support. After school tutorials were provided. Additionally, instrumental music enrichment opportunities through Martucci Music and Northern California School of the Arts provided access to community based programs and exposure for under-privileged children to the arts and higher learning opportunities. These programs were offered to ALL students both during school and after school.
- Access to Technology was provided for all students (Chromebook computers at school and home (with hot spots). NHCS was able to meet our goal of instructional technology and training for classroom teachers, intervention staff, and students to enhance instruction and learning. These technology tools allowed unduplicated pupils, in particular, much-needed support to bolster learning opportunities.

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

The pandemic continues to be a disruption to learning. Students still need extensive support to recover from lost education. Statewide data continues to be limited. We are more heavily relying on local data to measure our students' academic growth. The 2022-23 LCAP reflects New Hope Charter School's (NHCS) LCAP goals and AMOs with revisions and additions meant to align those LCAP features with AB 1505 criteria for charter performance tracks, accountability and renewal. In the NHCS 2021-24 LCAP, we listed 17 AMOs just for goal #1, which is too many. Working with our stakeholders, we whittled the list down to the five most important ones by deleting some extraneous AMOs and combining others from our previous Goal 4 (Equity) AMOs (ELA CAASPP and Math CAASPP). Aside from this streamlining, we do not have

any other planned changes in our goal, metrics, and actions at this time. Our Goal 1 and related actions as newly written continue to support this continued effort toward improving student achievement.

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

Goals and Actions

Goal

Goal #	Description
2	School Climate: Enhance the current learning environment to ensure that New Hope Charter School provides a physically and emotionally safe environment that is culturally responsive to all students.

An explanation of why the LEA has developed this goal.

Today's schools are increasingly multicultural and multilingual with students from diverse social and economic backgrounds. Educators and community agencies serve students with different motivation for engaging in learning, behaving positively, and performing academically. Social and emotional learning (SEL) provides a foundation for safe and positive learning, and enhances students' ability to succeed in school, careers, and life. New Hope Charter School identifies that students must first feel safe in order to learn. We utilize a multi-tiered system of support (MTSS) process to continuously monitor and provide services to students with social emotional and mental health needs. The NHCS team, with input from stakeholders, is focused on developing proactive approaches to help students develop coping mechanisms to regulate emotions and learn social skills. The mental health team, in addition to supporting classroom teachers, provides a variety of mental health services that include group social skill development, individualized counseling and emergency mental health services (suicide prevention assessments/counseling/staff training).

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Average Daily Attendance	93.7% ADA	93.7% ADA			Average Daily Attendance (ADA) will

					improve until it is at least 95%.
Reduce overall suspension Rates	Overall: 10.7%	Overall: 10.7%			Suspensions will decrease, both schoolwide and for all student groups, until a green indicator is achieved on the dashboard.
Healthy Kids Survey: Students	68% of Students Feel Safe at School <i>Based on 2022 Parent Survey</i>	68% of Students Feel Safe at School <i>Based on 2022 Parent Survey</i>			Results on the following student survey questions will improve until they reach a positive response rate of at least 80%: <ul style="list-style-type: none"> • Students Feel Safe at School

Healthy Kids Survey: Families	<p>69% of Parents felt school is a safe place for children.</p> <p>82% of Parents felt connected and NHCS is a welcoming place.</p> <p>86% of Parents felt NHCS encouraged them to be an active partner with the school in educating their child.</p>	<p>69% of Parents felt school is a safe place for children.</p> <p>82% of Parents felt connected and NHCS is a welcoming place.</p> <p>86% of Parents felt NHCS encouraged them to be an active partner with the school in educating their child.</p>			<p>Results on the following family survey questions will improve until they reach a positive response rate of at least 80%:</p> <ul style="list-style-type: none"> • I feel school is a safe place for children • I feel connected and school is a welcoming place • The school encourages me to be an active partner with the school in educating my child.
Healthy Kids Survey: Staff	<p>86% of Staff felt the work environment is supportive and inviting.</p> <p>86% of Staff felt the</p>	<p>86% of Staff felt the work environment is supportive and inviting.</p> <p>86% of Staff felt the</p>			<p>Results on the following staff survey questions will improve until they reach a positive response</p>

	school supports safety at school.	school supports safety at school.			<p>rate of at least 80%:</p> <ul style="list-style-type: none"> • I feel the work environment is supportive and inviting • I feel that NHCS supports safety at school
Expulsion Rate	0% Expulsions	0% Expulsions			Expulsions will decrease until they reach 0%.
Chronic Absenteeism	<p>Absenteeism: 12.9%</p> <p><i>Based on Robla SD 2020-21 data</i></p>	Absenteeism: 11.7%			Chronic Absenteeism will decrease, both schoolwide and for all subgroups, until a green indicator is achieved on the dashboard.
Robla Resilience Project	100%	100%			100% of NHCS employees will participate in the Robla Resilience Project (RRP) and a survey will be administered

					annually to assess employees' knowledge, confidence in and skills applied from the RRP.
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Actions

Action #	Title	Description	Total Funds	Contributing
1	Director of Positive Behavioral Interventions and Supports (PBIS)	The Director (1.0 FTE) will lead NHCS efforts for implementation of Positive Behavioral Interventions and Supports (PBIS) program at NHCS. PBIS is an evidence-based three- tiered framework to improve and integrate all of the data, systems, and practices affecting student outcomes every day. PBIS creates schools where all students succeed. PBIS services and programs also address bullying prevention and provide conflict resolution strategies which result in fewer student suspensions. The PBIS program leaders also monitor student attendance closely and take appropriate action, including Student Attendance Review Team and Student Attendance Review Board, as well continue to provide incentives to students with improved attendance.	\$ 119,025	Yes
2	Social Worker	The Social Worker (1.0 FTE) collaborates with Counselor, Teachers, Executive Director, and Principal) leads the implementation of Positive Behavioral Interventions and Supports (PBIS) at NHCS.	\$ 72,072	Yes
3	Student Mentor Program	The PBIS team leaders will provide mentoring to targeted students identified as needing additional social emotional support in their everyday school interactions with peers and adults in an effort to address chronic absenteeism issues and build school connectedness.	\$0	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.

New Hope Charter School firmly believes that students must first feel safe in order to learn. We have implemented a multi-tiered system of support (MTSS) process to continuously monitor and provide services to students with social emotional and mental health needs. The mental health team has worked diligently to identify students that need additional social and emotional support and to provide the appropriate interventions. We were able to implement all the planned actions with varying levels of effectiveness. The following action was the most significantly impacted:

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Action 2.1 (PBIS) budget expenditures were higher than estimated. In February 2021, the NHCS PBIS team was invited to participate in a 4-day PBIS Tier 1 training with the Placer County Office of Education. The staff feedback was very positive as skills and resources helped us build our PBIS program. The Student mentor program (Action 2.3) was also delayed and not carried out in the 2021-22 school year due to significant staff shortages during the year and high student absenteeism from COVID related sickness.

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

Our Healthy Kids Survey was conducted in partnership with Robla School District, as we serve the same families. Robla SD changed its vendor for the 2021-22 school year to better target the types of information we elicited from our community to measure the effectiveness of our actions. Results compiled from Panorama Education are listed in our metrics and have created our Baseline data. We are finding that the data derived from our customized student, staff and parent surveys is giving us more relevant data to better inform our specific actions. Results compiled from Panorama Education are listed in our metrics and have created our Baseline data. We are finding that the data derived from our customized student, staff and parent surveys is giving us more relevant data to better inform our specific actions.

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

The 2022-23 LCAP reflects New Hope Charter School's (NHCS) LCAP goals and AMOs with revisions and additions meant to align those LCAP features with AB 1505 criteria for charter performance tracks, accountability and renewal. In the NHCS 2021-24 LCAP, we listed 10 AMOs just for goal #2. Working with our stakeholders, we whittled the list down to the 5 most important ones by deleting some extraneous AMOs and combining others from our previous Goal 4 (Equity) AMOs (Suspension Rate, Chronic Absenteeism, and Resilience Participation Survey Results). Aside from this streamlining, we do not have any other planned changes in our goal, metrics, and actions at this time. Our Goal 2 and related actions as newly written continue to support this continued effort toward improving school climate.

A report of the Estimated Actual Expenditures for 2021-22 actions may be found in the Annual Update Expenditures Table.

Goals and Actions

Goal

Goal #	Description
3	Parent Involvement: Increase parent, family, and community involvement in the education of all students.

An explanation of why the LEA has developed this goal.

Students whose parents are involved in their education get better grades and have higher test scores. A study of parents highly involved in the educational process showed that their children were more likely to improve in reading and math. This remains true as students move into and through the middle school grades. Studies have also shown that kids are less likely to skip school, less disruptive in class, and more likely to do their homework when their parents are involved. Stakeholder engagement activities such as committee meetings and parent surveys assist in the identification of parent workshop topics.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Percent of students with a family member who attends a school event.	76% of parents have attended a school or class event. <i>Based on Robla SD 2020-21 data</i>	78% of parents have attended a school or class event.			This percentage will increase until it reaches at least 85%.

Opportunities for family involvement	Provide specially designed opportunities for Parent Involvement of unduplicated and special needs students	2 Parent Involvement activities: <ul style="list-style-type: none"> • Home Visit • 1 Parent Empowerment Dinner 			The number of opportunities will increase each year as required to reach the 85% threshold outlined in the previous AMO.
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Actions

Action #	Title	Description	Total Funds	Contributing
1	Parent Empowerment Workshops	Workshops provided in the evening with a meal have allowed greater parent involvement and the opportunity to connect parents with prominent educational and community figures.	\$0	Yes
2	Parent Training for Students with Disabilities	Provide training/education for parents of students with disabilities on the topics of supporting student social emotional wellness and the importance of the school-home connections for student achievement, specific for students with exceptional needs.	\$0	Yes

3	English as a Second Language classes	Provide English as a Second Language classes for parents	\$0	Yes
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Action #	Title	Description	Total Funds	Contributing
4	Parent Communication	Provide multiple approaches to communication with parents, including the TalkingPoints text messaging system, School Newsletters, the NHCS website, school websites and Aequitas Q student information system, and explore engagement through social media with the assistance of a media consultant	\$2,000	Yes
5	Parent Education	Provide training/education for parents and school community groups on the importance of attendance for academic achievement.	\$0	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.

Overall NHCS was not able to implement all of the actions we set forth in the Local Control Accountability Plan to achieve Goal 3, our parent involvement goal. However, due to the impacts of the changing COVID-19 pandemic environment the following actions planned were affected:

Action 3.4: Parent Communication - Due to the restrictions imposed by the pandemic in regards to parents on school campuses, we have relied heavily on social media to communicate with parents and the community. As a result the multiple approaches to communication such as Talking Points, school newsletters, NHCS website, and social media outlets i.e. Instagram have helped us provide an ongoing communication stream with educational partners.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Action 3, We have been unable to provide in-person ESL Classes for 2021-22 school year. At this point in time we have not opened our campus for parent and community activities. NHCS will be much better equipped in 2022-23 to pursue all Actions in Goal 3. As we come out of the pandemic and into year 2 of our school, we are very excited about connecting in person with our parents.

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

Although there have been restrictions to parent participation on our school campus due to the COVID pandemic we have been able to have NHCS parents join district sponsored parent dinners in an outdoor setting. In order to maintain social distancing, a limit was placed on attendance. These events have been well received by our families and an additional dinner was added to the calendar. These events recognize the diversity of our community by highlighting specific race and cultural groups: Hispanic Heritage, Black History, and Asian Pacific American. We look forward to parent classes in person and to offer parents access to our school resources before and/or after school as COVID restrictions are lifted. Reliance on different forms of social media outlets to engage with parents and the community helped us to maintain communication with our families and to celebrate students and campus life.

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

There aren't any planned changes in our goal, metrics, and actions at this time. Our goal and our actions as written continue to support this continued effort toward increasing parent, family, and community involvement in the education of all students.

A report of the Estimated Actual Expenditures for 2021-22 actions may be found in the Annual Update Expenditures Table.

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

Projected LCFF Supplemental and/or Concentration Grants	Projected Additional LCFF Concentration Grant (15 percent)
\$ 526,697	

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
37.65%	0%	\$0	37.65%

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.

These services are principally directed towards unduplicated students who are also under performing. NHCS has implemented a Title I schoolwide program as the percentage of students that qualify for Free or Reduced Priced Meals exceeds 55%. The number of English learners at NHCS is 33.5%. Reviewing student academic data indicates that students need additional support in meeting grade level standards. Review of suspension, attendance data and data collected on students referred to the school counselor indicates that students would benefit from increased and improved services in the area of social emotional support and building positive school climates. New Hope Charter School is home to a culturally and linguistically diverse community. We recognize the need to build our parent to school relationships and support parents in meeting their students' academic and social emotional needs. By supporting our parents we are in turn

supporting our students and building positive school - community relationships.

- Goal 1 Action 2: Instructional Coaches: Provide teacher professional learning support on strategies to meet the needs of English learners, Foster Youth and Socio- economically Disadvantaged students
- Goal 1 Action 6: Intervention Assistants: Provide additional academic supports to targeted students in small group settings under the direction of the Intervention Teachers. These services are principally directed towards unduplicated students who are also under performing
- Goal 1 Action 7: Summer School: A summer learning opportunity to extend the academic supports for underperforming students
- Goal 1 Action 8: Intervention Teachers: Provide additional academic supports to targeted students in small group settings. These services are principally directed towards unduplicated students who are also under performing
- Goal 1 Action 9: Music and Theater Arts Programs: Provide instrumental music and theater arts enrichment opportunities through Martucci Music and Northern California School of the Arts to provide access to community based programs and exposure for under-privileged children to the arts and higher learning opportunities
- Goal 1 Action 10: English Language Development: Provide Highly Qualified English Language Support Teachers to assist in providing Designated and Integrated English language development. Additional teachers allows for more focused student groups, additional language intervention and the tracking and support of reclassified ELL students
- Goal 1 Action 11: Bilingual Community Outreach to assist students in CCSS, increase Parent Involvement, primary language outreach to families, and translation services
- Goal 1 Action 12: Director of Dual Language Immersion Program (DLI)/Spanish Teacher: Director to build a 7th-8th grades Spanish Dual Language Immersion Program with that will link (in 2024-25) to Robla's K-6 program and purchase curriculum
- Goal 1 Action 13: Intervention Assistant to support students in the Dual Language Immersion Program (DLI)
- Goal 1 Action 14: English Language Development (ELD) standards and instruction: Professional Learning on the English Language Development standards, effective instructional strategies and English Language Proficiency Assessment for California (ELPAC) administration.
- Goal 2 Action 1: Positive Behavioral Interventions and Supports (PBIS): Implementation of Positive Behavior and Interventions Supports (PBIS) program at each school site. PBIS creates schools where all students succeed
- Goal 2 Action 2: Director of School Culture assists the school principal in the implementation of Positive Behavioral Interventions and Supports (PBIS).
- Goal 2 Action 3: Student Mentor Program: PBIS team leaders will provide mentoring to targeted students identified as needing additional social emotional support in their everyday school interactions with peers and adults in an effort to address chronic absenteeism issues and build school connectedness.
- Goal 3 Action 1: Parent Empowerment Workshops: Workshops provided in the evening with a meal have allowed greater parent involvement and the opportunity to connect parents with prominent educational and community figures
- Goal 3 Action 2: Parent Training for Students with Disabilities: Provide training for parents including those for unduplicated pupils and students with disabilities to deepen parents understanding of Common Core standards

- Goal 3 Action 3: English as a Second Language Classes for parents
- Goal 3 Action 4: Parent Communication: Provide multiple approaches to communication with parents, including the TalkingPoints text messaging system, School Newsletters, the NHCS website, school websites and Aequitas Q student information system, and explore engagement through social media with the assistance of a media consultant
- Goal 3 Action 5: Parent Education: Provide training/education for parents and school community groups on the importance of attendance for academic achievement.

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 maintaining effective actions such as small class sizes, additional enrichment support in Arts, Technology and PE and supplemental supports for English learners, foster youth and low income students mentioned above, NHCS has a goal to improve equity. Teacher professional development continues to be a strong focus at NHCS. The addition of Instructional Coaches allows us to focus on strengthening first instruction in the classroom. Intervention teachers, intervention assistants and tutorial supports will provide us the opportunity for more small group intervention that targets students' individual needs for academic success. The Director of Culture and the implementation and expansion of Positive Behavioral Interventions and Supports will continue to bring additional behavioral supports needed for our students. Our participation in Robla's Parent Empowerment Dinners as well as workshops and training for parents bring culturally responsive content to support our families. The addition of goal 4 brings and the actions related to it bring increased services to school staff, students and the community. All these services total expenditure cost is greater than the required amount.

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.

The additional LCFF Concentration Grant 15% is projected to be fully expended in the 2021-22 school year. The increase in staffing (and the deeper understanding of the intensive care required for our students' social-emotional and academic learning in our initial year of operation) accelerated the expenditure of these funds.

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		27:1
Staff-to-student ratio of certificated staff providing direct services to students		11:1

Instructions

[Plan Summary](#)

[Engaging Educational Partners](#)

[Goals and Actions](#)

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

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

Introduction and Instructions

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

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

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

- o 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]).
- o Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (*EC* sections 52064[b][1] and [2]).
- o Annually reviewing and updating the LCAP to reflect progress toward the goals (*EC* Section 52064[b][7]).

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

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

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

Reflections: Identified Need – Referring to the Dashboard, identify: (a) any state indicator for which overall performance was in the “Red” or “Orange” performance category or any local indicator where the LEA received a “Not Met” or “Not Met for Two or More Years” rating AND (b) any state indicator for which performance for any student group was two or more performance levels below the “all student” performance. What steps is the LEA planning to take to address these areas of low performance and performance gaps? An LEA that is required to include a goal

to address one or more consistently low-performing student groups or low-performing schools must identify that it is required to include this goal and must also identify the applicable student group(s) and/or school(s). Other needs may be identified using locally collected data including data collected to inform the self-reflection tools and reporting local indicators on the Dashboard.

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

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

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

Engaging Educational Partners

Purpose

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

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

Statute and regulations specify the educational partners that school districts and COEs must consult when developing the LCAP: teachers, principals, administrators, other school personnel, local bargaining units of the LEA, parents, and students. Before adopting the LCAP, school districts and COEs must share it with the Parent Advisory Committee and, if applicable, to its English Learner Parent Advisory Committee. The

superintendent is required by statute to respond in writing to the comments received from these committees. School districts and COEs must also consult with the special education local plan area administrator(s) when developing the LCAP.

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

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

Requirements and Instructions

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

Local Control and Accountability Plan:

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

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

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

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

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

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

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

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

- Inclusion of a goal or decision to pursue a Focus Goal (as described below)
- Inclusion of metrics other than the statutorily required metrics
- Determination of the desired outcome on one or more metrics
- Inclusion of performance by one or more student groups in the Measuring and Reporting Results subsection
- Inclusion of action(s) or a group of actions
- Elimination of action(s) or group of actions
- Changes to the level of proposed expenditures for one or more actions
- Inclusion of action(s) as contributing to increased or improved services for unduplicated students
- Determination of effectiveness of the specific actions to achieve the goal
- Determination of material differences in expenditures
- Determination of changes made to a goal for the ensuing LCAP year based on the annual update process
- Determination of challenges or successes in the implementation of actions

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

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

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

Focus Goal(s)

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

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

Broad Goal

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

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

Maintenance of Progress Goal

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

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

Required Goals

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

Consistently low-performing student group(s) criteria: An LEA is eligible for Differentiated Assistance for three or more consecutive years based on the performance of the same student group or groups in the Dashboard. A list of the LEAs required to include a goal in the LCAP

based on student group performance, and the student group(s) that lead to identification, may be found on the CDE's Local Control Funding Formula web page at <https://www.cde.ca.gov/fg/aa/lc/>.

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

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

- **Low-performing school(s) goal requirement:** A school district or COE meeting the low-performing school(s) criteria must include a goal in its LCAP focusing on addressing the disparities in performance between the school(s) and the LEA as a whole. This goal must include metrics, outcomes, actions, and expenditures specific to addressing the needs of, and improving outcomes for, the students enrolled at the low-performing school or schools. An LEA required to address multiple schools is not required to have a goal to address each school; however, each school must be specifically addressed in the goal. This requirement may not be met by combining this goal with another goal.
- **Goal Description:** Describe what outcomes the LEA plans to achieve to address the disparities in performance between the students enrolled at the low-performing school(s) and the students enrolled at the LEA as a whole.

- **Explanation of why the LEA has developed this goal:** Explain why the LEA is required to develop this goal, including identifying the schools(s) that lead to the LEA being required to develop this goal; how the actions and associated metrics included in this goal differ from previous efforts to improve outcomes for the school(s); and why the LEA believes the actions, metrics, and expenditures included in this goal will help achieve the outcomes for students enrolled at the low-performing school or schools identified in the goal description.

Measuring and Reporting Results:

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

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

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

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

Complete the table as follows:

- **Metric:** Indicate how progress is being measured using a metric.
- **Baseline:** Enter the baseline when completing the LCAP for 2021–22. As described above, the baseline is the most recent data associated with a metric. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 1 Outcome:** When completing the LCAP for 2022–23, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 2 Outcome:** When completing the LCAP for 2023–24, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.

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

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

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

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

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

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

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

Goal Analysis:

Enter the LCAP Year.

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

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

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

Purpose

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

Requirements and Instructions

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

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

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

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

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

Total Percentage to Increase or Improve Services for the Coming School Year: Add the Projected Percentage to Increase or Improve Services for the Coming School Year and the Proportional LCFF Required Carryover Percentage and specify the percentage. This is the LEAs

percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year, as calculated pursuant to 5 CCR Section 15496(a)(7).

Required Descriptions:

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

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

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

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

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

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

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

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

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

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

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

For School Districts Only:

Actions Provided on an LEA-Wide Basis:

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

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

Actions Provided on a Schoolwide Basis:

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

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

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

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

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

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

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

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

Provide the following descriptions, as applicable to the LEA:

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

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

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

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

Complete the table as follows:

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

Action Tables

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

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

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

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

Data Entry Table

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

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

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

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

- **LCFF Carryover — Percentage:** Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table from the prior LCAP year. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).
- **Total Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected Percentage to Increase or Improve Services for the Coming School Year and the LCFF Carryover — Percentage. This is the percentage by which the LEA must increase or improve services for unduplicated pupils as compared to the services provided to all students in the coming LCAP year.
- **Goal #:** Enter the LCAP Goal number for the action.
- **Action #:** Enter the action's number as indicated in the LCAP Goal.
- **Action Title:** Provide a title of the action.
- **Student Group(s):** Indicate the student group or groups who will be the primary beneficiary of the action by entering "All," or by entering a specific student group or groups.
- **Contributing to Increased or Improved Services?:** Type "Yes" if the action is included as contributing to meeting the increased or improved services; OR, type "No" if the action is **not** included as contributing to meeting the increased or improved services.
- If "Yes" is entered into the Contributing column, then complete the following columns:
 - **Scope:** The scope of an action may be LEA-wide (i.e., districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.
 - **Unduplicated Student Group(s):** Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.
 - **Location:** Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate "All Schools." If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter "Specific Schools" or "Specific Grade Spans." Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades transitional kindergarten through grade five), as appropriate.

- **Time Span:** Enter “ongoing” if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter “1 Year,” or “2 Years,” or “6 Months.”
- **Total Personnel:** Enter the total amount of personnel expenditures utilized to implement this action.
- **Total Non-Personnel:** This amount will be automatically calculated based on information provided in the Total Personnel column and the Total Funds column.
- **LCFF Funds:** Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA’s total LCFF target (i.e., base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).
 - **Note:** For an action to contribute towards meeting the increased or improved services requirement it must include some measure of LCFF funding. The action may also include funding from other sources, however the extent to which an action contributes to meeting the increased or improved services requirement is based on the LCFF funding being used to implement the action.
- **Other State Funds:** Enter the total amount of Other State Funds utilized to implement this action, if any.
- **Local Funds:** Enter the total amount of Local Funds utilized to implement this action, if any.
- **Federal Funds:** Enter the total amount of Federal Funds utilized to implement this action, if any.
- **Total Funds:** This amount is automatically calculated based on amounts entered in the previous four columns.
- **Planned Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis to unduplicated students, and that does not have funding associated with the action, enter the planned quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%). A limited action is an action that only serves foster youth, English learners, and/or low-income students.
 - As noted in the instructions for the Increased or Improved Services section, when identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

For example, an LEA determines that there is a need to analyze data to ensure that instructional aides and expanded learning providers know what targeted supports to provide to students who are foster youth. The LEA could implement this action by hiring

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

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

- **6. Estimated Actual LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on of the number and concentration of unduplicated students in the current school year.
- **Estimated Actual Expenditures for Contributing Actions:** Enter the total estimated actual expenditure of LCFF funds used to implement this action, if any.

- **Estimated Actual Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis only to unduplicated students, and that does not have funding associated with the action, enter the total estimated actual quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%).
 - Building on the example provided above for calculating the Planned Percentage of Improved Services, the LEA in the example implements the action. As part of the annual update process, the LEA reviews implementation and student outcome data and determines that the action was implemented with fidelity and that outcomes for foster youth students improved. The LEA reviews the original estimated cost for the action and determines that had it hired additional staff to collect and analyze data and to coordinate supports for students that estimated actual cost would have been \$169,500 due to a cost of living adjustment. The LEA would divide the estimated actual cost of \$169,500 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Estimated Actual Percentage of Improved Services for the action.

LCFF Carryover Table

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

Calculations in the Action Tables

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

Contributing Actions Table

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

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

Contributing Actions Annual Update Table

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

- 6. Estimated Actual LCFF Supplemental and Concentration Grants
 - This is the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on of the number and concentration of unduplicated students in the current school year.
- 4. Total Planned Contributing Expenditures (LCFF Funds)
 - This amount is the total of the Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)
- 7. Total Estimated Actual Expenditures for Contributing Actions
 - This amount is the total of the Estimated Actual Expenditures for Contributing Actions (LCFF Funds)
- Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)
 - This amount is the Total Estimated Actual Expenditures for Contributing Actions (7) subtracted from the Total Planned Contributing Expenditures (4)
- 5. Total Planned Percentage of Improved Services (%)

- o This amount is the total of the Planned Percentage of Improved Services column
- 8. Total Estimated Actual Percentage of Improved Services (%)
 - o 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)
 - o 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 %)
- o 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)
- o 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)
 - o 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)
 - o 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).

