

# 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.

#### MISSION STATEMENT:

CORE Butte Charter School, in order to foster the educational pursuits of our TK12 students in rural Northern California, utilizes the independent study/personalized learning approach: supporting development through choice of curriculum aligned with state standards, engaging parents along with students in learning, and offering classes at our centers and within the community, with the goal that students will demonstrate measurable academic growth in addition to the social skills necessary for their future success.

CORE Butte Charter School is a Personalized Learning, independent study/hybrid school. We are publicly funded through the non-classroom based independent study funding model. Families work with certificated teachers to select a standards based curriculum and learning setting that is most appropriate for that student. The mission of CORE Butte Charter School is to provide opportunities for teachers, parents, pupils, and community members to improve pupil learning; encourage the use of different and innovative teaching methods; and provide parents and pupils with expanded choices in the types of educational opportunities that are available within the public school system.

The school provides enrichment classes at its school campuses. Elementary students may choose classes

ranging from academic to enrichment. Some classes encourage advanced students to explore ideas and events beyond the regular curriculum, while others support a student's academic needs, provide intervention, or support English language development. High school students are offered a number of academic support and enrichment classes. Career Technical Education, junior college concurrent enrollment, CSU High School Scholars, and community instruction are all attractive components of our high school program.

All students are given opportunities to extend learning through parents' own creativity and exploration. The program affords an enormous amount of freedom to places and attend events interesting and valuable to the student, including field trips, assemblies, and school sponsored events that may include CIF sports, clubs and CTE competition teams. In addition, CORE Butte works closely with each student to support his/her academic program through community resources and support. These may range from physical education lessons, to ceramics/art lessons, to tutoring in specific subjects, etc.

## **Reflections: Successes**

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

For reporting of academic achievement based on state testing results, the CA School Dashboard has not published academic indicators or disaggregated data for specific student groups for the past two years due to the cancellation of statewide testing in spring 2020 and state testing flexibility offered for spring 2021 (option of local assessments in place of SBAC). Though statewide testing flexibility was offered in spring of 2021, CORE Butte chose to complete CAASPP/SBAC testing. Using the CAASPP reported data provided by California Educators Reporting System (CERS), aggregate testing results for the school show that compared with statewide CAASPP results, CORE Butte students scored overall above the statewide proficiency levels for ELA and Math. By grade level, CORE Butte students scored above the statewide proficiency level in ELA for all grades, except 4th grade. In Math, CORE Butte students scored above the statewide proficiency level for grades 7-11. Given significantly reduced participation in state testing due to the flexibility offered by the state, caution is warranted in comparing and interpreting CAASPP testing results for spring 2021 and local assessments were used to disaggregate student group data and inform program improvement decisions.

For collection, analysis, and disaggregation of local data, the school administers iReady for grades 3-11 two to three times annually. For grades K-2, ESGI is used for quarterly benchmark assessments and progress monitoring. The school's iReady data for grades 3-11 in fall 2021 indicates that 45% of our students are demonstrating grade level proficiency in ELA and 26.9% in math. By the 2021 mid-year iReady benchmark diagnostic, 3rd-8th grade students show an increase in grade level proficiency to 53.7% in ELA and 41.5% in math, which projects on-target progress toward end-of-year growth compared with fall assessment data. In addition, on-target annual growth in both ELA and math was indicated by student groups, including socioeconomically disadvantaged (increase of 7% proficiency for ELA and 18% proficiency for math) and student with disabilities (increase of 11% proficiency for ELA and 13% proficiency for math).

As indicated on the 2020-2021 California School Dashboard, the school continues to maintain a high graduation rate compared with local and state comparisons, at 96.6% and greater than 90% in all subgroups. Though state indicators for College and Career (CCI) will not be published on the 2021 California School Dashboard, CORE Butte students continue to pursue program options for college and career readiness, including a-g Requirements, CTE pathways, and college credit courses.

## 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.

Though CORE Butte's spring 2021 overall CAASPP results were above the state's grade level proficiency averages, the school recognizes the need for intensive focus on increasing ELA and math proficiency based on overall state and local assessment results and available disaggregated student group data.

The school has increased math support at the Tk8 program by providing additional in-person math enrichment classes, grade-level middle and high school prep classes, online math intervention, and materials to help better prepare students for standardized testing. For the high school program, the school increased targeted support time available to all students for individual and small group support with weekly drop-in or assigned support time for students who are struggling. The high school has also implemented a referral system to target students who are struggling academically. This ensures timely and appropriate supports are put in place. The school also continues to work on improving outcomes for College and Career Indicators. A new position was created at the HS level to specifically focus on this area and incorporate more college and career readiness including college tours, career days, more trainings and meetings for students, parents and staff, and more.

The school identifies the following areas as needing significant improvement based upon the spring 2021 CAASPP:

1. Academic achievement - increase proficiency for all grade levels in ELA and Math

Curriculum options for intervention and acceleration

Targeted support for unduplicated students

Course offerings that provide standards-aligned direct instruction for grade level content

Specialized professional development

Training for better understanding assessment tools, data, and informed instructional support

2. Increase percentages of students completing college and career indicators

a-g Requirements

CTE Pathways  
course planning  
college and career events  
dual enrollment

#### Performance Gaps

Though the CA Dashboard did not publish student group data for spring 2021 CAASPP administration, local assessment data allows for disaggregation of data specific to student groups including students with disabilities, English learners, race/ethnicity, and socioeconomically disadvantaged students. These student groups are demonstrating performance gaps in ELA and math proficiency when compared with overall student performance and steps are being taken to address these performance gaps. Students with disabilities receive specialized support for IEP-driven academic goals from their special education teachers, general education teachers, parent partnerships, and participation in courses offered at the resource center. English learners receive direct instruction that includes English language acquisition strategies and curricula to support language development and have access to core content classes and enrichment opportunities to help strengthen academic achievement and access. Approximately 42% of the school's student population is identified as socioeconomically disadvantaged. These students have access to resource center classes, as well as additional intervention classes through the Title I program and through individualized academic support planning, including the school's student success teams.

## LCAP Highlights

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

Due to extreme natural disasters in Butte County during the 2018-2019 school year, CORE Butte stakeholders revisited and revised one of the LCAP goals for the 19-20 school year that we are continuing into the 21-22 LCAP. The goals were fine tuned to better address the needs of the school during the aftermath of the Camp Fire. The pandemic, which impacted both the 2019-20 and 2020-21 school years, has only added to the already heavy trauma for the students in Butte County including those who attend CORE Butte. CORE has a unique culture that benefits students that continue in our program. Our LCAP action items are designed to promote student success and happiness with a focus on providing intervention where needed, funds for personal development and exploration, as well as a focus on strengthening and growing our existing programs (academic, sports, CTE, etc) to encourage student and parent engagement and overall program satisfaction.

The two goals combined truly focus on the whole child and reflect proactive planning and responses to the traumatic experiences in our community during the past few years.



# 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

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## Engaging Educational Partners

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

CORE Butte Charter School has worked tirelessly to engage stakeholders at all steps of the development process. CORE Butte engaged students, families, the greater community and staff when discussing and developing the LCAP. Students were included in the discussion through meetings with their personalized learning teacher, intervention specialists, education specialists, Charter Advisory Council meetings, and they were included in the stakeholder input meetings and surveys throughout the 21-22 school year at both the high school and TK8 level. Families, staff, and the greater community were included in the process through participation in stakeholder meetings throughout the fall and spring, including Charter Advisory Council meetings, Community Update meetings with Q&A, Title I Annual Parent meeting, and Board of Director meetings. Staff attended and participated in staff specific stakeholder meetings, surveys, staff meetings, Town Halls with Q&A, board meetings, and personal 1:1 conversations with administration.

Surveys have been utilized to determine feelings and responses to current goals and actions and potential outcomes. The data gathered from the meetings and from stakeholder input was consistently evaluated and helped guide the decisions that were made.

CORE promoted stakeholder engagement through school-wide announcements using an online notification system for email, text messaging and phone call options, physical postings of stakeholder meetings and remote participation information, and teacher outreach to parents encouraging participation in stakeholder feedback opportunities. School-wide announcements are delivered in the family's primary language.

Since August 2021, CORE Butte's board meetings and public hearings have been conducted in-person and CORE has made public meetings accessible telephonically or otherwise electronically to all members of the public seeking to observe and to address the local legislative body or state body consistent with the flexibility afforded by Executive Order N-29-20. (<https://www.gov.ca.gov/wp-content/uploads/2020/03/3.17.20-N-29-20-EO.pdf>). Individuals in attendance have the ability to ask questions and make public comments for items both on and not on the meeting agenda. Information and announcements for these meetings are placed prominently on the school's website and public notice for these meetings is provided 72 hours in advance along with the agenda.

Staff who are knowledgeable about the virtual webinar platform are present for the duration of the meeting to support staff and attendees should there be any access issues or technical difficulties that need to be resolved.

Translation services are made available for any community member who requests this service to be provided. CORE will continue to gather input and explore further ways to continue to reach out and engage parents and guardians who speak a language other than English.

A summary of the feedback provided by specific educational partners.

Stakeholder feedback strongly indicated that the school's current goals, focused on increasing achievement in the core academic areas and implementing supports for students and staff that aid in trauma recovery and social emotional learning, are valid and should continue to be primary areas of focus. Additional suggestions included actions aligned with these two goals, such as expanding options for in-person and remote classes and academic support services, increasing training and instructional supports for parents, increasing opportunities for social connection (i.e. elective, outdoor activities, sports, workshops, improving gathering/seating areas), and offering more opportunities for dialogue between members of the school community.

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

Both goals were directly impacted by stakeholder input. Stakeholders provided feedback throughout the year through meetings, Q&As, surveys, teacher-parent interactions, and other opportunities for engagement and input. In a March 2022 survey, stakeholders provided feedback for the goals and action items of the 2021-2022 LCAP, sharing whether they felt each action item had been implemented and whether they had seen evidence of implementation and whether each action item is an important or unimportant action item to continue for the 2022-2023 LCAP. Related to both the academic achievement and social emotional learning goals, stakeholders consistently communicated a desire to continue to expand the academic supports made available to students, training and workshop opportunities for parents and staff, and opportunities for students to engage in socialization through arts and enrichment activities.

## Goals and Actions

### Goal

Goal #	Description
Goal 1	Student achievement will increase in the core academic areas.

An explanation of why the LEA has developed this goal.

This is a primary focus for the school as the school has students who have not met or exceeded the state's expectations. CORE Butte continuously strives to meet the expected standards of all subgroups. The past several years the school has experienced interrupted and disjointed school years due to natural disasters and the pandemic.

## Measuring and Reporting Results

Metric #	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023-24
PRIORITY 1: BASIC SERVICES Metric - All inexperienced teachers will be mentored.	100% of inexperienced teachers were assigned a year-long mentor during the 21-22 school year.	One year LCAP so the new baseline is last year's outcome.	[Intentionally Blank]	[Intentionally Blank]	All inexperienced teachers will be mentored.
PRIORITY 1: BASIC SERVICES Metric - Inexperienced teachers' courses will be overseen by an experienced teacher.	100% of inexperienced teachers' courses were overseen by an experienced teacher.	One year LCAP so the new baseline is last year's outcome.	[Intentionally Blank]	[Intentionally Blank]	All inexperienced teachers' courses will be overseen by an experienced teacher.
PRIORITY 1: BASIC SERVICES Metric - Students with sufficient instructional materials	100% of students have sufficient instructional materials.	One year LCAP so the new baseline is last year's outcome.	[Intentionally Blank]	[Intentionally Blank]	100% of students will have sufficient instructional materials

<p>Priority 2: IMPLEMENTATION OF STATE STANDARDS</p> <p>Metric - Students assigned common core math curriculum or supplements as reported by teachers as a measurement of implementation of state academic content and performance standards</p>	<p>100% of students were assigned Common Core Math Curriculum or the supplemental materials required to complete the common core state standards.</p>	<p>One year LCAP so the new baseline is last year's outcome.</p>	<p>[Intentionally Blank]</p>	<p>[Intentionally Blank]</p>	<p>100% of students will be assigned common core math curriculum or supplements.</p>
<p>Priority 2: IMPLEMENTATION OF STATE STANDARDS</p> <p>Metric -EL students are assigned specified ELD/common core curriculum/assignments for English Language Development and demonstrate progress in curriculum based assessments as a measurement of how programs and services enable ELs to access common core standards and ELD standards and show performance progress</p>	<p>100% of the school's EL students were assigned ELD curricula and assignments and have demonstrated progress in curricula based assessments.</p>	<p>One year LCAP so the new baseline is last year's outcome.</p>	<p>[Intentionally Blank]</p>	<p>[Intentionally Blank]</p>	<p>100% of EL students will be assigned English Language Development curricula and demonstrate progress in curricula based assessments.</p>

Priority 4: STUDENT ACHIEVEMENT Metric - Participation in Statewide assessments administered pursuant to the California Assessment Student Performance Program (Prior year CAASPP)	96% of eligible students participated in statewide assessments including ELA, Math and 87% Science.	One year LCAP so the new baseline is last year's outcome.	[Intentionally Blank]	[Intentionally Blank]	Participation in statewide CAASPP assessments will equal or exceed 95%.
Priority 4: STUDENT ACHIEVEMENT Metric - Student performance on CAASPP tests will increase per the 2021 CA Dashboard (if published)	The 2021 Dashboard was not released due to the COVID-19 Pandemic in regards to academic achievement.	One year LCAP so the new baseline is last year's outcome.	[Intentionally Blank]	[Intentionally Blank]	All subgroups will increase 1 or more points on CAASPP tests per the 2021 School Dashboard
Priority 4: STUDENT ACHIEVEMENT Metric - English learners making progress towards English proficiency on ELPAC. (AMAO 2)	The school does not have a significant subgroup of English Learners.	One year LCAP so the new baseline is last year's outcome.	[Intentionally Blank]	[Intentionally Blank]	100% of English Learners will make progress towards English proficiency on the ELPAC
Priority 4: STUDENT ACHIEVEMENT Metric - English Learners reclassified as English proficient (AMAO 3)	CORE does not have a significant EL subgroup for the 21-22 school year.	One year LCAP so the new baseline is last year's outcome.	[Intentionally Blank]	[Intentionally Blank]	If a significant subgroup is present, 33% of the EL subgroup will be reclassified as English Proficient



Priority 4: STUDENT ACHIEVEMENT Metric - 11th and 12th grade students enrolled in at least one Advanced Placement, International Baccalaureate, or dual credit course	34.86% of 2020-2021 11th and 12th grade student participated in at least one Advanced Placement, International Baccalaureate, or dual credit course	One year LCAP so the new baseline is last year's outcome.	[Intentionally Blank]	[Intentionally Blank]	40% of 2020-2021 11th and 12th grade student will participate in at least one Advanced Placement, International Baccalaureate, or dual credit course
Priority 4: STUDENT ACHIEVEMENT Metric - Students enrolled in college courses will receive a 3.0 or higher on dual credit coursework	77.92% of students participating in college courses received a 3.0 or higher on dual credit coursework.	One year LCAP so the new baseline is last year's outcome.	[Intentionally Blank]	[Intentionally Blank]	At least 70% of students participating in college courses will receive a 3.0 or higher on dual credit coursework.
Priority 4: STUDENT ACHIEVEMENT Metric - Students will be reported on the Dashboard as being College/Career ready.	The CCI was not included in the 20-21 dashboard due to the COVID-19 Pandemic therefore there is not accurate data to report for this year.	One year LCAP so the new baseline is last year's outcome.	[Intentionally Blank]	[Intentionally Blank]	All student groups will increase in college and career readiness as measured on the 2021 School Dashboard.

Priority 7: COURSE ACCESS Students will be enrolled in all required core academic areas as evidenced by compliance check of the Master Agreement	100% of students are enrolled in all required core academic areas as evidenced by compliance check of the Master Agreement	One year LCAP so the new baseline is last year's outcome.	[Intentionally Blank]	[Intentionally Blank]	Students will be enrolled in all required core academic areas as evidenced by compliance check of the Master Agreement
Priority 1: BASIC SERVICES Teachers appropriately assigned	100% of courses had appropriately assigned teacher during the 20-21 school year.	One year LCAP so the new baseline is last year's outcome.	[Intentionally Blank]	[Intentionally Blank]	No more than 1% of courses will reflect a mis-assignment.

## Actions

Action #	Title	Description	Total Funds Contributing	
Action #1	Curriculum	Update, expand, and purchase standards-aligned curriculum and resources, including curricula for intervention, online options, and for excelling students.	\$175,514.00	Yes
Action #2	Training & Guidance	Provide extensive staff and parent training for effective use of standards-aligned curriculum in all core content areas, intervention curriculum and strategies that promote acceleration toward proficiency, and expand guidance for long-term planning for college and career readiness.	\$42,458.00	Yes
Action #3	Student Support Personnel	Sustain intervention specialists at the TK8, additional academic classes offered at the resource center, and additional supports for math and reading on campus.	\$492,238.00	Yes

Action #	Title	Description	Total Funds Contributing	
Action #4	Instructional Offerings	Expand resource center offerings to provide more opportunities for direct instruction in the core content areas, vocational studies, study groups, and elective courses that promote academic achievement through visual and performing arts, including supplies and personnel as needed.	\$173,056.00	Yes

## Goal Analysis 2021-22

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

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

There were no substantive differences between planned actions and actual implementation of these actions with the exception of additional curriculum purchases that were needed to target learning due to the academic impact from the pandemic.

All actions for 2020-2021 were fully implemented and benefited students, families and staff.

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

The school exceeded the original budget by approximately \$77,000 during the 21-22 LCAP year. Goal #1 Action #1 was overspent due to the increase in curriculum needed to target individual students with focused academic support. Additional funds were spent on intervention curriculums, online curriculums and innovative curriculums to meet the individual needs of students post pandemic. Action #2 was overspent due to the increase in staff professional development needed coming out of the pandemic and moving into more in-person learning. Action #3 and Action #4 only had minimal differences between budgeted expenditures and estimated actual expenditures.

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

Each action contributed to the success of the school program. This year there was an increase in curriculum needed to support academics for students due to the impact of the COVID-19 pandemic. This additional curriculum helped to target intervention needs and supports for all students to better meet individual learning needs. The school was able to increase training and guidance for staff and parents in order to better meet the academic needs of students. The school was also able to increase support for college and career through hosting

information nights for families and students, and increasing access to college and career information. Action #3 allowed the school to focus on intervention and support for targeted academic learning needs on campus. Through additional support personnel the school is able to meet in small groups of 1-1 with students struggling to catch up academically or who just need additional support. Visual and performing arts opportunities were increased at the high school as well as Friday events for our elementary school. The school would like to continue growing in this area.

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 CCI metric was changed to better align with the accessibility of data on the school dashboard.

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

## Goal

Goal #	Description
Goal 2	Implement supports for students and staff that promote health and well-being through social-emotional learning and school community events.

An explanation of why the LEA has developed this goal.

With extreme disruptions to student learning and significant impacts on students' social-emotional health as a result of the Camp Fire and the COVID-19 Pandemic, this continues to be a high need area for our school community. CORE Butte recognizes the impact of social-emotional challenges and trauma on students' academic achievement and social engagement, and are seeking to provide opportunities to

increase course offerings, events, trainings, and other resources that will support individual and community wellness.

## Measuring and Reporting Results

Metric #	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023-24
Priority 3: PARENT ENGAGEMENT Parent seats on Board of Directors and in Charter Advisory Council	All parent and student seats on the Charter Advisory Council and the Board of Directors are currently filled. Two board members resigned in the fall. Due to the resignation, both seats were filled during the following board meeting and the result was that one parent seat on the CAC was filled with a temporary member for the remainder of the school year.	The School has a one year LCAP so the new baseline is last year's outcome.	[Intentionally Blank]	[Intentionally Blank]	100% of parent seats in the Charter Advisory Council and on the Board of Directors will be filled.

Parent notification system maintained regularly, periodic parent surveys, and invitations to public meetings.	Parent notification system was maintained regularly, periodic parent surveys were administered and public meetings were posted to the public for attendance.	The School has a one year LCAP so the new baseline is last year's outcome.	[Intentionally Blank]	[Intentionally Blank]	Metric will be met: Metric Met: Parent notification system will be maintained regularly, periodic parent surveys will be administered and public meetings will be posted to the public for attendance.
EL, Title 1 and subgroup specific targeted public meeting invitations and surveys as applicable	Public meeting invitations were sent for the annual title1 parent meeting and all parent trainings. Targeted invitations were sent to families for specific trainings and targeted instruction as applicable.	The School has a one year LCAP so the new baseline is last year's outcome.	[Intentionally Blank]	[Intentionally Blank]	Metric will be met: EL, Title 1, and subgroups will be sent public meeting invitations and surveys as applicable.
Priority 5: PUPIL ENGAGEMENT Middle school students dropping out	0% of Middle school students dropped out during the 20-21 school year.	The School has a one year LCAP so the new baseline is last year's outcome.	[Intentionally Blank]	[Intentionally Blank]	0% of middle school students will drop out.



High school students dropping out	Dropout rate for the 2020-2021 reporting year was 2.7% as reported on <a href="http://www.ed-data.org">www.ed-data.org</a>	The School has a one year LCAP so the new baseline is last year's outcome.	[Intentionally Blank]	[Intentionally Blank]	Less than 10% of high school students will drop out.
Priority 5: PUPIL ENGAGEMENT High school students graduating	The 2021 CA Dashboard illustrates a graduation rate of 94.6%	The School has a one year LCAP so the new baseline is last year's outcome.	[Intentionally Blank]	[Intentionally Blank]	At least 90% of high school students will graduate.
Priority 5: PUPIL ENGAGEMENT Attendance rate	Attendance rate was 97.36% for the 2020-21 school year.	The School has a one year LCAP so the new baseline is last year's outcome.	[Intentionally Blank]	[Intentionally Blank]	The school will maintain a minimum of a 90% attendance rate.

Priority 5: PUPIL ENGAGEMENT Chronic absentee rate	Overall chronic absentee rates as indicated on the 20-21 data quest were 7.6%. Students with Disabilities showed a 9.9% chronic absentee rate socioeconomically disadvantaged students displayed a 12.5% rate homeless youth displayed a 15.1% rate Two or more races were 6.8% chronically absent Hispanic students had a 7.7% rate white students had a 7.4% rate	The School has a one year LCAP so the new baseline is last year's outcome.	[Intentionally Blank]	[Intentionally Blank]	Each subgroup will show a chronic absentee rate of 10% or lower
Priority 6: SCHOOL CLIMATE Suspension rate	0% suspension rate.	The School has a one year LCAP so the new baseline is last year's outcome.	[Intentionally Blank]	[Intentionally Blank]	The school will maintain a 0% suspension rate.

Priority 6: SCHOOL CLIMATE Expulsion rate	0% expulsion rate	The School has a one year LCAP so the new baseline is last year's outcome.	[Intentionally Blank]	[Intentionally Blank]	The school will maintain a 0% expulsion rate.
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## Actions

Action #	Title	Description	Total Funds Contributing	
Action #1	Extracurricular Opportunities	Offer regular workshops focused on social-emotional learning through the visual and performing arts, more opportunities for families to connect through the resource center, and more extracurricular opportunities to engage in positive, healthy activities (i.e. clubs, sports, field trips, social events, group play).	\$78,717.00	Yes
Action #2	Staff & Parent Training	Offer training for staff and parents focused on social-emotional development of students, and equip staff and parents with the skills necessary to work with students who have extreme social-emotional concerns. Implement and train on social-emotional curriculum options for parents to utilize at home with their student(s).	\$22,659.00	Yes
Action #3	Teaching Strategies and Personnel	Implement a more structured approach to teaching students skills necessary to work through stress, anxiety, and trauma. This includes trained personnel to provide schoolwide SEL opportunities for students through lessons and events, facilitation of small groups for identified SEL needs, training and resources for students, staff, and parents, and provide individualized support as needed.	\$242,347.00	Yes

## Goal Analysis 2021-22

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

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

There were no substantive differences between planned actions and actual implementation of these actions.  
All actions for 2020-2021 were fully implemented and benefited students, families and staff.

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

The school overspent by a total of \$19,000. Action #1 and #2 were very close to spending what was budgeted based upon estimated actuals. Action #3 was overspent due to an increase in mental health providers due to a need to increase services for students and staff.

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

the goal.

All actions were effective in making progress toward the goal. The school would like to continue to do intentional work to better equip parents with necessary information and resources to meet the needs of their students. The school would also like to continue to focus on equipping educators with the tools needed to continue working with students who have experienced high trauma or anxiety.

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.

No changes were made at this time.

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

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

Projected LCFF Base Grant	Projected LCFF Supplemental and/or Concentration Grants	Projected Additional LCFF Concentration Grant (15 percent)
\$8,509,462.00	\$730,962.00	\$0.00

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

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
8.59%	0%	\$0.00	8.59%

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.

G1A1

Update and purchase curriculum as needed including online curriculum

\*though this will support our unduplicated population greatly, this will also support all students

\*the school will make every effort to specifically market and recruit unduplicated students, but all students will be welcome into our CTE pathways and have access to updated curriculum and CTE course offerings

#### G1A2

Training and policy guidance on sub groups and extensive Parent/ Teacher training on core content as well as intervention strategies and college and career readiness.

\*due to the fact that all school personnel will be engaged in this training, all students will benefit

\*though the training is specific to subgroups, it will increase knowledge and understanding of good teaching practice and how students learn best, thus benefiting the entire school

\*this will specifically benefit the school's unduplicated pupil population as teachers and staff will be better equipped to support diverse learners and to create opportunities for staff to better engage students

#### G1A3

Sustain center/employee intervention and tutoring and sustain Assessment and Accountability personnelSustain Student Support Services Provider at the high school

Additional Math and ELA classes offered at the resource center

Sustained increased school counseling and psychological services

\*the Student Support Services Technician will greatly benefit the unduplicated population through 11 support and with a background knowledge in social work

\*all of these items, though specifically added for our unduplicated pupil population, will benefit any student who may need access to these additional classes or the the SSST.

#### G2A4

Add additional art, music, dance, and academic courses and increase student budgets to allow students more access to art and music

\* though this was added due to the fact that research shows that students engaged in art and music courses, score higher academically, an alternative intention is to help our unduplicated students have more access to enriching experiences, including art and music. Research also shows that an increase in the visual and performing arts helps to reduce the adverse affects of trauma.This additional funds will allow students to access a full year of art or music as part of his/her academic program.

#### G3A1

Offer regular workshops focused on the visual and performing arts, more opportunities for families to connect through the center, and more extracurricular opportunities to engage in positive, healthy activities (ie clubs, sports, field trips, social events, mixers, CTE).

\*though this will support our unduplicated population greatly, this will also support all students and help all students more fully engage in the school community

\*the school will make every effort to specifically market and recruit unduplicated students, but all students will be welcome into our CTE pathways, athletic teams, and extra curricular activities

#### G3A2



Offer training for staff and parents focused on socialemotional development of students, and equip staff and parents with the skills necessary to work with students who have extreme socialemotional concerns. Implement and train on socialemotional curriculum options for parents to utilize at home with their student(s).

- \*the school will make every effort to encourage and invite parents of unduplicated pupils to attend trainings throughout the year, including offering meals and enrichment options for their students while the parents are in training, and varied training times for parents who may work

- \*parent training will be accessible to all families, thus benefiting the entire school community

#### G3A3

Implement a more structured approach to teaching students skills necessary to work through stress, anxiety, and trauma. Include support groups by

trained facilitators, training for students and staff, and curriculum for students and staff.

- \*though this will greatly support the unduplicated students, this will also greatly benefit all students and help them to become productive members of society.

- \*research shows that intentional training in SocialEmotional Learning (SEL) helps to aid in the recovery from severe trauma. Due to the Camp Fire in Butte County, all students are greatly needing strategies to cope with the trauma

#### G3A4

Develop and implement parent to parent mentoring, meetups, training and support structure

- \*this will benefit all students as it will be an avenue to better engage all parents at the school, including parents of unduplicated students

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Students to be Served

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

The school puts an incredible amount of effort into meeting the needs of its diverse students and families. Each student is approached as an individual and personalized plan is created for the student as a learner.

Additional title one and support staff time have been added to specifically meet the academic needs of the school's unduplicated students (Goal 1 Action 3). Student support personnel regularly evaluate student academic assessment data and help drive the decisions for appropriate interventions and supports for all students, but specifically for the school's unduplicated students. After engaging in research related to academic achievement and the visual and performing arts, the school has also added an action item (Goal 1 Action 3) specific to this area. This action provides an opportunity for all students, but specifically unduplicated students to work closely with his/her personalized

learning teacher to determine visual and performing arts engagement that may aid in the students academic learning.

Additionally, social-emotional coaches have been added to support the mental health needs and SEL needs of the school's students (Goal 2 Action 2 and Action 3). These coaches and support team work closely with parents of all students and directly with students, but specifically with parents of unduplicated pupils and unduplicated pupils themselves, to provide training and support during this difficult time. The SEL team is in the process of developing a multi-tiered structure of support for student mental health. This team is growing to include a school-based social worker, SEL Coordinator and a full time and an 80% school psychologist.

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.

CORE Butte Charter School does not have a high concentration funding above 55%.

<b>Staff-to-student ratios by type of school and concentration of unduplicated students</b>	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	19.5:1	
Staff-to-student ratio of certificated staff providing direct services to students	5:1	

## 2022-23 Data Entry Table: Inclusion as part of the LCAP Template is optional

LCAP Year (Input)	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover - Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
2022-23	\$8,509,462.00	\$730,962.00	8.59%	0.00%	8.59%

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span
1	1	Curriculum	All Students	Yes	LEA-wide	English Learners, Foster Youth, Socio-economically Disadvantaged	CORE Butte Charter School	Updated regularly as needed with courses to stay in alignment with current standards and curricula offerings.
1	2	Training & Guidance		Yes	LEA-wide	English Learners, Foster Youth, Socio-Disadvantaged	CORE Butte Charter School	on a continuing bases as needed

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span
1	3	Student Support Personnel		Yes	LEA-wide	English Learners, Foster Youth, Socio-economically Disadvantaged	CORE Butte Charter School	20-21 school year and sustained as needed thereafter
1	4	Instructional Offerings		Yes	LEA-wide	English Learners, Foster Youth, Socio-economically Disadvantaged	CORE Butte Charter School	Implementing in year one and sustaining and possibly growing in year two and three.
2	1	Extracurricular Opportunities		Yes	LEA-wide	English Learners, Foster Youth, Socio-Disadvantaged	CORE Butte Charter School	Ongoing as needed to build community
2	2	Staff & Parent Training	All Students	Yes	LEA-wide	English Learners, Foster Youth, Homeless youth, Socio-Disadvantaged	CORE Butte Charter School	on a continuing bases as needed

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span
2	3	Teaching Strategies and Personnel	All Students	Yes	LEA-wide	Socio-economically disadvantaged, English Learners, Foster Youth, Homeless youth	CORE Butte Charter School	20-21 school year and sustained as needed thereafter

## 2022-23 Data Entry Table Continued

Goal #	Action #	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services (%)
1	1	\$0.00	\$175,514.00	\$135,381.00	\$16,807.00	\$0.00	\$23,326.00	\$175,514.00	0%
1	2	\$0.00	\$42,458.00	\$12,458.00	\$0.00	\$0.00	\$30,000.00	\$42,458.00	0%
1	3	\$383,025.00	\$109,213.00	\$366,850.00	\$36,706.00	\$0.00	\$88,682.00	\$492,238.00	0%
1	4	\$6,500.00	\$166,556.00	\$168,056.00	\$5,000.00	\$0.00	\$0.00	\$173,056.00	0%
2	1	\$50,650.00	\$28,067.00	\$45,217.00	\$33,500.00	\$0.00	\$0.00	\$78,717.00	0%
2	2	\$19,659.00	\$3,000.00	\$3,000.00	\$19,659.00	\$0.00	\$0.00	\$22,659.00	0%
2	3	\$242,347.00	\$0.00		\$59,403.00	\$0.00	\$182,944.00	\$242,347.00	0%

## 2022-23 Total Planned Expenditures Table

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-Personnel
Totals	\$730,962.00	\$171,075.00	\$0.00	\$324,952.00	\$1,226,989.00	\$702,181.00	\$524,808.00

Goal #	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1	Curriculum	All Students	\$135,381.00	\$16,807.00	\$0.00	\$23,326.00	\$175,514.00
1	2	Training & Guidance		\$12,458.00	\$0.00	\$0.00	\$30,000.00	\$42,458.00
1	3	Student Support Personnel		\$366,850.00	\$36,706.00	\$0.00	\$88,682.00	\$492,238.00
1	4	Instructional Offerings		\$168,056.00	\$5,000.00	\$0.00	\$0.00	\$173,056.00
2	1	Extracurricular Opportunities		\$45,217.00	\$33,500.00	\$0.00	\$0.00	\$78,717.00
2	2	Staff & Parent Training	All Students	\$3,000.00	\$19,659.00	\$0.00	\$0.00	\$22,659.00
2	3	Teaching Strategies and Personnel	All Students	\$0.00	\$59,403.00	\$0.00	\$182,944.00	\$242,347.00



## 2022-23 Contributing Actions Tables

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover - Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1 plus 5)
\$8,509,462.00	\$730,962.00	8.59%	0.00%	8.59%	\$730,962.00	0.00%	0%

Totals by Type	Total LCFF Funds	Total Funds
<b>Total:</b>	\$730,962.00	\$1,226,989.00
<b>LEA-wide Total:</b>	\$730,962.00	\$1,226,989.00
<b>Limited Total:</b>	\$0.00	\$0.00
<b>Schoolwide Total:</b>	\$0.00	\$0.00

Goal #	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
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Goal #	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1	Curriculum	Yes	LEA-wide	English Learners, Foster Youth, Socio-economically Disadvantaged	CORE Butte Charter School	\$135,381.00	0%
1	2	Training & Guidance	Yes	LEA-wide	English Learners, Foster Youth, Socio-Disadvantaged	CORE Butte Charter School	\$12,458.00	0%
1	3	Student Support Personnel	Yes	LEA-wide	English Learners, Foster Youth, Socio-economically Disadvantaged	CORE Butte Charter School	\$366,850.00	0%
1	4	Instructional Offerings	Yes	LEA-wide	English Learners, Foster Youth, Socio-economically Disadvantaged	CORE Butte Charter School	\$168,056.00	0%

Goal #	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
2	1	Extracurricular Opportunities	Yes	LEA-wide	English Learners, Foster Youth, Socio-Disadvantaged	CORE Butte Charter School	\$45,217.00	0%
2	2	Staff & Parent Training	Yes	LEA-wide	English Learners, Foster Youth, Homeless youth, Socio-Disadvantaged	CORE Butte Charter School	\$3,000.00	0%
2	3	Teaching Strategies and Personnel	Yes	LEA-wide	Socio-economically disadvantaged, English Learners, Foster Youth, Homeless youth	CORE Butte Charter School		0%

## 2021-22 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Actual Expenditures (Total Funds)
Totals	\$1,069,449.00	\$1,166,306.00

Last Year's Goal #	Last Year's Action #	Action Title	Contributed to Increased or Improved Services?	Last Year's Total Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1	Curriculum	Yes	\$133,708.00	\$195,514.00
1	2	Training & Guidance	Yes	\$27,969.00	\$40,037.00
1	3	Student Support Personnel	Yes	\$469,206.00	\$472,554.00
1	4	Visual and Performing Arts	Yes	\$217,042.00	\$217,042.00
2	1	Extracurricular Opportunities	Yes	\$78,161.00	\$78,717.00
2	2	Staff & Parent Training	Yes	\$3,000.00	\$2,458.00
2	3	Teaching Strategies and Personnel	Yes	\$140,363.00	\$159,984.00

## 2021-22 Contributing Actions Annual Update Table

Totals	6. Estimated Actual LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 4 from 7)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Actual Percentage of Improved Services (%)	Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)
Totals	\$667,773.00	\$1,069,449.00	\$683,850.00	\$385,599.00	0.00%	0.00%	0.00%

Last Year's Goal #	Last Year's Action #	Action Title	Contributed to Increased or Improved Services?	Last Year's Total Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services (%)	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1	Curriculum	Yes	\$99,131.00	\$99,131.00	0.00%	0.00%
1	2	Training & Guidance	Yes	\$22,969.00	\$22,969.00	0.00%	0.00%
1	3	Student Support Personnel	Yes	\$314,921.00	\$314,921.00	0.00%	0.00%
1	4	Visual and Performing Arts	Yes	\$205,542.00	\$205,542.00	0.00%	0.00%

Last Year's Goal #	Last Year's Action #	Action Title	Contributed to Increased or Improved Services?	Last Year's Total Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services (%)	Estimated Actual Percentage of Improved Services (Input Percentage)
2	1	Extracurricular Opportunities	Yes	\$35,150.00	\$35,150.00	0.00%	0.00%
2	2	Staff & Parent Training	Yes	\$0.00	\$0.00	0.00%	0.00%
2	3	Teaching Strategies and Personnel	Yes	\$6,137.00	\$6,137.00	0.00%	0.00%

## 2021-22 LCFF Carryover Table

Totals	9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover - Percentage (Input Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 plus Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
Totals	\$7,773,838.00	\$667,773.00	0.00%	8.59%	\$683,850.00	0.00%	8.80%	No carryover	No carryover

## Instructions

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

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

## Introduction and Instructions

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

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

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



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

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

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

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

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

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

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

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

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

## **Plan Summary**

### **Purpose**

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

### **Requirements and Instructions**

#### **General Information**

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

## **Reflections: Successes**

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

## **Reflections: Identified Need**

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

## **LCAP Highlights**

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

## **Comprehensive Support and Improvement**

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

**Schools Identified:**

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

**Support for Identified Schools:**

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

**Monitoring and Evaluating Effectiveness:**

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

## Engaging Educational Partners

### Purpose

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

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

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

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

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

## **Requirements and Instructions**

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

**Local Control and Accountability Plan:**

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

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

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

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

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

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

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

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

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

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

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

## Goals and Actions

### Purpose

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

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



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

## Requirements and Instructions

LEAs should prioritize the goals, specific actions, and related expenditures included within the LCAP within one or more state priorities. LEAs should consider performance on the state and local indicators, including their locally collected and reported data for the local indicators that are included in the Dashboard in determining whether and how to prioritize its goals within the LCAP. In order to support prioritization of goals, the LCAP template provides LEAs with the option of developing three different kinds of goals:

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

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

### Focus Goal(s)

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

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

### **Broad Goal**

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

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

### **Maintenance of Progress Goal**

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

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

## **Required Goals**

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

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

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

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

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

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

## Measuring and Reporting Results:

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

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

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

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

Complete the table as follows:

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

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

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

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

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

### **Actions:**

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

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

**Actions for English Learners:**

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

**Actions for Foster Youth:**

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

**Goal Analysis:**

Enter the LCAP Year

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

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

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

### **Purpose**

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



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

## **Requirements and Instructions**

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

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

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

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

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

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

**Required Descriptions:**

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

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

**Principally Directed and Effective:**

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

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

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

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

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

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

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

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

### **COEs and Charter Schools:**

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

### **For School Districts Only:**

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

##### **Unduplicated Percentage > 55%:**

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

##### **Unduplicated Percentage < 55%:**

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

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

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

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

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

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

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

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

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

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

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

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

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

Provide the following descriptions, as applicable to the LEA:

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

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

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

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

Complete the table as follows:

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

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

## Action Tables

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

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

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

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

## Data Entry Table

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

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



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

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

**Goal #:**

Enter the LCAP Goal number for the action.

**Action #:**

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

**Action Title:**

Provide a title of the action.

**Student Group(s):**

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

**Contributing to Increased or Improved Services?:**

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

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

**Scope:**

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

**Unduplicated Student Group(s)**

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

**Location:**

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

**Time Span:**

Enter “ongoing” if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an

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

**Personnel Expense:**

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

**Total Personnel:**

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

**Total Non-personnel:**

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

**LCFF Funds:**

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

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

**Other State Funds:**

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

**Local Funds:**

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

**Federal Funds:**

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

**Total Funds:**

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

**Planned Percentage of Improved Services:**

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

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

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

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

## Annual Update Table

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

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

## Contributing Actions Annual Update Table

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

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

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

## LCFF Carryover Table

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

## Calculations in the Action Tables

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

### ***Contributing Actions Table***

#### **4. Total Planned Contributing Expenditures (LCFF Funds)**

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

#### **5. Total Planned Percentage of Improved Services**

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

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

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

## Contributing Actions Annual Update Table

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

### 6. Estimated Actual LCFF Supplemental and Concentration Grants

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

### 4. Total Planned Contributing Expenditures (LCFF Funds)

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

### 7. Total Estimated Actual Expenditures for Contributing Actions

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

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

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

### 5. Total Planned Percentage of Improved Services (%)

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

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

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

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

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

## LCFF Carryover Table

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

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

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

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

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

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

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



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

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