

LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: STREAM Charter School

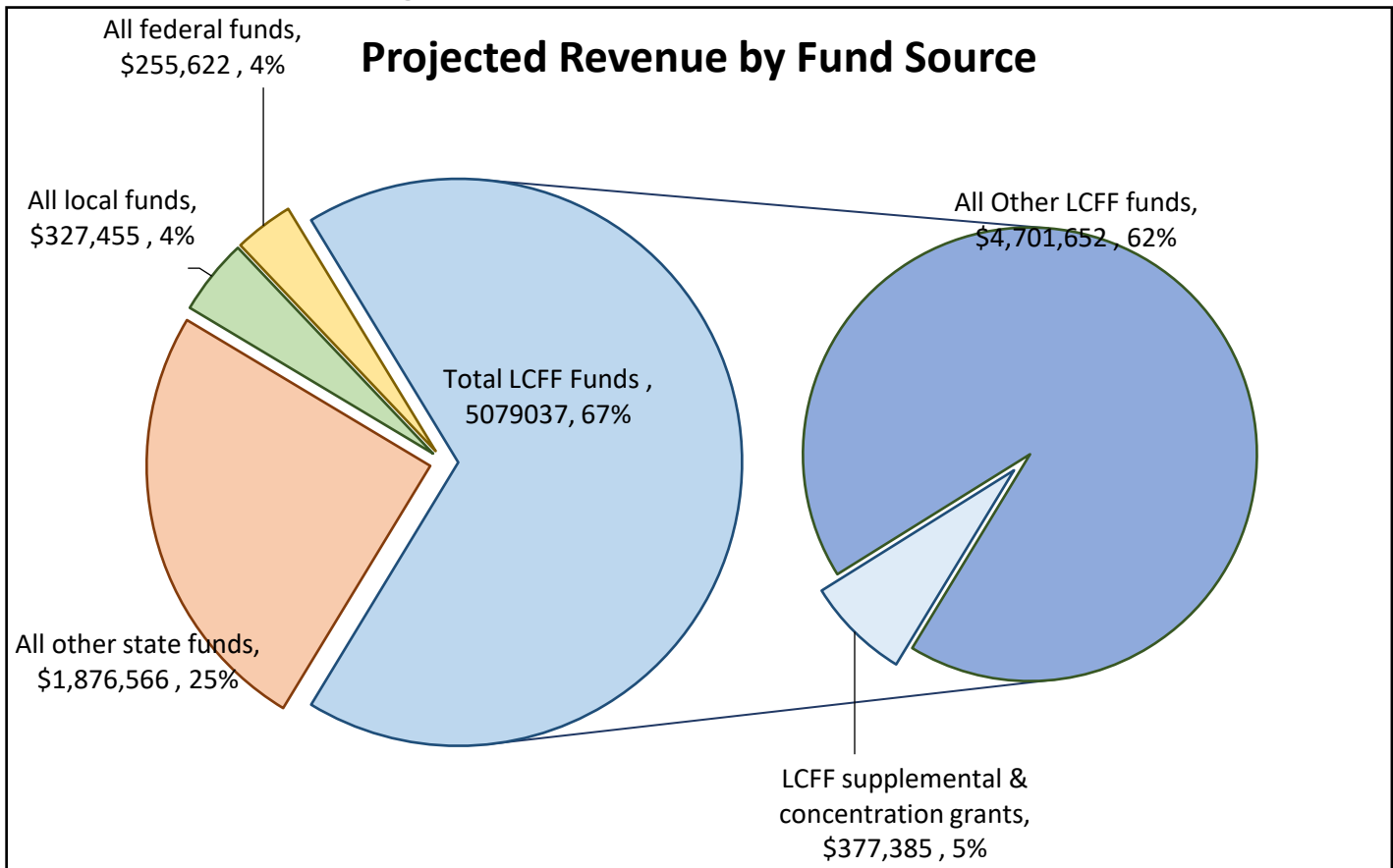
CDS Code: 04 61507 0129577

School Year: 2023-24

LEA contact information: Don Phillips; 530-534-1633; dphillips@streamcharter.net

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 2023-24 School Year

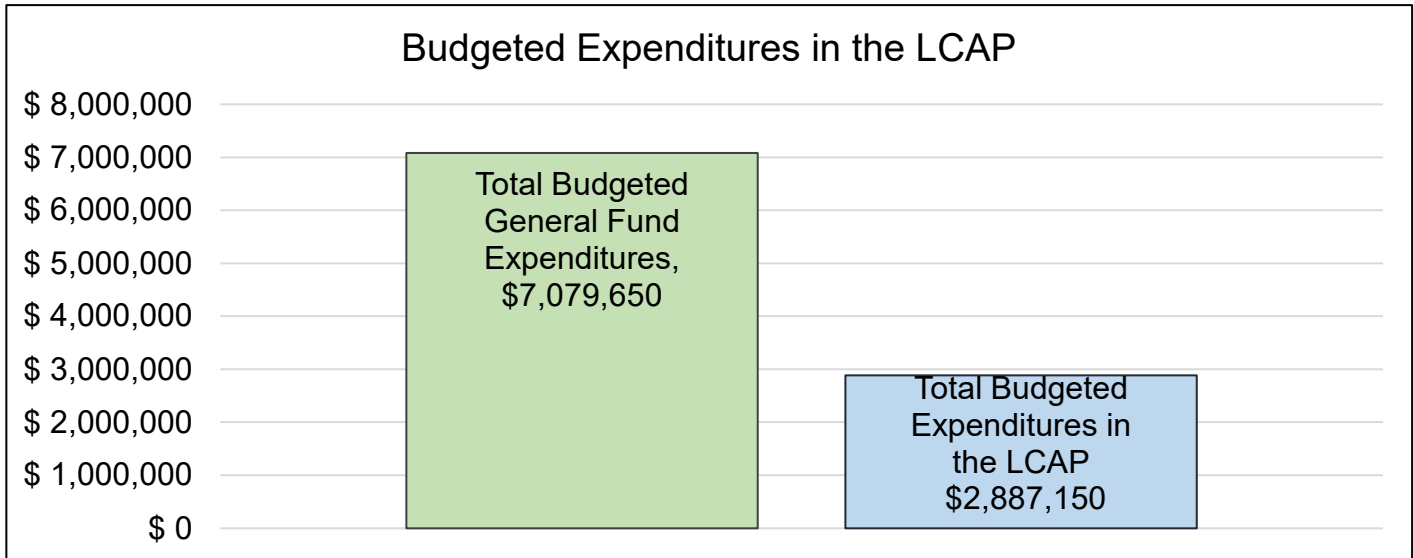


This chart shows the total general purpose revenue STREAM Charter School expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for STREAM Charter School is \$7,538,680.00, of which \$5,079,037.00 is Local Control Funding Formula (LCFF), \$1,876,566.00 is other state funds, \$327,455.00 is local funds, and \$255,622.00 is federal funds. Of the \$5,079,037.00 in LCFF Funds, \$377,385.00 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

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



This chart provides a quick summary of how much STREAM Charter School plans to spend for 2023-24. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: STREAM Charter School plans to spend \$7,079,650.00 for the 2023-24 school year. Of that amount, \$2,887,150.00 is tied to actions/services in the LCAP and \$4,192,500.00 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

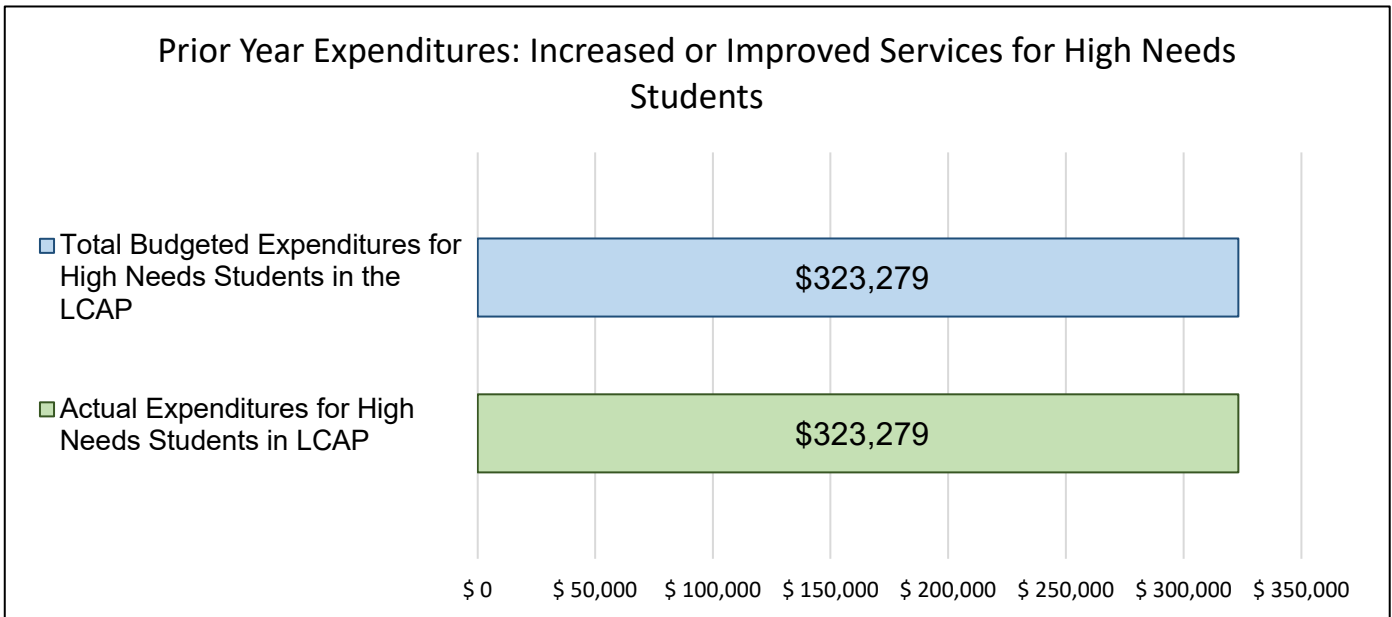
utilities, internet, postage, oversight fees, back office services and administrative and operational salaries

Increased or Improved Services for High Needs Students in the LCAP for the 2023-24 School Year

In 2023-24, STREAM Charter School is projecting it will receive \$377,385.00 based on the enrollment of foster youth, English learner, and low-income students. STREAM Charter School must describe how it intends to increase or improve services for high needs students in the LCAP. STREAM Charter School plans to spend \$493,512.00 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2022-23



This chart compares what STREAM Charter School budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what STREAM Charter 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 2022-23, STREAM Charter School's LCAP budgeted \$323,279.00 for planned actions to increase or improve services for high needs students. STREAM Charter School actually spent \$323,279.00 for actions to increase or improve services for high needs students in 2022-23.

Local Control and Accountability Plan

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
STREAM Charter School	Don Phillips Director	dphillips@streamcharter.net (530) 534-1633

Plan Summary 2023-24

General Information

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

STREAM Charter School serves approximately 286 transitional kindergarten through eighth grade students, primarily in the greater Oroville area of Butte County since 2014. Our educational model emphasizes problem and project-based, inquiry learning and a collaborative and equitable approach to educating youth in a technology rich environment. STREAM emphasizes Science, Technology, Reading, Engineering, Arts, and Mathematics. We believe that a strong foundation in science and mathematics provides a critical component to a successful 21st century life and career. Our model integrates technology, literacy, and the arts throughout the curriculum. Students begin learning to code in Kindergarten and continue to grow throughout their time at STREAM. This integrated learning provides support that meets the varied needs of all students.

In 2021-22, STREAM served 310 total students with diverse needs and backgrounds; approximately 130 (42%) students qualify for Free or Reduced Lunch; 10 (3.3%) students are English Learners; and 3 (1%) are Reclassified Fluent English Proficient. In addition, about 46 (14.8%) students qualify for Special Education services. The LCFF unduplicated percentage is approximately 38.47% in three-year average. Approximately, 57% of STREAM’s students identify as being White, 15% as two or more races, 11% as Hispanic, and 8% as Asian.

With the addition of six new classrooms in 2022-23, STREAM expects enrollment to grow to 430 students next year providing an opportunity to attend to the many students on our waiting list.

In the 2022-23 school year, our school was identified for Additional Targeted Support and Improvement (ATSI). This means that based on the data from the 2022 California School Dashboard, Hispanic/Latino students were in the lowest status level for all but one of the state indicators. This plan will address ways to improve our school and student outcomes for Hispanic/Latino students in particular, based on a needs assessment and identification of resource inequities. 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.

STREAM Charter School is proud of its very low suspension rate on the 2022 CA Dashboard. We attribute this to the school climate action and we are committed to continuing to provide a positive environment for all students.

We are also proud of our High achievement for our students who are two or more races in both Math and English Language Arts achievement in 2021-22. We attribute this to our rigorous curriculum and comprehensive progress monitoring. We will continue to support all students to ensure that all they continue to achieve academically.

The positive culture at STREAM has been highlighted through survey results which demonstrate that 85% of parents feel connected to the school community and 94% report awareness of opportunities for parental input into decision-making. Students and teachers have also given positive feedback with 83% of students responding that they feel safe, respected and a sense of belonging, and 91% of teachers reporting that they feel safe and connected to the school 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.

Based on the 2022 CA Dashboard, the school has identified needs based on the Medium Status for all students and White students, Low Status for socioeconomically disadvantaged students and Very Low Status for students with disabilities in English Language Arts achievement. Likewise, the data showed Medium Status for all students and White students, and Low Status for socioeconomically disadvantaged students and students with disabilities in Math achievement. To address this need, the school will utilize diverse instructional methods and curricula and regular assessments to monitor student progress. The school will continue to provide small group and 1 on 1 interventions to academically support its student population. In addition, we plan to increase our intervention efforts by hiring a staff person to serve as a liaison between the General Education and Special Education departments to ensure a coordinated effort for students with disabilities.

Chronic absenteeism is also an identified need with a High or Very High status for all students and all numerically significant subgroups on the 2022 CA Dashboard. The pandemic made regular attendance very challenging for many of our students in 2021-22. We anticipate a reduction in the Chronic Absence rate for 2022-23 and 2023-24 based on the improvement in the pandemic conditions and our parent involvement/outreach efforts.

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 2022-23 we will continue the specific actions undertaken to address the varied academic and social-emotional needs of our students.

GOAL 1: STREAM will support learning and achievement with a collaborative, project-based educational model. In terms of student achievement (Goal 1), we will continue providing a comprehensive standards-aligned instructional program in conjunction with a comprehensive assessment system. We will use the results of assessments to differentiate instruction within classrooms and to inform our system of intervention. Teachers will be supported through professional development to implement our curriculum and instructional model, including specific support for new teachers, and a comprehensive system of teacher observation and coaching. We will provide systemic English Language Development for our English learners and a long-term independent study program for students and families with unique needs.

GOAL 2: STREAM fosters a sense of community by providing a healthy, safe, and thriving school environment. In terms of our work to maintain a positive culture and climate (Goal 2), students are supported in Social Emotional Learning as well as supportive practices in behavior, attendance, and student activities as well as a clean and safe environment. We implement a comprehensive Positive Behavior Supports and Intervention program schoolwide and incorporate mental health supports into our program. Families will be supported to participate actively in the life of the school and their child’s education through frequent communications, events, family education and volunteer opportunities, as well as opportunities for input. We foster a sense of connection with our larger community with participation in community events and provide informational materials about our school.

GOAL 3: STREAM provides access to challenging, STEM-based technology-enhanced curriculum, arts, and activities. In terms of offering a broad course of study (Goal 3), all students participate in a visual and performing Arts program and learn 21st century skills to ensure they are prepared to participate in college and careers. Students also have opportunities to participate in enrichment opportunities such as our Million Word Reader Program, field trips and working in our school garden.

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.

STREAM is a single school LEA that is not 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.

STREAM is a single school LEA that is not eligible for comprehensive support and improvement.

Monitoring and Evaluating Effectiveness

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

STREAM is a single school LEA that is not eligible for comprehensive support and improvement.

Engaging Educational Partners

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

- Parents were given the opportunity to fill out a feedback survey on April 12 and May 10. The Parent Advisory Council met monthly throughout the year.
- Teachers, Staff, and Admin were provided with a survey **March 11** and **April 29**. Teachers and other staff provided feedback during monthly staff meetings and check-ins.
- Students were given the opportunity to fill out a feedback survey on **March 31** and **April 4** and they had opportunities to provide survey input regarding their experience, perspectives, and needs.
- Our Board of Directors meets monthly as a public hearing with the opportunity for public comment. We promoted parent participation in public meetings and public hearings through Bloomz messaging, our website and agenda posting. Virtual meetings conducted via video conference had telephone call-in access. We provided translation as needed.
- Our SELPA provided feedback informally throughout the year.

STREAM evaluated its stakeholder engagement opportunities and determined tribes, civil rights organizations, foster youth, and children who are incarcerated are neither present nor served by STREAM. Likewise, STREAM teachers and personnel are not represented by a local bargaining unit.

A summary of the feedback provided by specific educational partners.

The following information will be provided in the Final Draft:

Parents expressed satisfaction with

Teachers/School Staff/Administrators shared the strength of

Students shared satisfaction with

Our SELPA shared satisfaction

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

Based on our educational partner feedback, we are going to continue implementing the program as previously planned.

Goals and Actions

Goal 1

Goal #	Description
1	STREAM will support learning and achievement with a collaborative, project-based educational model.

An explanation of why the LEA has developed this goal.

We are proud of the academic growth of our students, but there is more room to grow, specifically for our low income, English Learners, Students with Disabilities, and Hispanic student subgroups. The 2019 CA Dashboard was Orange for Low Income students in Math achievement.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
% teachers appropriately credentialed & assigned	100% Data Year: 2020-21 Data Source: Dashboard Fall 2021	100% Data Year: 2021-22 Data Source: Dashboard Fall 2022	100% Data Year: 2022-23 Data Source: Dashboard Fall 2023		100% Data Year: 2023-24 Data Source: Dashboard 2024
% students with access to standards-aligned instructional materials	100% Data Year: 2020-21 Data Source: Local	100% Data Year: 2021-22 Data Source: Local	100% Data Year: 2022-23 Data Source: Local		100% Data Year: 2023-24 Data Source: Local
% of staff is peer observed/evaluated	100% Data Year: 2020-21 Data Source: Local	100% Data Year: 2021-22 Data Source: Local	100% Data Year: 2022-23 Data Source: Local		100% Data Year: 2023-24 Data Source: Local

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
% of students with a B or above GPA	76% Data Year: 2020-21 Data Source: Local	76% Data Year: 2021-22 Data Source: Local	57% Data Year: 2022-23 Data Source: Local		88% Data Year: 2023-24 Data Source: Local
% of students Meeting or Exceeding Standard on benchmark testing (Math and ELA) across rounds for students	60% ELA 55% Math Data Year: 2020-21 Data Source: Local	63% ELA 52% Math Data Year: 2021-22 Data Source: Local	79% ELA 75% Math Data Year: 2022-23 Data Source: Local		60% ELA 55% Math Data Year: 2023-24 Data Source: Local
% of students demonstrating proficient or advanced on problem solving skills based on PBL rubrics	70% Data Year: 2020-21 Data Source: Local	76% Data Year: 2021-22 Data Source: Local	77% Data Year: 2022-23		78% Data Year: 2023-24 Data Source: Local

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
% of students Meeting or Exceeding Standard on CAASPP in English Language Arts for all students and all numerically significant subgroups	% meeting/exceeding ELA standards All students: 60.9 SED: 56.5 Hispanic/Latino: 45.5 Two or More Races: 66.7 White: 65.1 Data Year: 2018-19 Data Source: CA Dashboard	All: 52.5% SED: 40.3% SWD: 8.3% Hisp: 33.3% Two or more: 58.3% White: 56.8% Data Year: Spring 2021 Data Source: DataQuest	All: 49.54% SED: 44.3% SWD: 10% Asian: 60% Hisp: 30.77% Two or more: 64.10% White: 50% Data Year 2021-22 Data Source: CA Dashboard		All students: 81 SED: 77 Hispanic/Latino: 66 Two or More Races: 87 White: 85 Data Year: 2022-23 Data Source: CA Dashboard

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
% of students Meeting or Exceeding Standard on CAASPP Mathematics for all students and all numerically significant subgroups	% meeting/exceeding Math standards All students: 53.1 SED: 40 Hispanic/Latino: 40.9 Two or More Races: 48.5 White: 57.6 Data Year: 2018-19 Data Source: CA Dashboard	All: 36.5% SED: 22.6% SWD: 8.3% Hisp: 18.5% Two or more: 33.3% White: 43.2% Data Year: Spring 2021 Data Source: DataQuest	All: 43.98% SED: 43.18% SWD: 23.24% Asian: 46.67% Hisp: 19.23% Two or more: 51.28% White: 48.36% Data Year 2021-22 Data Source: CA Dashboard		All students: 73 SED: 60 Hispanic/Latino: 61 Two or More Races: 69 White: 78 Data Year: 2022-23 Data Source: CA Dashboard
% of students improved on English learner testing (ELPAC Summative)	No data reported - not a numerically significant subgroup Data Year: 2019-20 Data Source: CA Dashboard	Level 3 or 4: 54.4% Proficient: 18.2% ELPI not provided for 2021 Data Year: 2020-21 Data Source: ELPAC Summative	No data reported- not a numerically significant subgroup Data Year: 2021-22 Data Source: CA Dashboard		70% Data Year: 2022-23 Data Source: CA Dashboard
Reclassification rate	2018-19: 16.7% 2019-20: 0.0% Data Year: 2019-20 Data Source: DataQuest	16.7% Data Year: 2020-21 Data Source: DataQuest	Data release delayed by CDE Data Year: 2021-22 Data Source: DataQuest		15% Data Year: 2022-23 Data Source: DataQuest

Actions

Action #	Title	Description	Total Funds	Contributing
1	Teacher hiring and retention	STREAM will hire and retain appropriately-assigned and fully credentialed teachers to ensure students receive high quality instruction by setting high expectations for teachers, forging personal connection, promoting the creation of instructor-designed activities that are meaningful to students, providing competitive salaries and funds to purchase classroom supplies, and coordinating with the CTC for certification.	\$1,260,190	N
2	Teacher PD and Coaching	<p>STREAM will ensure high quality instruction to all students by providing staff professional development and coaching.</p> <ul style="list-style-type: none"> ● Classroom observations ● PD and monthly staff conversations ● Mentors for new teachers – participate in induction ● Online training via El Dorado COE Charter SELPA 3 times a year; once in person ● External Conferences including CUE and CAFE ● Instructional Partners grant ● We Climb- Master Teachers complete observations and give feedback 	\$131,503	N

Action #	Title	Description	Total Funds	Contributing
3	Standards-aligned Curriculum & Assessment	<p>STREAM will provide standards-aligned curriculum and assessments to all students to ensure each student has access to a rigorous curriculum and appropriate instructional materials. Students with specific needs will have access to supplemental curriculum resources to address their specific needs.</p> <ul style="list-style-type: none"> ● Freckle (Two core subjects) ● Mathletics ● Accelerated Reader and Math ● Fountas & Pinnell ● Barton Assessment with primary students ● Track My Progress Benchmarking ● Google Classroom Suite ● Science lab materials ● Delta and Foss- Mystery Science ● Amplify Reading and Math ● PASS- SEL Screener 	\$88,014	N
4	English Language Development	<p>STREAM will provide English Learners with ELD so that they can progress on the ELPAC and reclassify as Fluent English Proficient.</p> <ul style="list-style-type: none"> ● Web-based or in-person ELD training ● Freckle & Brainpop - Integrated supports ● K-4: 40 min & 5-8: 30 min daily small group or one-on-one intervention (provided by interventionists, classroom aides, SPED specialists) - Designated supports ● PLCs once a month ● Lead Teacher to track services and reclassification for second language students ● Two teachers attended CAFE and brought back best practices to share with all the teachers and staff 	\$39,810	Y

Action #	Title	Description	Total Funds	Contributing
5	Interventions and Instructional Support	<p>STREAM will provide additional small group or one-on-one instruction for students with the highest academic needs in order to close the achievement gap between our subgroups of students.</p> <ul style="list-style-type: none"> ● Response to intervention program & daily intervention ● Intervention aide for struggling students works in small groups or on-on-one, moving from classroom to classroom throughout day ● Instructional aide assists with day-to-day tasks in classrooms ● After school program aide offers tutoring for students who are struggling ● Every class gets a three-tiered intervention program for forty minutes every day 	\$216,752	Y
6	Long-term Independent Study program	<p>STREAM will provide a long-term Independent Study program to support the needs of students with health issues or concerns</p> <ul style="list-style-type: none"> ● 3-5 and 6-8 programs, 1 full time teacher + aide for each group ● includes 1 on 1 time throughout day 	\$72,898	N

Goal Analysis for 2022-23

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

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

Overall the actions designed to support achievement of the goal were implemented as planned.

Successes with the action implementation process include that STREAM started the 22-23 school year fully staffed, a feat that most schools are unable to attain. We attribute this success to our strong reputation along with our location, which is in proximity to a university. We have a mix of teachers who are new to the profession and those who are more experienced.

Some challenges with implementation this year include that we had five teachers on maternity leave this year. Their absence made the cohesiveness of the instructional program more difficult, especially due to the shortage of available substitutes. Fortunately, our full-time elective teachers made it possible to cover these classrooms. We were also still able to provide prep time to all teachers. Another challenge

involved the addition of one hundred new students to STREAM this year, as they take some time to acclimate to the school culture. Still we are very proud that our school is in such high demand in our community.

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 the budgeted expenditures of \$80,056 and estimated actuals of \$93,244 for Action 2 Professional Development is due to the increase in opportunities for teachers to participate in external professional development conferences, and the fact that the teachers decided to take advantage of these opportunities to deepen their knowledge.

The difference between the budgeted expenditures of \$86,664 and estimated actuals of \$53,766 for Action 3 Curriculum and Assessment is due to the lower than projected need to replace technology now that students have returned to full in-person instruction.

The difference between the budgeted expenditures of \$214,034 and estimated actuals of \$165,822 for Action 4 Academic Intervention due to a number of staff members taking parental leaves this year.

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

The actions of Teacher Hiring and Retention and Teacher PD and Coaching were highly effective in achieving 100% of teachers appropriately credentialed & assigned, as well as 100% of staff being peer observed/evaluated in the school year.

The actions of Standards-aligned Curriculum & Assessment were highly effective in achieving 100% students with access to standards-aligned instructional materials.

The actions of Interventions, Instructional Support and the Long-term Independent Study program were highly effective in achievement regarding our local benchmark testing with 79% of students meeting or exceeding standard in ELA and 75% of students meeting or exceeding standard in Math. In addition, these actions were highly effective in achieving 77% of students scoring proficient or advanced on problem solving skills based on PBL rubrics. These actions were partially effective in achieving 57% of students with a B or above GPA. Additionally, these actions were somewhat effective in regards to CAASPP performance as 49.54% of students met or exceeded the standards on benchmark testing in ELA and 43.98% of students Met or Exceeded the Standard on benchmark testing in Math. Although scores have not returned to pre-pandemic levels, Math scores have increased since last year, and the majority of subgroups also improved in ELA. We expect 2023/24 scores to increase based on the intervention and strong instructional support programs implemented this year.

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, desired outcomes, or actions for the coming year.

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

Goal 2

Goal #	Description
2	STREAM Fosters a Sense of Community by providing a Healthy, Safe, and Thriving School Environment.

An explanation of why the LEA has developed this goal.

We are proud of our high daily attendance rate, but need our chronic absenteeism rate to decrease. Fostering student connection to the school community supports all students in regularly attending school.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Attendance rate	97.1% (as of 2/7/20) Data Year: 2020-21 Data Source: P-2	94% Data Year: 2021-22 Data Source: P-2	94.4% Data Year: 2022-23 Data Source: P-2		97% Data Year: 2023-24 Data Source: P-2

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Chronic absenteeism rate	2019-20: 4.8% 2018-19: 2.9% chronically absent (Dashboard) Data Year: 2020-21 Data Source: P-2	All students: 7.6% SED: 11.1% SWD: 6.8% Hispanic/Latino: 12.8% Two or More Races: 8.2% White: 5.9% Asian: 0% Data Year: 2020-21 Data Source: Dataquest	All students: 16.8% SED: 19.1% SWD: 20.8% Hispanic/Latino: 23.7% Two or More Races: 18.9% White: 17.3% Asian: 0% American Indian: 21.4% Data Year: 2021-22 Data Source: CA Dashboard		<1% Data Year: 2022-23 Data Source: Dataquest
% of parents check in each trimester on SIS grades	42% Data Year: 2020-21 Data Source: Local	55% Data Year: 2021-22 Data Source: Local	56% Data Year: 2022-23 Data Source: Local		50% Data Year: 2023-24 Data Source: Local
% of 1st-8th grade students participating in service-learning projects	100% Data Year: 2020-21 Data Source: Local	60% Data Year: 2021-22 Data Source: Local	60% Data Year: 2022-23 Data Source: Local		100% Data Year: 2023-24 Data Source: Local
Student survey: % with positive response to school safety and connectedness	Baseline Data Year: 2020-21 Data Source: Local Survey	100% Data Year: 2021-22 Data Source: Local Survey	78.3% Data Year: 2022-23 Data Source: Local Survey		>90% Data Year: 2023-24 Data Source: Local Survey

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Parent survey: % with positive response to school safety and connectedness	Baseline Data Year: 2020-21 Data Source: Local Survey	98% Data Year: 2021-22 Data Source: Local Survey	97% Data Year: 2022-23 Data Source: Local Survey		>90% Data Year: 2023-24 Data Source: Local Survey
Parent Survey: % with positive response to parents have leadership opportunities and influence on decision-making at their school.	Baseline Data Year: 2020-21 Data Source: Local Survey	80% Data Year: 2021-22 Data Source: Local Survey	96% Data Year: 2022-23 Data Source: Local Survey		>75% Data Year: 2023-24 Data Source: Local Survey
Teacher survey: % with positive response to school safety and connectedness	Baseline Data Year: 2020-21 Data Source: Local Survey	100% Data Year: 2021-22 Data Source: Local Survey	100% Data Year: 2022-23 Data Source: Local Survey		>90% Data Year: 2023-24 Data Source: Local Survey
Suspension Rate	2019-20 Suspensions: 0.3% Data Year: 2019-20 Data Source: DataQuest	All students 0.3% SED: 0.8% SWD: 2.2% Two or more Races: 2% Data Year: 2020-21 Data Source: DataQuest	All students: 0.3% SED: 0% SWD: 1.9% American Indian: 0% Asian: 0% Hispanic: 0% Two or more Races: 0% White: 0.6% Data Year: 2021-22 Data Source: CA Dashboard		<1% Data Year: 2023-24 Data Source: DataQuest

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Expulsion Rate	0% Data Year: 2019-20 Data Source: DataQuest	0% Data Year: 2020-21 Data Source: DataQuest	0% Data Year: 2021-22 Data Source: DataQuest		0% Data Year: 2023-24 Data Source: DataQuest
MS Dropout Rate	0% Data Year: 2019-20 Data Source: CALPADS 8.1C	0% Data Year: 2021-22 Data Source: CALPADS 8.1C	0% Data Year: 2022-23 Data Source: CALPADS 8.1C		0% Data Year: 2023-24 Data Source: CALPADS 8.1c
# of students on waitlist	410 for 2020-21 Data Year: 2020-21 Data Source: Local	Over 400 students Data Year: 2021-22 Data Source: Local	362 Data Year: 2022-23 Data Source: Local		Over 400 students Data Year: 2023-24 Data Source: Local
Re-enrollment rate	96.6% returning from 2018-19 to 2019-20 Data Year: 2020-21 Data Source: Local	98.40% Data Year: 2021-22 Data Source: Local	97.4% Data Year: 2022-23 Data Source: Local		97% Data Year: 2023-24 Data Source: Local

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
School facilities are maintained in good repair	Met: Good Repair Data Year: 2020-21 Data Source: SARC	Met: Good Repair Data Year: 2021-22 Data Source: SARC	Met: Good Repair Data Year: 2022-23 Data Source: SARC		Met: Good Repair Data Year: 2023-24 Data Source: SARC

Actions

Action #	Title	Description	Total Funds	Contributing
1	Parent Engagement	<p>STREAM will provide events to engage parents in the school community to foster a sense of connectedness with the school.</p> <ul style="list-style-type: none"> • Events: Showcase events, open house, monthly assemblies • Parent education event: seminars, events, programs • Parent volunteer opportunities: in classrooms, school events, field trips, overnight trips, fundraisers, etc. • Monthly Parent Club 	\$20,450	N
2	Parent Communication	<p>STREAM 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"> • Parent portal access & training (SIS) • Communication tools to send messages to student and families, including translation options, when applicable: robocall service • School catalog, student & parent handbooks, student planners 	\$162,945	Y

Action #	Title	Description	Total Funds	Contributing
3	Attendance Initiatives	<p>STREAM will utilize a systematic process to proactively prevent absences, monitor student attendance, and provide outreach using our tiered Re-engagement system.</p> <ul style="list-style-type: none"> ● Full-time attendance clerk ● Tiered re-engagement plan from LCP ● Attendance expectations, SARB, and tracking measures ● Short-term Independent Study 	\$143,829	N
4	Social Emotional and Behavioral Supports	<p>STREAM will provide curriculum and programs that foster Social Emotional Learning and a positive school culture.</p> <ul style="list-style-type: none"> ● Teacher-created SEL in every classroom (daily class meeting w/ SEL focus after morning announcements) ● STREAM logo shirts (1 provided free to all staff and students; additional as needed – passed down from graduates) ● Classroom and school-wide tiered PBIS discipline plan ● Dean of Students trained in PBIS and SEL ● School Psychologist ● MTSS conference for key staff ● STREAM Bucks -- “Caught Being Good” incentives with monthly rewards for students, Student of the Month, Pastry with the Principal ● Reading buddies- older students reading with younger students 	\$269,820	Y

Action #	Title	Description	Total Funds	Contributing
5	Community Engagement	<p>STREAM will participate in a variety of community events and use social media and brochures to forge a connection with the community in order to build partnerships and recruit a diverse student body.</p> <ul style="list-style-type: none"> • Booth at community events--Airport Fly-In, Feather Fiesta Days, Band plays in all community parades, Hooked on Fishing event booth, YMCA events • student involvement in community • brochures distribution in community (library, African-American Family Cultural Center; Hmong Cultural Center; local preschools) • Family Science Night 	\$10,000	N
6	Health/Safety/Facilities	<p>STREAM will maintain a safe and healthy school facility by updating the health and safety plan annually, conducting regular maintenance on the facility, including the fence and field, and providing PPE and equipment (masks, air purifiers, etc.) and janitorial services twice daily and between lunches.</p> <ul style="list-style-type: none"> • Additional outdoor classroom • New buildings & expanded playground and athletic field • Adding playground toilets 	\$132,136	N

Goal Analysis for 2022-23

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

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

Overall the actions designed to support achievement of the goal were implemented as planned, except we did not bring our classes to HOPE Center this year to support the homeless. The center had moved, and they were not ready for visitors immediately, but we will restart again next year.

Successes with the action implementation process include the accomplishment that our current ADA is close to 95%, even though most schools are still feeling the effects of the pandemic on attendance. Additionally, our newly constructed gym has been a great success, as

now students are able to get physical activity even in bad weather. We have also increased our playground space so that grades K-2, 3-5, and 6-8 can have their own devoted outdoor areas. Finally, we put in new grass on the field for the students to play on.

Some challenges with implementation this year include that the addition of one hundred new students caused us to need more space on campus. Our plan is to add modular classrooms to house Pre-K students.

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 the budgeted expenditures of \$8,212 and estimated actuals of \$5,998 for Action 1 Parent Engagement was due to a decreased need to provide parents tech support with the return to in-person instruction. For the parents of independent study students, they have received a great deal of tech support over the last several years, and no longer need support.

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

The actions of Parent Engagement and Parent Communication were highly effective in achieving an increased amount 56% of parents checking in each trimester on SIS grades as well as 97% of parents reporting a positive response to school safety and connectedness. Additionally, these actions were highly effective in achieving 96% of parents reporting a positive response to “parents have leadership opportunities and influence on decision-making at their school”.

The action of Attendance initiatives was highly effective in achieving the 94.4% overall Attendance rate, as well as a 0% MS Dropout rate. This action was less effective in achieving a 16.8% Chronic absenteeism rate. While we are still experiencing greater absences post-pandemic, we anticipate improvement in the coming year.

The action of Health/Safety/Facilities was highly effective in achieving a rating of “In good repair” for School facilities.

The action of Social Emotional and Behavioral Supports was somewhat effective in achieving 60% of 1st-8th grade students participating in service-learning projects and highly effective in achieving 78.3% students reporting a positive response to school safety and connectedness. Additionally, these actions were highly effective in achieving a 0.3% Suspension Rate, as well as a 0% Expulsion Rate. These actions contributed to a positive school culture, which was highly effective in achieving a 97.4% Re-enrollment rate. This action also was highly effective in achieving a strong staff culture, with 100% of teachers reporting a positive response to school safety and connectedness

The action of Community Engagement was highly effective in achieving 362 students on the waiting list.

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, desired outcomes, or actions for the coming year.

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

Goal 3

Goal #	Description
3	STREAM provides access to challenging, STEM-based technology-enhanced curriculum, arts, and activities.

An explanation of why the LEA has developed this goal.

Maintaining a school program that fosters the development of the whole child is integral to our instructional model. This especially benefits low income students who might not otherwise have access to the arts or technology.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
% of students participating in arts-embedded curriculum, music class, and P.E. class	100% Data Year: 2020-21 Data Source: Local	100% Data Year: 2021-22 Data Source: Local	100% Data Year: 2022-23 Data Source: Local		100% Data Year: 2023-24 Data Source: Local
% of students demonstrating arts and music knowledge through public demonstrations/celebrations	100% Data Year: 2020-21 Data Source: Local	100% Data Year: 2021-22 Data Source: Local	100% Data Year: 2022-23 Data Source: Local		100% Data Year: 2023-24 Data Source: Local

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
% of students will be in Healthy Fitness Zone for Aerobic Capacity	2018-19: 70% of students in Healthy Fitness Zone for Aerobic Capacity Data Source: PFT	PFT not administered in 2020-21 due to pandemic-related disruptions	Data Not Yet Available Data Year: 2021-22 Data Source: PFT		>75% Data Year: 2022-23 Data Source: PFT

Actions

Action #	Title	Description	Total Funds	Contributing
1	Visual and Performing Arts	<p>STREAM will provide Visual and Performing Arts instruction for all students to ensure a well-rounded student body with broad knowledge of the arts.</p> <ul style="list-style-type: none"> • Art lessons (Art Attack online curriculum) • Winter and Spring Showcase Events (rent theater and each grade level K-8) does a presentation) • Music classes K-2 Vocal and music movement; 3-4 Music reading and recorder/ukulele and school musical; 5th grade flute or trumpet; 6th beginning band; 7/8 Advanced band and perform in community events/parades 	\$83,805	N

Action #	Title	Description	Total Funds	Contributing
2	21 st Century Skills	<p>STREAM will provide 21st century skills instruction for all students to ensure students are college and career ready.</p> <ul style="list-style-type: none"> ● Project-Based Learning ● Fall Family Science Night ● Students are learning to code as early as Kindergarten ● Parent & student training on responsible digital citizenship and internet safety, including after-hours tech support ● Staff 21st century skills PD (technology training and Technology Certificate) ● Instructional technology: coding apps ● E-sports ● PD and supplemental training on 21st century skills to increase achievement for identified subgroups (technology training, PBL, CCSS aligned digital materials) ● Robotics competitions ● All students have an ipad and chromebook 	\$18,699	N

Action #	Title	Description	Total Funds	Contributing
3	Enrichment	<p>STREAM will provide a broad range of enrichment and spirit activities, as well as an engaging physical education program for all students to foster positive school culture and student engagement.</p> <ul style="list-style-type: none"> ● Physical education program ● Field trips <ul style="list-style-type: none"> i. At least 2 daytime field trips per class ii. 5th/6th 3-day science camp iii. 7th Oregon Shakespeare Festival & ScienceWorks museum iv. 8th weeklong Washington, D.C. ● Million Word Reader program (via Accelerated Reader)--Lunch with Teacher and Principal for small groups of students who reached a million words and milestones beyond one million. ● School Garden (K- butterfly garden; california poppies, irises; healthy foods (salsa parties), fruit trees) 	\$236,299	N

Goal Analysis for 2022-23

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

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

Overall the actions designed to support achievement of the goal were implemented as planned, except we will not be holding our Spring Family Maker Night this year.

Successes with the action implementation process include that we have expanded the technology department. We will also be adding six to eight technology teachers for next year. The addition of e-sports to the curriculum was also a huge success with thirty students participating. We have also expanded our robotics program and we had great participation with twenty students joining our teams.

Some challenges with implementation this year include that we have added so many new opportunities for students that need to be coordinated. We are building enrollment and constantly enhancing the program.

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

There are no material differences between Budgeted Expenditures and Estimated Actual Expenditures.

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

The actions of Visual and Performing Arts, 21st Century Skills, and Enrichment were highly effective in achieving 100% of students participating in arts-embedded curriculum, music class, and P.E. class and 100% of students demonstrating arts and music knowledge through public demonstrations/celebrations.

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, desired outcomes, or actions for the coming year.

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

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students for 2023-24

Projected LCFF Supplemental and/or Concentration Grants	Projected Additional LCFF Concentration Grant (15 percent)
\$377,385	\$0

Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
8%	0%	\$0	8%

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.

A- Academic Growth and Achievement

Needs, Conditions, Circumstances

Our English Learners were not a numerically significant subgroup so there is no data reported on the 2022 CA Dashboard. 44.3% of our Socioeconomically Disadvantaged students met or exceeded standards on the 2022 ELA CAASPP and 43.18% met or exceeded standards on the 2022 Math CAASPP.

Actions

Based on a review of data, we have designed the 21-24 LCAP to implement strategies that effectively address learning gaps where needed through Academic Intervention while promoting rigorous grade level instruction. By providing additional staffing and instructional materials through academic intervention we are increasing the quantity of support and materials available to our low income students, English learners and foster youth. We have a comprehensive program of English Language Development to ensure that our English Learners become proficient and are able to reclassify at high rates. By providing ELD-specific staffing and materials, we are increasing the quantity of support and materials available to our English Learners.

Academic Intervention

English Language Development

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 20 points growth within the next three years for both ELA and Math (see expected outcomes in Goal 1). We also aim to ensure that our English Learner progress is at 70% and our reclassification rate increases to 15% within the next three years. We plan to use internal assessment data to gauge progress throughout the year.

B- Student Engagement, Climate and Culture

Needs, Conditions, Circumstances

In 2022, our Socioeconomically disadvantaged students had a suspension rate at the Very Low level and a Chronic Absence rate at the High level at 19%.

Actions

Based on the data, we have designed the 2021-24 LCAP to implement strategies that effectively improve school culture and parent engagement. Key components of these additional efforts include actions to support regular attendance with our tiered re-engagement process. We have also incorporated a Social Emotional Learning program and Behavioral supports system utilizing a Multi Tiered System of Supports and positive behavior approach incentivizing good behavior with STREAM bucks. This system of supports includes providing STREAM spirit wear, reinforcing school culture and celebrating successes. Our teachers provide regular social emotional learning lessons to ensure our students overall well-being is supported. Mental Health supports are also provided as a way to support the well-being of our students and remove additional barriers to learning and engagement. Our Social Emotional and Behavioral Supports increases the amount of staffing devoted to ensuring a positive school climate and increased support for our Positive Behavioral Intervention Supports program, and to structure rewards for students as they contribute to the positive climate and culture.

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 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.

Social Emotional & Behavioral Support

Parent Communication

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 maintain low suspensions and positive indicators that students feel safe and connected to the STREAM community. We will also measure progress toward high attendance, and low chronic absenteeism. (see above). 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.

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

STREAM is increasing services 10.56% for unduplicated students through the following LEA-wide actions:

Goal 1, Action 4 English Language Development \$39,810 = .85%

Goal 1, Action 5 Academic Intervention \$133,757 = 2.86%

Goal 2, Action 2 Parent Communication 162,945= 3.49%

Goal 2, Action 4 Social Emotional and Behavioral Supports \$157,000 = 3.36%

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.

STREAM is a single school LEA with a less than 55% unduplicated pupil population that does not receive the additional concentration grant add-on funding.

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	N/A

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 certificated staff providing direct services to students	N/A	N/A

2023-24 Total Planned Expenditures Table

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	\$ 2,601,864	\$ 276,335	\$ -	\$ 8,951	2,887,150	\$ 2,378,280	\$ 508,871

Goal #	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1	Teacher Hiring & Retention	All	\$ 1,260,190	\$ -	\$ -	\$ -	\$ 1,260,190
1	2	Teacher Development	All	\$ 122,552	\$ -	\$ -	\$ 8,951	\$ 131,503
1	3	Curriculum & Assessment	All	\$ 88,014	\$ -	\$ -	\$ -	\$ 88,014
1	4	English Language Development	All	\$ 39,810	\$ -	\$ -	\$ -	\$ 39,810
1	5	Academic Intervention	All	\$ 133,757	\$ 82,995	\$ -	\$ -	\$ 216,752
1	6	Long-Term Independent Study	All	\$ 72,898	\$ -	\$ -	\$ -	\$ 72,898
2	1	Parent Engagement	All	\$ 20,450	\$ -	\$ -	\$ -	\$ 20,450
2	2	Parent Communication	All	\$ 162,945	\$ -	\$ -	\$ -	\$ 162,945
2	3	Attendance Initiatives	All	\$ 143,829	\$ -	\$ -	\$ -	\$ 143,829
2	4	Social Emotional & Behavioral Supports	All	\$ 157,000	\$ 112,820	\$ -	\$ -	\$ 269,820
2	5	Community Engagement	All	\$ 10,000	\$ -	\$ -	\$ -	\$ 10,000
2	6	Health & Safety & Facilities	All	\$ 132,136	\$ -	\$ -	\$ -	\$ 132,136
3	1	Visual & Performing Arts	All	\$ 3,285	\$ 80,520	\$ -	\$ -	\$ 83,805
3	2	21st Century Skills	All	\$ 18,699	\$ -	\$ -	\$ -	\$ 18,699
3	3	Additional Enrichment	All	\$ 236,299	\$ -	\$ -	\$ -	\$ 236,299

2023-24 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
\$ 4,672,908	\$ 377,385	8.08%	0.00%	8.08%	\$ 493,512	0.00%	10.56%	Total:	\$ 493,512
								LEA-wide Total:	\$ -
								Limited Total:	\$ 39,810
								Schoolwide Total:	\$ 453,702

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	4	English Language Development	Yes	Limited	English Learners	STREAM	\$ 39,810	0.00%
1	5	Academic Intervention	Yes	Schoolwide	All	STREAM	\$ 133,757	0.00%
2	2	Parent Communication	Yes	Schoolwide	All	STREAM	\$ 162,945	0.00%
2	4	Social Emotional & Behavioral Supports	Yes	Schoolwide	All	STREAM	\$ 157,000	0.00%

2022-23 Annual Update Table

Totals:	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Actual Expenditures (Total Funds)
Totals:	\$ 3,345,758.00	\$ 3,335,475.01

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1	Teacher Hiring & Retention	No	\$ 1,123,343	\$ 1,156,788
1	2	Teacher Development	No	\$ 80,056	\$ 93,244
1	3	Curriculum & Assessment	No	\$ 86,664	\$ 53,766
1	4	English Language Development	Yes	\$ 16,241	\$ 16,241
1	5	Academic Intervention	Yes	\$ 214,034	\$ 194,382
1	6	Long-Term Independent Study	No	\$ 60,272	\$ 53,368
2	1	Parent Engagement	No	\$ 8,212	\$ 5,998
2	2	Parent Communication	No	\$ 140,962	\$ 138,577
2	3	Attendance Initiatives	No	\$ 123,054	\$ 120,669
2	4	Social Emotional & Behavioral Supports	Yes	\$ 183,004	\$ 176,766
2	5	Community Engagement	No	\$ 2,000	\$ 2,000
2	6	Health & Safety & Facilities	No	\$ 992,900	\$ 1,023,663
3	1	Visual & Performing Arts	No	\$ 77,815	\$ 77,815
3	2	21st Century Skills	No	\$ 18,154	\$ 18,154
3	3	Additional Enrichment	No	\$ 219,047	\$ 204,047

2022-23 Contributing Actions Annual Update Table

6. Estimated Actual LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Actual Percentage of Improved Services (%)	Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)
\$ 318,159	\$ 323,279	\$ 323,279	\$0.00 - No Difference	0.00%	0.00%	0.00% - No Difference

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed 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	4	English Language Development	Yes	\$ 16,241	\$ 16,241.00	0.00%	0.00%
1	5	Academic Intervention	Yes	\$ 124,034	\$ 124,034.00	0.00%	0.00%
2	4	Social Emotional & Behavioral Supports	Yes	\$ 183,004	\$ 183,004	0.00%	0.00%

2022-23 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)
\$ 3,944,442	\$ 318,159	0.00%	8.07%	\$ 323,279	0.00%	8.20%	\$0.00 - No Carryover	0.00% - No Carryover

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]).

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

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

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

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

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

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

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

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

Engaging Educational Partners

Purpose

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

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

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

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

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

Requirements and Instructions

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

Local Control and Accountability Plan:

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

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

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

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

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

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

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

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

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

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

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

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

Focus Goal(s)

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

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

Broad Goal

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

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

Maintenance of Progress Goal

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

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

Required Goals

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

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

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

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

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

Measuring and Reporting Results:

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

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

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

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

Complete the table as follows:

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

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

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

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

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

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

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

Goal Analysis:

Enter the LCAP Year.

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

- Describe the overall implementation of the actions to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process. This must include any instance where the LEA did not implement a planned action or implemented a planned action in a manner that differs substantively from how it was described in the adopted LCAP.
- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures and between the Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services, as applicable. Minor variances in expenditures or percentages do not need to be addressed, and a dollar-for-dollar accounting is not required.
- Describe the effectiveness of the specific actions to achieve the articulated goal as measured by the LEA. In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal. When responding to this prompt, LEAs

may assess the effectiveness of a single action or group of actions within the goal in the context of performance on a single metric or group of specific metrics within the goal that are applicable to the action(s). Grouping actions with metrics will allow for more robust analysis of whether the strategy the LEA is using to impact a specified set of metrics is working and increase transparency for educational partners. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.

- Describe any changes made to this goal, expected outcomes, metrics, or actions to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard or other local data, as applicable.

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

Purpose

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

Requirements and Instructions

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

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

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

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

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

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

Required Descriptions:

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

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

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

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

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

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

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

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

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

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

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

For School Districts Only:

Actions Provided on an LEA-Wide Basis:

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

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

Actions Provided on a Schoolwide Basis:

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

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

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

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

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

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

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

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

Provide the following descriptions, as applicable to the LEA:

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

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

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

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

Complete the table as follows:

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

Action Tables

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

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

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

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

Data Entry Table

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

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

See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF apportionment calculations.
- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants the LEA estimates it will receive on the basis of the number and concentration of unduplicated students for the coming school year.
- **3. Projected Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected LCFF Base Grant and the Projected LCFF Supplemental and/or Concentration Grants, pursuant to 5 CCR Section 15496(a)(8). This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the coming LCAP year.
- **LCFF Carryover — Percentage:** Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table from the prior LCAP year. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).

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

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

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

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

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

LCFF Carryover Table

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

Calculations in the Action Tables

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

Contributing Actions Table

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

Contributing Actions Annual Update Table

Pursuant to EC Section 42238.07(c)(2), if the Total Planned Contributing Expenditures (4) is less than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the LEA is required to calculate the difference between the Total Planned Percentage of Improved Services (5) and the Total Estimated Actual Percentage of Improved Services (7). If the Total Planned Contributing Expenditures (4) is equal to or greater

than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the Difference Between Planned and Estimated Actual Percentage of Improved Services will display “Not Required.”

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

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

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

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