



Bay Area Technology School

"It's going to be a great day at BayTech!"



LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Bay Area Technology School

CDS Code: 01 61259 0106906

School Year: 2022-23

LEA contact information:

Seth Feldman

Executive Director/Principal

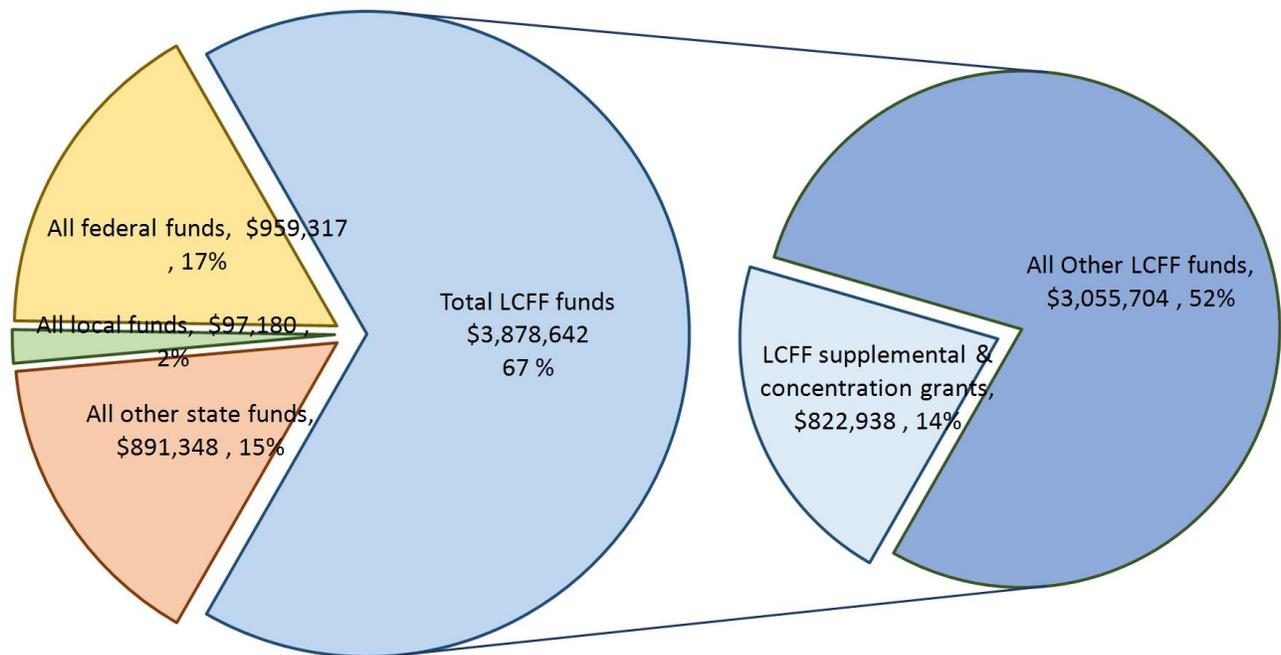
sfeldman@baytechschool.org

(510) 382-9932

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

Budget Overview for the 2022-23 School Year

Projected Revenue by Fund Source

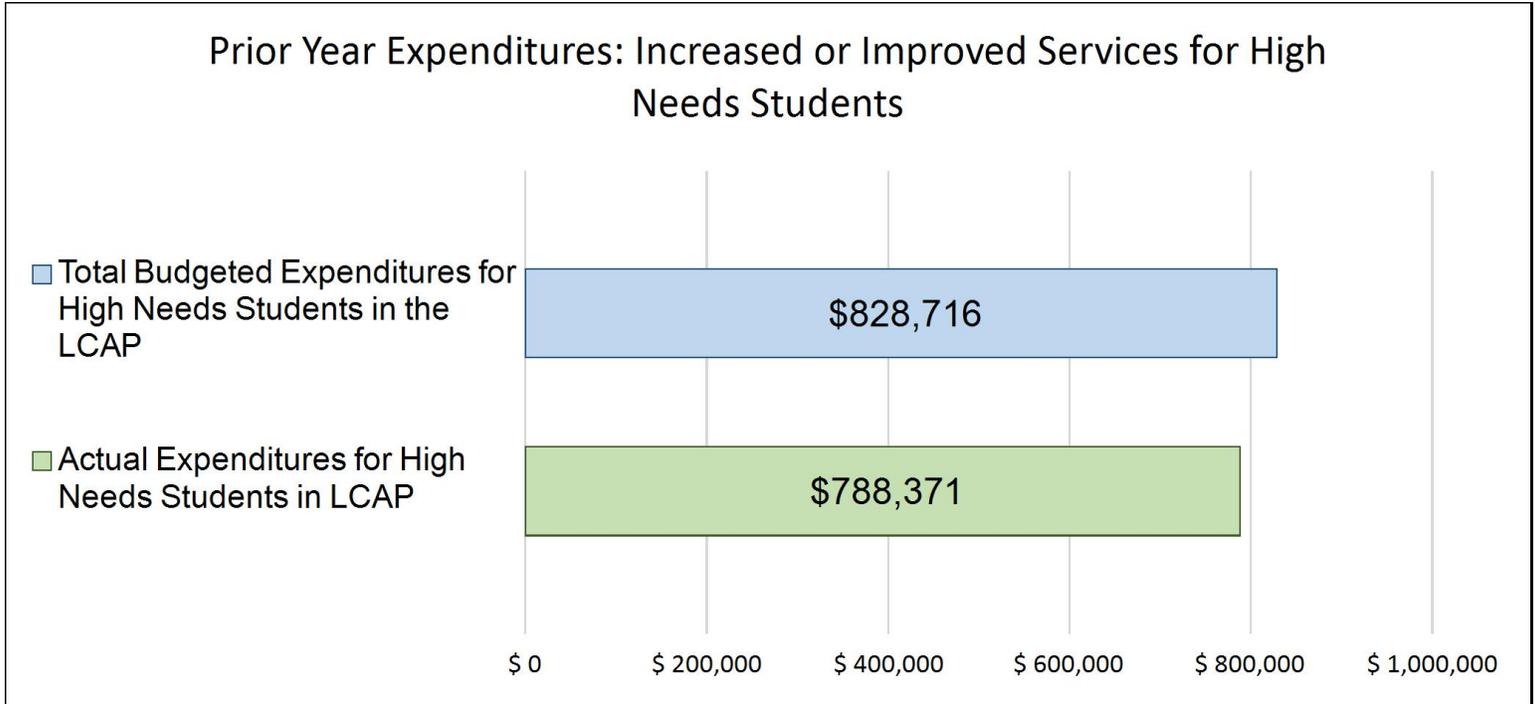


This chart shows the total general purpose revenue Bay Area Technology School expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Bay Area Technology School is \$5,826,487, of which \$3,878,642.00 is Local Control Funding Formula (LCFF), \$891,348.00 is other state funds, \$97,180.00 is local funds, and \$959,317.00 is federal funds. Of the \$3,878,642.00 in LCFF Funds, \$822,938.00 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

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



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

The text description of the above chart is as follows: In 2021-22, Bay Area Technology School's LCAP budgeted \$828716 for planned actions to increase or improve services for high needs students. Bay Area Technology School actually spent \$788371 for actions to increase or improve services for high needs students in 2021-22.

Budget still under development



Bay Area Technology School

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Bay Area Technology School	Seth Feldman Superintendent	sfeldman@baytechschool.org 510-382-9932

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

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

Bay Area Technology School has a long-established foundational principle of meaningful educational partner engagement. These efforts were refined and improved through the Local Control and Accountability Plan (LCAP) development process. Details of how Bay Area Technology School engaged its educational partners on the use of funds for this year throughout 2020-21 can be accessed in the 2021-22 Local Control and Accountability Plan here: https://core-docs.s3.amazonaws.com/documents/asset/uploaded_file/1312814/BayAreaTech_21-24_LCAP_Board_for_approval.pdf (p. 58-59)

The school also engaged with our educational partners on the use of the additional funds provided through the Budget Act of 2021 that were not included in the 2021-22 LCAP (additional Cost-Of-Living-Adjustment (COLA) and 15% increase to concentration funds) that normally would be included during the November 8, 2021 open public board meeting and at regular staff meetings. The Educator Effectiveness Grant was reviewed by the governing board on November 8, 2021 and approved during an open public meeting on December 6, 2021.

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

Bay Area Technology School is a single school LEA, and the school has an enrollment of students who are low-income, English Learners, and/or foster youth that is greater than 55 percent. Since the additional concentration grant add-on funding received was not sufficient to hire additional staff, Bay Area Technology School is using the additional funding to retain our existing paraprofessional staff who provide direct instructional services to students under the direction of the classroom teacher on a daily basis. Without the additional funding, retaining these staff members would not have been possible. Thus, the funding has been used to maintain low student to staff ratios.

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

Bay Area Technology School has a long-established foundational principle of meaningful educational partner engagement. These efforts were refined and improved through the Local Control and Accountability Plan (LCAP) development process. The school's practices have been further enhanced during the pandemic as the school sought the input and feedback of its educational partner groups from the onset of the pandemic and continuing through the development of the Learning Continuity and Attendance Plan, the 2021-2022 LCAP, Expanded Learning Opportunities Grant and the ESSER III Expenditure Plan.

The following links and page numbers indicate how and when the LEA engaged its education partners in the use of funds received to support recovery for the COVID- 19 Pandemic.

- Learning Continuity and Attendance Plan https://core-docs.s3.amazonaws.com/documents/asset/uploaded_file/934089/BayTech_Irngcntntyatndncpln_BoardApproved_9.24.20.pdf (p. 1-2)
- Expanded Learning Opportunities Grant Plan https://core-docs.s3.amazonaws.com/documents/asset/uploaded_file/1238070/Expanded_Learning_Grant_Plan.docx.pdf (p. 1)
- 2021-22 Local Control and Accountability Plan https://core-docs.s3.amazonaws.com/documents/asset/uploaded_file/1312814/BayAreaTech_21-24_LCAP_Board_for_approval.pdf (p. 58-59)
- ESSER III Expenditure Plan https://core-docs.s3.amazonaws.com/documents/asset/uploaded_file/1593753/ESSER_III.pdf (p. 2-3) approved by the board during an open public meeting on October 4, 2021 and then revised and approved on December 6, 2021.

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

Bay Area Technology School is successfully implementing efforts to maintain the health and safety of students, educators, and other staff and ensure the continuity of services as required by the federal American Rescue Plan Act with implementation of a robust set of safety protocols and practices including required face coverings, regular health screenings, regular cleaning and disinfection, increased ventilation, and referral of ill students and staff to health care providers for COVID-19 testing. As a result of this work and evidence of our success, the school did not have any school-based transmission prior to the Winter Break and has been able to provide continuity of services to the students. One challenge has been the additional staff time required to implement the health and safety protocols.

Progress on implementation of the ESSER III expenditure plan actions:

Culture Keeper (\$72,500)

The school has been able to provide staff to support school safety and restorative justice programs in-lieu of suspension. A challenge has been that there is an open campus safety position that the school has been unable to fill, and the staff member supporting school safety and restorative justice programs is often required to take on the tasks of the open position.

Part-Time School Psychologist

Progress: The School Psychologist provided through our partnership with the Stepping Stones Group is successfully providing small group counseling for students to ensure students feel safe and secure on campus. The Psychologist is also providing “re-entry” back to school counseling and targeted anxiety counseling for students who have been apprehensive to return to campus due to the pandemic. One challenge is that there is a greater need for services than can be provided by this single position.

Bay Area Technology School will begin implementation of the other actions in the Elementary and Secondary School Emergency Relief plan in 2022-23, and as such does not have any other expenditure plan or implementation progress to report.

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

Bay Area Technology School is using the fiscal resources received for the 2021-22 school year with a specific focus on ensuring the academic and social emotional recovery of our students after spending a year or more in a distance learning format. The LCAP prioritizes providing high-quality, standards-aligned instruction with specific supports for our highest need students. Based on the annual update reflections, the plan addresses learning loss through implementation of assessments and a multi-tiered system of academic supports (Goal 1, Actions 1-7, p.60-66)

Ensuring students return to in-person instruction in the safest manner possible, while addressing their social emotional needs is also prioritized in the LCAP this year. The ESSER III expenditure plan Culture Keeper and Part-Time School Psychologist actions supplement the actions previously outlined in the LCAP Daily Anchoring Program, Social Emotional Support, Tier I SEL & Behavioral Supports, and Health & Safety actions (Goal 3 and Action 1,3-5, p.71-73).

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

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

Introduction

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

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

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

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

- The 2022–23 Budget Overview for Parents
- The 2021–22 Supplement
- The 2022–23 LCAP

- The Action Tables for the 2022–23 LCAP
- The Instructions for the LCAP Template

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

Instructions

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

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

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

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

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

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

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

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

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

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

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

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

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

Describe the LEA’s implementation of its efforts to maintain the health and safety of students, educators, and other staff and ensure the continuity of services, as required by the federal American Rescue Plan Act of 2021, and its implementation of the federal Elementary and Secondary School Emergency Relief (ESSER) expenditure plan to date, including successes and challenges.

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

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

California Department of Education
November 2021



Bay Area Technology School

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Local Control Accountability Plan

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Bay Area Technology School	Seth Feldman Executive Director/Principal	sfeldman@baytechschool.org (510) 382-9932

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.

Bay Area Technology School is an independent 6-12 public charter school located on King Estates in East Oakland. The school opened in the Fall of 2004 and is located in a district facility. Our Vision: We strive to shape our future by: Preparing students for academic success. Enabling students to have a broad spectrum of options for their future endeavors. Preparing students to be responsible and productive citizens. The MISSION is that through a combined effort of staff, students, parents, and community BayTech students will learn the necessary skills required for college and career readiness by engaging in a rigorous curriculum emphasizing STEM. Our students will demonstrate core BayTech E.A.G.L.E.S. values and be equipped with the skill sets required to take on challenges and opportunities in the 21st century. In 2020-21 the school served 353 students with diverse needs and backgrounds: approximately 77% of students are Socioeconomically Disadvantaged; 25% are English Learners; and 18% qualify for special education services. The LCFF Unduplicated percentage is approximately 78%. Approximately, 60% of students identify as being Hispanic or Latino, 34% as African American, 2% as white.

The purpose of this Local Control Accountability Plan (LCAP) is to address the School Plan for Student Achievement (SPSA) for Bay Area Technology School which is the Schoolwide Program; herein referred to as the LCAP. This plan also serves as the CSI plan for Bay Area Technology School. The Charter School's plan is to effectively meet the ESSA Requirements in alignment with the LCAP and other federal,

state and local programs. The plans included in the LCAP address these requirements compliant to include focusing on three goals: Provide rigorous instruction customized to challenge and meet the needs of all students in order to prepare them with 21st Century college and career ready skills; Foster a sense of school connectedness among all stakeholders, including parents, staff, students, authorizer, and community to increase engagement and student achievement; Provide attractive, clean, safe and inviting place for the school community, so students feel socially and emotionally supported and have a secure learning environment, free from physical, emotional, and digital harassment. The Charter School completed a comprehensive needs assessment of the entire school which included an analysis of verifiable state data and well as local performance data used to measure student outcomes as evidenced in the annual update portion of the LCAP. The needs assessment process included meeting parents, classified staff, teachers and administrators to identify areas of opportunity for the students and groups of students who are not achieving standard mastery and to identify strategies which will be implemented in the LCAP to address those areas of opportunity.

The identification of the process for evaluating and monitoring the implementation of the LCAP and the progress toward accomplishing the established goals will include discussing the actions and services with the use of supplemental funds at the school level through the Parent Advisory Council which will include parents of English Learners. The Parent Advisory Council will meet four times per year to inform the process. Parents, classified staff, certificated staff and an administrator will make up the council. The number of parents will exceed or be equal to the number of total staff members. The council will discuss academic performance, supplemental services and areas to make improvements with Title funds as part of the School Plan included in the LCAP conversations at the meeting in the fall and at the meeting in the spring. The teachers, staff, students and parents also participate in an annual survey which provides feedback on the goals and services. The teachers, staff and administrators actively participate in the decision making process throughout the year and during LCAP workshops. The decisions will take into account the needs of Bay Area Technology School based on student achievement data to include SBAC, ELPAC, and interim assessment data such as iReady, cumulative assessments, and attendance and student demographic data to include the significant subgroups of Latino, Black or African American, White, socioeconomically disadvantaged, students with disabilities, and English Learners. This student achievement data and student demographic data will be used as a basis for making decisions about the use of supplemental federal funds and the development of policies on basic core services.

Each goal includes actions and services that address the needs of all students and significant subgroups which include evidence-based strategies that provide opportunities for all children, methods and instructional strategies, and particular focus on students at risk of not meeting the State academic standards.

Reflections: Successes

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

This plan was developed during the COVID-19 pandemic which caused school closures and disrupted state testing and local assessment activities. We therefore have less data available to measure and celebrate progress by.

We achieved improved attendance and engagement in 19-20, and this allowed us to keep our students on track academically as evidenced by assessments showing less pandemic-related learning loss among our students than projected. We are immensely proud of our staff, students, and families, who all worked together to respond and adapt to the circumstances of the pandemic in order to continue to fully implement our program, remotely when necessary, and to meet the increased needs of our students. We are proud of the consistent stakeholder engagement and close collaboration achieved by our parents and staff in providing critical feedback and contributing to the ongoing planning required throughout the past year and prior year. We are proud of how we were able to translate our model when needed for remote learning, and we will be able to bring forward the confidence that we can do so when needed and also continue to utilize digital tools, programmatic components, and student supports inspired by necessity that may continue to be beneficial for our community.

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.

The 2021 CA Dashboard was not produced due to lack of data in the midst of the pandemic, and therefore we are unable to identify needs related to those state indicators. English Learner progress is an identified need with 33.9% scoring on the 2021 ELPAC Summative Level 3 or 4 and a 1.8% English Learner reclassification rate. We will continue to implement a comprehensive ELD program to ensure English Learners make high progress on the ELPAC and reclassify to fluent English Proficient at a higher rate. Local data indicates academic achievement in ELA and Math are also identified needs. We will implement standards-based instruction in ELA and Math and utilize assessments to monitor progress and differentiate instruction and intervention.

LCAP Highlights

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

The 2021-24 LCAP provides our three-year plan for continued improvement and development. In 2021-22 we will continue the specific actions undertaken to address the varied academic and social-emotional needs of our students. In terms of student achievement (Goal 1), we will continue providing a comprehensive standards-aligned instructional program and adaptive online resources, in conjunction with a comprehensive assessment system. We will provide enrichment opportunities for our students. We will use the results of assessments to inform our Multi-Tier System of Support, including specialized instructional resources, small-group and one-on-one instruction and additional tutoring. We will provide systemic English Language Development for our English learners and a comprehensive SPED program for our students with IEPs. We will provide a comprehensive college preparatory program and supports for our students. Teachers will be supported through professional development to implement our curriculum and instructional model. In terms of student and family engagement (Goal 2), we will implement attendance initiatives, Parent Education and Engagement events, frequent communication, and an extensive program of student activities. Students and families will experience a positive school climate (Goal 3) where students are supported in Social Emotional Learning, mental health and behavior supports, as well as a clean and safe environment.

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.

Bay Area Technology School is a single school LEA that is eligible for comprehensive support and improvement.

Support for Identified Schools

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

In the Spring 2020 Bay Area Technology conducted an organizational wide survey distributed to teachers, parents, and students as to how the Board and Administrative Team could better serve each stakeholder group. Each stakeholder group was given a unique survey with specifically targeted questions. In reviewing the results that came back, the common trend amongst Bay Tech’s parent and student stakeholder groups was additional resources and accessible information as it related to high school graduation, college preparedness and/or other alternative (non-college) post-high school pathways. Additionally, Bay Tech’s teaching staff expressed a need for greater coaching and professional development opportunities. Moreover, after additional research and discussion, Bay Tech identified a resource inequity within our parent and student stakeholder groups.

As a result of our school’s demographics (74% Unduplicated Count) Bay Tech discovered that our parent and student subgroups often did not have the “means” to seek outside resources when for High-School Graduation assistance, College Prep counseling, or consultation on Career Pathways. At Bay Tech “means” takes on multiple definitions. First being the financial means, it is often very costly to seek outside services for College Prep or Career Counseling. Secondly, “means” at Bay Tech also represents time and availability – a significant amount of Bay Tech parents work multiple jobs and many of Bay Tech students work part-time jobs to help make ends meet, allowing for very little time to receive outside consultation. And finally, a lack of “means” at Bay Tech also is a reflection of our 11% Foster/ Homeless Population and 21% English Language Learner as they students don’t have the traditional guardians at home or parent-guardians who do not speak English as a first language. All of these factors create a resource inequity amongst Bay Tech students (and parents), making it imperative to provide these services on campus. Finally, given that Bay Area Technology School is a single-site charter school, without the infrastructure and support of a school district, the ability to offer these programs would not be possible without the receipt of the CSI Grant. A single-site charter, the cost of providing these services is borne by Bay Tech – opposed to a district whereas the cost of these services (our full time College Career Counselor) would be spread across multiple sites. Bay Tech’s general operating budget on LCFF Funding Sources does not allow the school to afford this position.

Taking all of the above into consideration, the Administrative team at Bay Tech met to develop an improvement plan based upon John Hattie’s research from Visible Learning on 250+ Influences on Student Achievement. The Visible Learning research synthesizes findings from 1,400 meta-analyses of 80,000 studies involving 300 million students, into what works best in education. Focus was placed on planning for actions and services that have the potential to considerably accelerate or accelerate student achievement to address the CA School Dashboard indicators that are Red or Orange (Suspension Rate, Attendance, Math, and English Language Arts). The leadership team

developed strategies for leading the school improvement process and creating a results orientation and making connections with other systems to improve alignment and focus. This plan was presented to the Board of Directors for approval a regularly scheduled board meeting.

The leadership team determined, with Board approval, that the funds would be used for the following: Develop comprehensive and supportive Career Pathways for our students, offering more college and career counseling, as well as building a direct bridge between high school and post-graduate paths such as career, community college, vocational school, or four-year universities. Provide professional development opportunities with Social Emotional Learning for our staff. Provide professional development opportunities with teacher coaching for our staff. Implement benchmark assessments and monitor all students toward academic achievement and increase the graduation rate. Provide full intervention programs within the curriculum and structure of the school to ensure the success of each and every student, including those with special needs, assisting them toward graduation.

Monitoring and Evaluating Effectiveness

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

With regard to our college and career counseling and guidance, the LEA will monitor the effectiveness regularly throughout the year and in May. We will maintain an ongoing list of students who are on track to graduate and those who are preparing for college or careers. In May we will evaluate this program's success based on both our graduation rate and our college going rate. We expect to have over 90% graduation rate. Out of the students who are interested in going to college, we expect to have over 90% of them accepted and registered to attend in the fall. To evaluate our Saturday school and intervention programs, we will monitor the progress of the students involved and analyze their performance at the end of the year using local assessment data. While this year is again unpredictable and very challenging for many of our families, we believe that these programs will give the students support and that their grades and scores will improve over the course of the year.

Engaging Educational Partners

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

Parents:
Parents were given surveys to capture their input. During the SSC/ELAC meeting the LCAP was gone over with the parents.

Teachers/other staff:
Staff members received the LCAP information in a staff meeting where the LCAP was reviewed with them. The staff was then asked for feedback based upon the review with them, and they were asked to give input via a Google form.

Students:
Students were asked to fill out the LCAP form questionnaire via a Google form.

Mixed Groups:
The SSC/ELAC committee reviewed the LCAP and was asked to provide feedback. The group was able to go over the LCAP section by section having it translated verbally in Spanish. A public hearing was held on 5/9/22. Leadership team considered all input, summarized it by group, and ensured that trends from input of each group are addressed in the plan. Board adopted the plan on 6/6/22.

A summary of the feedback provided by specific educational partners.

TBD

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

Parents:
For next year we have included in the budget tutoring monies to offer online tutoring.

Teachers/other staff:
BayTech staff will continue to receive support through professional development, and also coaching.

Students:
BayTech students stated they appreciated the tutoring, and they will be able to continue using it for the next school year.

Mixed Groups:

BayTech plans on continuing working with Parent Square and Aeries to continue to support parent communication.

Goals and Actions

Goal

Goal #	Description
1	Provide rigorous instruction customized to challenge and meet the needs of all students in order to prepare them with 21st Century college and career ready skills.

An explanation of why the LEA has developed this goal.

The 2019 CA Dashboard shows our students in Orange for English Language Arts achievement and Red for Math. We must increase these achievement levels in order to ensure our students are prepared for college and career.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
% of teachers fully credentialed and appropriately placed (CCTC)	100%	Teacher credentialing and assignment data release delayed by CDE			100%
% of student access to Standards Based Instructional Materials for use at home and at school(SARC)	100%	100%			100%
% of students meeting growth targets on iReady math and reading tests (6-12)	Winter 2020-21 data: Grade-Reading/Math 6 49% 34% 7 53% 49% 8 35% 46% 9 29% 39%				All students on grade level will grow one grade level per year. All students below grade level will grow two grade levels per year.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	10 16% 12% 11 6% 6% 12 20% 19%				
% meeting or exceeding standards on ELA and Math CAASPP, schoolwide and for all subgroups	2018-19 SBAC: ELA % met/exceeded standard All Students: 22.4 SED: 20.8 EL: 0 Black or African American: 15.4 Hispanic: 24.5 Math % met/exceeded standard All students: 11.4 SED: 12.8 EL: 2.9 Black or African American: 13.7 Hispanic: 10 2019-20 CAASPP testing cancelled	Students did not test in 2021			ELA % met/exceeded standard All Students: 51 SED: 50 EL: 28 Black or African American: 43 Hispanic: 52 Math % met/exceeded standard All students: 50 SED: 52 EL: 42 Black or African American: 53 Hispanic: 49
% meeting or exceeding standards on CAST	2018-19 11.25% Meeting or Exceeding standards	Students did not test in 2021			50%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
% of graduates meeting UC/CSU entrance requirements	2019-20 4-Yr Cohort Graduates: 85% satisfied UC/CSU entrance requirements	100% Data Year: 2020-21 Data Source: DataQuest Four-Year Adjusted Cohort Graduation Rate			100%
% of students college ready as assessed by EAP/CAASPP	2018-19: ELA: 19.23% Ready or Conditionally Ready 34.62% Not Yet Ready 46.15% Not Ready Math: 7.69% Ready or Conditionally Ready 11.54% Not Yet Ready 80.77% Not Ready	Students did not test in 2021			ELA: 60% Math: 50%
% of AP exam participants scoring a 3 or higher	Baseline 0	0			N/A We encourage students to pursue dual enrollment options.
% enrollment in courses required by the state for middle and high school	100%	100%			100%
% of students participating in dual enrollment courses	Baseline 19-20 10%	2021-22 3% Source: SIS Enrollment Data			25%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
% of EL Students improving at least on level on ELPAC (Dashboard ELPI)	2018-19: 48.8%	ELPI not produced by CDE in 2021 due to the pandemic			77%
EL Reclassification rate	2018-19: 6.2% 2019-20: 0%	2020-21: 1.8%			15%

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Curriculum & Instruction	<p>Bay Area Technology will provide standards-aligned curriculum and instructional materials to all students to ensure each student has access to a rigorous curriculum that provides the knowledge and skills to become college and career ready.</p> <p>Curriculum:</p> <ul style="list-style-type: none"> • All Grades: CPM Math • 8-12: No Red Ink writing program • 7/8: Ready Curriculum • Standards Plus ELA and math for grades 6-8 • Project Lead the Way, STEM curriculum <p>Instructional strategies</p> <ul style="list-style-type: none"> • School-wide Reading for Comprehension Program, focusing on common strategies across teachers • Google Classroom 	\$16,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
1.2	English Language Development	<p>Integrated ELD in Core classes Advanced Humanities provides ELD Support with opportunities for advancement in English Learning Proficiency (Designated ELD classes) Cracking the Code Teacher Professional Development on Language acquisition strategies Avid Excel techniques (22-23 AVID training and implementation 23-24)</p>	\$104,333.00	Yes
1.3	Multi-Tiered System of Support	<ul style="list-style-type: none"> • Daily tutoring at lunch and after school and staff member to support students daily before school • Teacher aides in classrooms • Data Analysis • Daily Reading Period and Eagle period after lunch for adaptive technology • Bay Tech Scholars provide reading support for students • Humanities for Middle School students who are reading below grade level (non SPED, non ELD): Classes will be taught by the Reading Intervention teacher (Pre-teach reteach of math and English) - Ms. Ah • Intervention program for MS & HS (Rhyme Magic Phonics Program) • dyslexia screener • phonics-based reading intervention 	\$263,400.00	Yes
1.4	Adaptive Online Resources	<p>Bay Area Technology teachers will use adaptive supplemental online content and support to meet the individual needs of our Low Income, English Learners, Foster and Homeless Youth to maximize academic growth.</p>	\$134,500.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>All Grades: I-Ready – adaptive testing in reading and math All Grades: ReadWorks – reading comprehension program IXL Edmentum LexPlore 9-12: IXL - adaptive and used daily during Eagle period to see placement for students</p>		
1.5	College Preparatory Program	<p>Bay Area Technology provides a high-quality college preparatory program with the necessary supports to ensure our Low Income, English Learners, Foster and Homeless Youth develop the mindset of college-going students and have the support they need to become college ready.</p> <ul style="list-style-type: none"> • HS counselor focused on college/career readiness, contacting parents, and supporting at-risk students (Not in 21-22) (Feldman) • Practice college admissions testing (PSAT) for high school students • College visits or additional enrichment activities St. Mary’s, SFSU, Merritt, etc. • Online college level classes through Saylor.org • Dual-enrollment courses taught by existing faculty • Dean of Students (Ryan Hughes) to provide graduation coaching for all 11th/12th graders, individual college/career plans tracking credits and credit recovery plans where needed, Academic monitoring and intervention, including Saturday School. 	\$229,800.00	Yes

Action #	Title	Description	Total Funds	Contributing
1.6	Broad Course of Study	Bay Area Technology will ensure all students are enrolled in a broad course of study that includes Arts, Technology, Leadership, and Health, and Physical Education.	\$86,371.00	No
1.7	P.D. & Coaching	<p>Bay Area Technology will ensure high quality instruction to all students by providing staff professional development and coaching.</p> <p>Coaching:</p> <ul style="list-style-type: none"> • Performance coach and BTSA coaches for teachers <p>Training:</p> <ul style="list-style-type: none"> • MTSS differentiation • Language acquisition training using Avid Excel techniques • Trauma-informed instruction from SELPA • Ready Curriculum and i-Ready • CPM training for math teacher • Project Lead the Way training for Science teachers • Crisis prevention training 	\$33,500.00	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.

All actions were implemented without any substantive differences between what was planned and what was implemented.

Successes: CPM implementation has been a success. For example, during our charter authorizer visit, the math classes were observed with students working in groups to investigate a problem. They understand the process to work together and solve a problem together. The school's experienced CPM teacher has successfully supported strong implementation.

Challenges: Project Lead the Way implementation has been a challenge due to the staff member who received the summer training leaving early in the school year. The use of technology associated with the Project Lead the Way program was a challenge at the beginning of the year.

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

The differences between Budgeted Expenditures and Estimated Actual Expenditures for Curriculum and Instruction and Adaptive Online Resources is due to the fact that these purchases were completed during the 2021 fiscal year and did not need to be paid for again during fiscal year 2022.

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

The College Preparatory action has been successful based on 100% of 2020-21 graduates having completed the A-G requirements. The effectiveness of the ELD action is unclear since we do not have any data specific to English Learner progress since the students have returned to in-person instruction. We expect to have data for analysis next year. The broad course of study action has been effective with 100% of our students enrolled in a broad course of study. The Curriculum & Instruction action has been effective with 100% of student with access to Standards Based Instructional Materials for use at home and at school. The effectiveness of the Multi-Tiered System of Support, Adaptive Online Resources, Professional Development and Coaching actions is unclear due to the lack of state testing data. Local data indicates.....

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

There were no changes made to the planned goal, metrics, or desired outcomes for the coming year. There were slight programmatic shifts this year that were made to meet students needs in returning to full in-person instruction and those shifts are reflected in slight changes to each action description.

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

Goals and Actions

Goal

Goal #	Description
2	Foster a sense of school connectedness among all stakeholders, including parents, staff, students, authorizer, and community to increase engagement and student achievement.

An explanation of why the LEA has developed this goal.

The 2019 CA Dashboard is Orange for All students and numerically significant subgroups. Fostering a sense of community will increase student engagement which will increase regular attendance.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Cohort Graduation rate (Dashboard)	2019-20: 83.3%	All: 87.1% Af Am: 91.7% Hisp: 84.2% SED: 88.5% Data Year: 2020-21 Data Source: DataQuest Four-Year Adjusted Cohort Graduation Rate			98%
HS Drop Out Rate	2019-20: 16.7%	All: 9.7% Af Am: 8.3% Hisp: 10.5% SED: 7.7% Data Year: 2020-21 Data Source: DataQuest Four-Year Adjusted Cohort Outcome			1%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Attendance rate	2019-20: 96.97%				>96%
Chronic absence rate	2018-19: 14.4%	All Students: 15.9% EL: 20.7% SED: 15.8% SWD: 20.6% African American: 19% Hispanic/Latinx: 13.5% Data Year: 2020-21 Data Source: DataQuest Chronic Absenteeism Rate			<8%
% of staff trained in use of adopted programs, instructional strategies and communication in virtual and on-site training.	100%	100% Data Year: 2021-22 Data Source: PD agenda and sign-in sheets			100%
% of parents satisfied and comfortable with technology resources, tools, communication, and access	20-21: 70%				75%
% of students satisfied and comfortable with technology resources, tools, communication, and feeling that they have a voice	20-21: 60%				70%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
% of parents participating in parent education events, school events and activities.	19-20: 75%				100%
# of family engagement events	7 per year				12 per year
% of parents involved in school activities (Orientations, Parent Teacher Conferences, Parent Club Meetings)	20-21: 75%				75%
% of Parents involved in decision making (School Site Council, ELAC, Surveys, etc.)	20-21 5%				5-10%

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	Attendance Initiatives	<p>Tiered Re-Engagement System</p> <ul style="list-style-type: none"> Award and incentivize attendance and punctuality. Students receive points for reading class in the morning when they arrive on time in dress code. During reading period, principal awards attendance certificates monthly and recognizes on BayTech social media. CARE team calls home when students are absent to ensure they have the supports they need to get to school daily. When students are at-risk of Chronic Absence, parents are invited in for parent conferences. Saturday School 	\$58,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
2.2	Parent Engagement	Bay Area Technology will provide Parent Education and Engagement Events that specifically benefit low income students and English Learners because the parents of these students often do not have previous college, institutional knowledge; or technological skills to provide support for their children.	\$27,000.00	Yes
2.3	Communication	<p>Bay Area Technology will provide and support a robust system of stakeholder communication processes and tools to foster strong relationships between family and the school.</p> <ul style="list-style-type: none"> • Middle Years newsletter, to support parents of middle school students • Parent meetings for SPED transition from district • Apptegy and Parent Square communication tools (texts, emails, robocalls) • Aeries Parent Portal for communication and online enrollment • Postcards and good news phone calls to communicate when students are doing well • Translation services by office staff • Social Media Rep manages Instagram, Facebook, and Twitter 	\$69,700.00	Yes
2.4	Student Engagement	<p>Bay Area Technology will provide a broad range of enrichment and spirit activities for all students to foster positive school culture and student engagement.</p> <ul style="list-style-type: none"> • Supplemental Transportation for school and school activities • Sports • Clubs • After-school program • Field trips: shows, museums • History months (Black, Hispanic, Middle Eastern, etc.) 	\$35,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<ul style="list-style-type: none"> • Spirit Week • Talent show • Awards ceremonies & Honor roll • Grad Night • Peer Mentoring program where high school students mentor middle school students 		

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.

All actions were implemented as planned, except field trips were not taken as planned due to the pandemic.

Successes: Consistent communication with families and community members about safety protocols has led to families/community feeling comfortable with coming to school resulting in standing room only for our in-person orientation and full bleachers for Science Fair.

Challenges: The pandemic continues to make it difficult to hold parent and student engagement events. Some parents are still reluctant to come to in-person events. We are still holding regular parent meetings online.

Student attendance has also been a challenge and it is improving as the school year progresses.

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 difference between Budgeted Expenditures and Estimated Actual Expenditures in the Student Engagement action occurred because we were not able to take planned field trips due to the pandemic.

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

The student engagement action is effective as evidenced by an increase in graduation rate and reduction in high school drop out rate when compared to 2019-20. The Communication and Parent Engagement actions' effectiveness is evidenced by family participation at school events and survey results showing a high percentage of parents feeling connected to the school community. The effectiveness of the Attendance Initiatives action is unclear because this year was out of the ordinary in terms of student/family illness, the need to quarantine if exposed etc. Next year, hopefully we will better be able to evaluate the effectiveness of this action.

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

There were no changes made to the planned goal, metrics, or desired outcomes for the coming year. There were slight programmatic shifts this year that were made to meet students needs in returning to full in-person instruction and those shifts are reflected in slight changes to each action description.

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

Goals and Actions

Goal

Goal #	Description
3	Provide an attractive, clean, safe and inviting place for the school community, so students feel socially and emotionally supported and have a secure learning environment, free from physical, emotional, and digital harassment.

An explanation of why the LEA has developed this goal.

The 2019 CA Dashboard shows Red for suspensions for All students and numerically significant subgroups. Students with appropriate social and emotional support are less likely to engage in negative behaviors that can lead to suspensions.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Suspension Rate	2019-20: 8.1%	All students: 0.3% EL: 0% SED: 0.3% SWD: 1.4% African American: 0% Hispanic/Latinx: 0.4% Data Year: 2020-21 Data Source: DataQuest Suspension Rate			<2%
Expulsion Rate	2019-20: 0.0%	0% schoolwide and for all student groups Data Year: 2020-21 Data Source: DataQuest Expulsion Rate			0.0%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Student survey: % of students who feel safe and connected at school	20-21 83% felt connected to friends at school 90% felt connected to staff member(s)				100%
Parent Survey: % of parents satisfied with school safety and connectedness	20-21 70%				90%
Staff Survey: % of staff satisfied with school safety and connectedness	20-21: 90%				95%
% Compliance on Site Inspections (SARC)	2019-20: 100%	100% Data Year: 2020-21 Data Source: 2021 CA School Dashboard Local Indicators			100%

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	Daily Anchoring Program	Bay Area Technology utilizes a schedule that provides time for students to engage in social emotional learning, individualized instruction, and to calm. This provides the foundation for the school program and allows for consistent communication with students anchoring them for the school day. 3 Pillars defined schedule:	\$9,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>Pillar 1 – School-wide Reading Program at start of day; breakfast (6-8) or extended first period (9-12) reading time, when all students read the same book from the Stanford Reading Book List and Developing Character through Literature</p> <p>Pillar 2 – Adaptive technology by level, not age group, after lunch in English and Math</p> <p>Pillar 3 – Eagle Take-Off period to reset for the day and promote calm and serenity</p>		
3.2	BayTech Bridge Program	<p>BayTech will provide a Bridge Program during the summer for our incoming sixth and seventh graders for two weeks with a focus on study skills, scholar expectations, and fun camp activities.</p> <ul style="list-style-type: none"> • Team Building activities • Enrichment Activities • High School students as Camp Leaders • Diagnostic testing, orientation, school tours • Field trips • Study skills and Scholar expectations 		Yes
3.3	Social Emotional Support	<p>Bay Area Technology provides robust mental wellness, social emotional learning, and safety resources including the following:</p> <ul style="list-style-type: none"> • Intern middle school counselor • School Psychologist • CARE Team • Staff mentors for students to provide a safe person to talk to • E-Therapy online counseling to provide SPED counseling • Stop It: 2-way communication for suicide prevention and to report bullying • GoGuardian filtering and monitoring software to make sure students are viewing appropriate content on the web; alerts staff/parents of students who are most at risk of suicide 	\$138,500.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<ul style="list-style-type: none"> • Puberty Education program • Foster and Homeless Youth Toolkits 		
3.4	Tier I SEL & Behavioral Supports	<p>For students who are struggling with behavior issues, Bay Area Technology will employ a robust system of supports:</p> <ul style="list-style-type: none"> • Home visits by campus security representative (CARE Team) to discuss student behavior and build relationships • Coach and Intervention specialist • Mediations provided by Dean 	\$123,800.00	No
3.5	Health & Safety	<p>To ensure the health and safety of our campus, we will ensure students have access to a school nurse and through community partnerships, we will provide access to additional health services. We will also employ a School Site Supervisor who oversees all facilities maintenance and improvements.</p>	\$219,000.00	No

Goal Analysis [2021-22]

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

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

All actions were implemented as planned.

Successes: The school has done a fantastic job of responding to the social emotional challenges of life and the pandemic. The Bay Tech Bridge program was a huge success during the summer with all of our middle school students participating because they all needed to be reoriented to being on campus. We partnered with Higher Ground to provide team building activities each day. We were celebrated on the news as one of the first organizations opening schools in the community during the pandemic. We received positive feedback from parents about comfort level of attending during pandemic.

Challenges: More staff would be helpful for supporting positive student behavior. There was an increase in student misbehavior at the beginning of the year, but the school responded and positive behaviors have increased. Personnel shortages across all areas of school staffing have created challenges this year.

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

TBD - funds shifted due to the adjusting to student needs and additional funding sources.

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

The effectiveness of the Daily Anchoring program, Bay Tech Bridge Program, Social Emotional Support, Tier 1 Social Emotional and Behavior Supports, and Health and Safety is evidenced by low suspension and expulsion rates, positive family, student, and staff survey results, and compliance on facility inspection reports.

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

There were no changes made to the planned goal, metrics, or desired outcomes for the coming year. There were slight programmatic shifts this year that were made to meet students needs in returning to full in-person instruction and those shifts are reflected in slight changes to each action description.

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

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

Projected LCFF Supplemental and/or Concentration Grants	Projected Additional LCFF Concentration Grant (15 percent)
822,938	409066

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
26.93%	0.73%	\$40,779.89	27.66%

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.

Bay Tech is increasing services for unduplicated pupils through the following LEA-wide actions:

A- Academic Growth and Achievement

Needs, Conditions, Circumstances

In reviewing the 2019 ELA and Math performance of our English Learners and Socioeconomically Disadvantaged students, we find that both groups are at Orange level for ELA and that our Socioeconomically Disadvantaged students and English Learners performed at the Red level in Math.

Actions

Based on a review of data, we have designed the 21-24 LCAP to implement strategies that effectively address learning gaps where needed while promoting rigorous grade level instruction. We have selected a variety of curricular and instructional resources, supported by appropriate technology, that allow students to learn and practice both at grade level and with personalized content to fill gaps and advance

skills. We provide a college preparatory program to ensure our students are on track for and supported in applying for college. Our professional development helps ensure continuous improvement of teaching practice.

Curriculum and Instruction

Multi-Tiered System of Support

Adaptive Online Resources

College Preparatory Program

Professional Development & Coaching

Expected Outcomes

By implementing the identified actions, we will ensure steady growth in our academic outcomes, such as SBAC ELA and Math, English Learner Progress, Reclassification rates. Current targets aim for at least approximately 30 points growth within the next three years for both ELA and Math (see expected outcomes in Goal 1), and 30 points' growth in the English Learner Progress Indicator and steady improvement each year (3pt+) in our reclassification rate. We plan to use interim assessment data to gauge progress throughout the year.

B- Student & Family Engagement

Needs, Conditions, Circumstances

In order to achieve our academic growth and achievement goals, we know that parents are critical partners in the endeavor. We know that parents of our socioeconomically disadvantaged students may benefit from additional opportunities that increase their ability to support their students' learning, to ensure high attendance, to advocate for their needs and prepare to successfully navigate the systems in high school and college. Parents of English Learners benefit from additional outreach to support their students in English Language Development. We also know that in order to be successful, we need to provide additional communication, in languages other than English where needed, and that the school needs continual parent input to inform plans.

Actions

Attendance Initiatives

Parent Engagement

Communication

Student Engagement

Expected Outcomes

By implementing a comprehensive Student and Family Engagement program, we hope to achieve our goals in academic growth and achievement, described above. We hope to maintain high attendance and decrease chronic absenteeism to less than 8% by 2024. We also believe this work will support us in achieving our goals in climate and culture, described in the plan and below. We will measure progress in our family engagement efforts by specific indicators around parent perceptions of their opportunities for input, connectedness to school, and participation in various events and opportunities.

C- Climate and Culture

Needs, Conditions, Circumstances

In 2019, our Socioeconomically disadvantaged students and English Learners had a suspension rate in the Red level. We improved in this area over 2019-20, with an overall rate of 8.11% suspension and zero expulsions. In 20-21, 83% of students reported feeling safe and connected based on climate survey data.

Actions

Based on the data, we see positive signs of the impact of our efforts to foster a positive culture and climate in support of students both holistically and academically. Key components of these additional efforts include a Daily Anchoring Program, the BayTech Bridge Program, Social Emotional Support, and Tier I SEL and Behavioral Supports.

Daily Anchoring Program

BayTech Bridge Program

Social Emotional Support

Expected Outcomes

By implementing strategic actions in support of culture and climate, we hope to achieve our goals in academic growth and achievement, described above, and to achieve a low suspension rate and positive indicators that students feel safe and connected to the Century Community Charter School community.

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

Limited Actions

English Language Development increases the support and resources directed to English Learners to help them achieve English Language Proficiency and to reclassify at high rates. We had medium performance in 2019 on the English Learner Progress Indicator, with 48.8 % of students making progress towards English language proficiency. English Learner progress is an identified need with 33.9% scoring on the 2021 ELPAC Summative Level 3 or 4 and a 1.8% English Learner reclassification rate.

By implementing the identified actions, we will ensure steady growth in our academic outcomes such as English Learner Progress and reclassification rates. Current targets aim for growth in the English Learner Progress Indicator and steady improvement each year (3pt+) in our reclassification rate. We plan to use interim assessment data to gauge progress throughout the year.

LEA-Wide Actions

- Curriculum and Instruction
- Multi-Tiered System of Support
- Adaptive Online Resources
- College Preparatory Program
- Professional Development & Coaching
- Attendance Initiatives
- Parent Engagement
- Communication
- Student Engagement
- Daily Anchoring Program
- BayTech Bridge Program
- Social Emotional Support
- Daily Anchoring Program
- BayTech Bridge Program
- Social Emotional Support

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.

TBD

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

2022-23 Total Expenditures Table

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	\$798,199.00	\$239,705.00	\$10,000.00	\$500,000.00	\$1,547,904.00	\$1,029,904.00	\$518,000.00

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1.1	Curriculum & Instruction	English Learners Foster Youth Low Income	\$16,000.00				\$16,000.00
1	1.2	English Language Development	English Learners	\$70,128.00	\$34,205.00			\$104,333.00
1	1.3	Multi-Tiered System of Support	English Learners Foster Youth Low Income	\$225,000.00			\$38,400.00	\$263,400.00
1	1.4	Adaptive Online Resources	English Learners Foster Youth Low Income	\$36,000.00	\$43,500.00		\$55,000.00	\$134,500.00
1	1.5	College Preparatory Program	English Learners Foster Youth Low Income	\$102,000.00	\$84,000.00		\$43,800.00	\$229,800.00
1	1.6	Broad Course of Study	All	\$76,371.00		\$10,000.00		\$86,371.00
1	1.7	P.D. & Coaching	English Learners Foster Youth Low Income	\$3,500.00			\$30,000.00	\$33,500.00
2	2.1	Attendance Initiatives	English Learners Foster Youth Low Income	\$55,000.00	\$3,000.00			\$58,000.00
2	2.2	Parent Engagement	English Learners Foster Youth Low Income	\$27,000.00				\$27,000.00
2	2.3	Communication	English Learners Foster Youth Low Income	\$69,700.00				\$69,700.00

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
2	2.4	Student Engagement	English Learners Foster Youth Low Income	\$35,000.00				\$35,000.00
3	3.1	Daily Anchoring Program	English Learners Foster Youth Low Income	\$9,000.00				\$9,000.00
3	3.2	BayTech Bridge Program	English Learners Foster Youth Low Income					
3	3.3	Social Emotional Support	English Learners	\$63,500.00	\$75,000.00			\$138,500.00
3	3.4	Tier I SEL & Behavioral Supports	All				\$123,800.00	\$123,800.00
3	3.5	Health & Safety	All	\$10,000.00			\$209,000.00	\$219,000.00

2022-23 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
3055704	822,938	26.93%	0.73%	27.66%	\$711,828.00	0.00%	23.30%	Total:	\$711,828.00
								LEA-wide Total:	\$711,828.00
								Limited Total:	\$0.00
								Schoolwide Total:	\$0.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1.1	Curriculum & Instruction	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$16,000.00	
1	1.2	English Language Development	Yes	LEA-wide	English Learners	All Schools	\$70,128.00	
1	1.3	Multi-Tiered System of Support	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$225,000.00	
1	1.4	Adaptive Online Resources	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$36,000.00	
1	1.5	College Preparatory Program	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$102,000.00	
1	1.7	P.D. & Coaching	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$3,500.00	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
2	2.1	Attendance Initiatives	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$55,000.00	
2	2.2	Parent Engagement	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$27,000.00	
2	2.3	Communication	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$69,700.00	
2	2.4	Student Engagement	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$35,000.00	
3	3.1	Daily Anchoring Program	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$9,000.00	
3	3.2	BayTech Bridge Program	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		
3	3.3	Social Emotional Support	Yes	LEA-wide	English Learners	All Schools	\$63,500.00	
3	3.4	Tier I SEL & Behavioral Supports				All Schools		

2021-22 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	\$1,744,050.00	\$1,545,691.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1.1	Curriculum & Instruction	No	\$45,000.00	\$13,150
1	1.2	English Language Development	Yes	\$202,811.00	\$192,811
1	1.3	Multi-Tiered System of Support	Yes	\$85,000.00	\$90,000
1	1.4	Adaptive Online Resources	Yes	\$90,405.00	\$56,400
1	1.5	College Preparatory Program	Yes	\$116,357.00	\$116,357
1	1.6	Broad Course of Study	No	\$199,040.00	\$200,200
1	1.7	P.D. & Coaching	Yes	\$212,705.00	\$189,550
2	2.1	Attendance Initiatives	Yes	\$37,000.00	\$33,869
2	2.2	Parent Engagement	Yes	\$93,500.00	\$95,582
2	2.3	Communication	Yes	\$43,000.00	\$45,209

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
2	2.4	Student Engagement	No	\$38,000.00	\$21,000
3	3.1	Daily Anchoring Program	Yes	\$6,000.00	\$8,000
3	3.2	BayTech Bridge Program	Yes	\$150,000.00	\$84,563
3	3.3	Social Emotional Support	Yes	\$155,232.00	\$114,000
3	3.4	Tier I SEL & Behavioral Supports	Yes	\$120,000.00	\$130,000
3	3.5	Health & Safety	No	\$150,000.00	\$155,000

2021-22 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
\$808,965	\$828,716.00	\$788,371.00	\$40,345.00	0.00%	0.00%	0.00%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.2	English Language Development	Yes	\$202,811.00	\$192,811		
1	1.3	Multi-Tiered System of Support	Yes	\$45,000.00	\$45,000		
1	1.4	Adaptive Online Resources	Yes	\$85,405.00	\$51,400		
1	1.5	College Preparatory Program	Yes	\$75,000.00	\$75,000		
1	1.7	P.D. & Coaching	Yes	\$4,000.00	\$6,500		
2	2.1	Attendance Initiatives	Yes	\$37,000.00	\$33,869		
2	2.2	Parent Engagement	Yes	\$93,500.00	\$95,582		
2	2.3	Communication	Yes	\$43,000.00	\$45,209		
3	3.1	Daily Anchoring Program	Yes	\$6,000.00	\$8,000		
3	3.2	BayTech Bridge Program	Yes	\$150,000.00	\$150,000		
3	3.3	Social Emotional Support	Yes	\$57,000.00	\$55,000		
3	3.4	Tier I SEL & Behavioral Supports	Yes	\$30,000.00	\$30,000.00		

2021-22 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
\$2,793,143	\$808,965	0.73%	29.69%	\$788,371.00	0.00%	28.23%	\$40,779.89	1.46%

Instructions

[Plan Summary](#)

[Engaging Educational Partners](#)

[Goals and Actions](#)

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

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

Introduction and Instructions

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

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

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning (California *Education Code* [EC] Section 52064[e][1]). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students.
- **Meaningful Engagement of Educational Partners:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful engagement (EC Section 52064[e][1]). Local educational partners possess valuable perspectives and insights about an LEA's programs and services. Effective strategic planning will incorporate these perspectives and insights in order to identify potential goals and actions to be included in the LCAP.
- **Accountability and Compliance:** The LCAP serves an important accountability function because aspects of the LCAP template require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:
 - Demonstrating that LEAs are increasing or improving services for foster youth, English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (EC Section 52064[b][4-6]).
 - Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (EC sections 52064[b][1] and [2]).
 - Annually reviewing and updating the LCAP to reflect progress toward the goals (EC Section 52064[b][7]).

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

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

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

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

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

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

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

Engaging Educational Partners

Purpose

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

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

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

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

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

Requirements and Instructions

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

Local Control and Accountability Plan:

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

- a) Presented the local control and accountability plan to the parent advisory committee in accordance with Education Code section 52062(a)(1) or 52068(a)(1), as appropriate.
- b) If applicable, presented the local control and accountability plan to the English learner parent advisory committee, in accordance with Education Code section 52062(a)(2) or 52068(a)(2), as appropriate.

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

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

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

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

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

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

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

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

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

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

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

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

Focus Goal(s)

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

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

Broad Goal

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

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

Maintenance of Progress Goal

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

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

Required Goals

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

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

- **Consistently low-performing student group(s) goal requirement:** An LEA meeting the consistently low-performing student group(s) criteria must include a goal in its LCAP focused on improving the performance of the student group or groups that led to the LEA’s eligibility for Differentiated

Assistance. This goal must include metrics, outcomes, actions, and expenditures specific to addressing the needs of, and improving outcomes for, this student group or groups. An LEA required to address multiple student groups is not required to have a goal to address each student group; however, each student group must be specifically addressed in the goal. This requirement may not be met by combining this required goal with another goal.

- **Goal Description:** Describe the outcomes the LEA plans to achieve to address the needs of, and improve outcomes for, the student group or groups that led to the LEA's eligibility for Differentiated Assistance.
- **Explanation of why the LEA has developed this goal:** Explain why the LEA is required to develop this goal, including identifying the student group(s) that lead to the LEA being required to develop this goal, how the actions and associated metrics included in this goal differ from previous efforts to improve outcomes for the student group(s), and why the LEA believes the actions, metrics, and expenditures included in this goal will help achieve the outcomes identified in the goal description.

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

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

Measuring and Reporting Results:

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

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

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

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

Complete the table as follows:

- **Metric:** Indicate how progress is being measured using a metric.
- **Baseline:** Enter the baseline when completing the LCAP for 2021–22. As described above, the baseline is the most recent data associated with a metric. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 1 Outcome:** When completing the LCAP for 2022–23, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 2 Outcome:** When completing the LCAP for 2023–24, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 3 Outcome:** When completing the LCAP for 2024–25, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above. The 2024–25 LCAP will be the first year in the next three-year cycle. Completing this column will be part of the Annual Update for that year.
- **Desired Outcome for 2023–24:** When completing the first year of the LCAP, enter the desired outcome for the relevant metric the LEA expects to achieve by the end of the 2023–24 LCAP year.

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

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

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

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

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

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

Goal Analysis:

Enter the LCAP Year.

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

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

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

Purpose

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

Requirements and Instructions

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

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

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

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

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

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

Required Descriptions:

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

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

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

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

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

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

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

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

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

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

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

For School Districts Only:

Actions Provided on an LEA-Wide Basis:

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

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

Actions Provided on a Schoolwide Basis:

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

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

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

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

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

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

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

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

Provide the following descriptions, as applicable to the LEA:

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

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

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

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

Complete the table as follows:

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

Action Tables

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

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

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

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

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

Data Entry Table

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

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

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

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

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

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

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

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

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

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

LCFF Carryover Table

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

- **10. Total Percentage to Increase or Improve Services for the Current School Year:** This percentage will not be entered. The percentage is calculated based on the amounts of the Estimated Actual LCFF Base Grant (9) and the Estimated Actual LCFF Supplemental and/or Concentration Grants (6), pursuant to 5 CCR Section 15496(a)(8), plus the LCFF Carryover – Percentage from the prior year. This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the current LCAP year.

Calculations in the Action Tables

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

Contributing Actions Table

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

Contributing Actions Annual Update Table

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

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

- 7. Total Estimated Actual Expenditures for Contributing Actions
 - This amount is the total of the Estimated Actual Expenditures for Contributing Actions (LCFF Funds)
- Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)
 - This amount is the Total Estimated Actual Expenditures for Contributing Actions (7) subtracted from the Total Planned Contributing Expenditures (4)
- 5. Total Planned Percentage of Improved Services (%)
 - This amount is the total of the Planned Percentage of Improved Services column
- 8. Total Estimated Actual Percentage of Improved Services (%)
 - This amount is the total of the Estimated Actual Percentage of Improved Services column
- Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)
 - This amount is the Total Planned Percentage of Improved Services (5) subtracted from the Total Estimated Actual Percentage of Improved Services (8)

LCFF Carryover Table

- 10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)
 - This percentage is the Estimated Actual LCFF Supplemental and/or Concentration Grants (6) divided by the Estimated Actual LCFF Base Grant (9) plus the LCFF Carryover – Percentage from the prior year.
- 11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)
 - This percentage is the Total Estimated Actual Expenditures for Contributing Actions (7) divided by the LCFF Funding (9), then converting the quotient to a percentage and adding the Total Estimated Actual Percentage of Improved Services (8).
- 12. LCFF Carryover — Dollar Amount LCFF Carryover (Subtract 11 from 10 and multiply by 9)
 - If the Estimated Actual Percentage of Increased or Improved Services (11) is less than the Estimated Actual Percentage to Increase or Improve Services (10), the LEA is required to carry over LCFF funds.

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

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

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