

LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Bullis Charter School

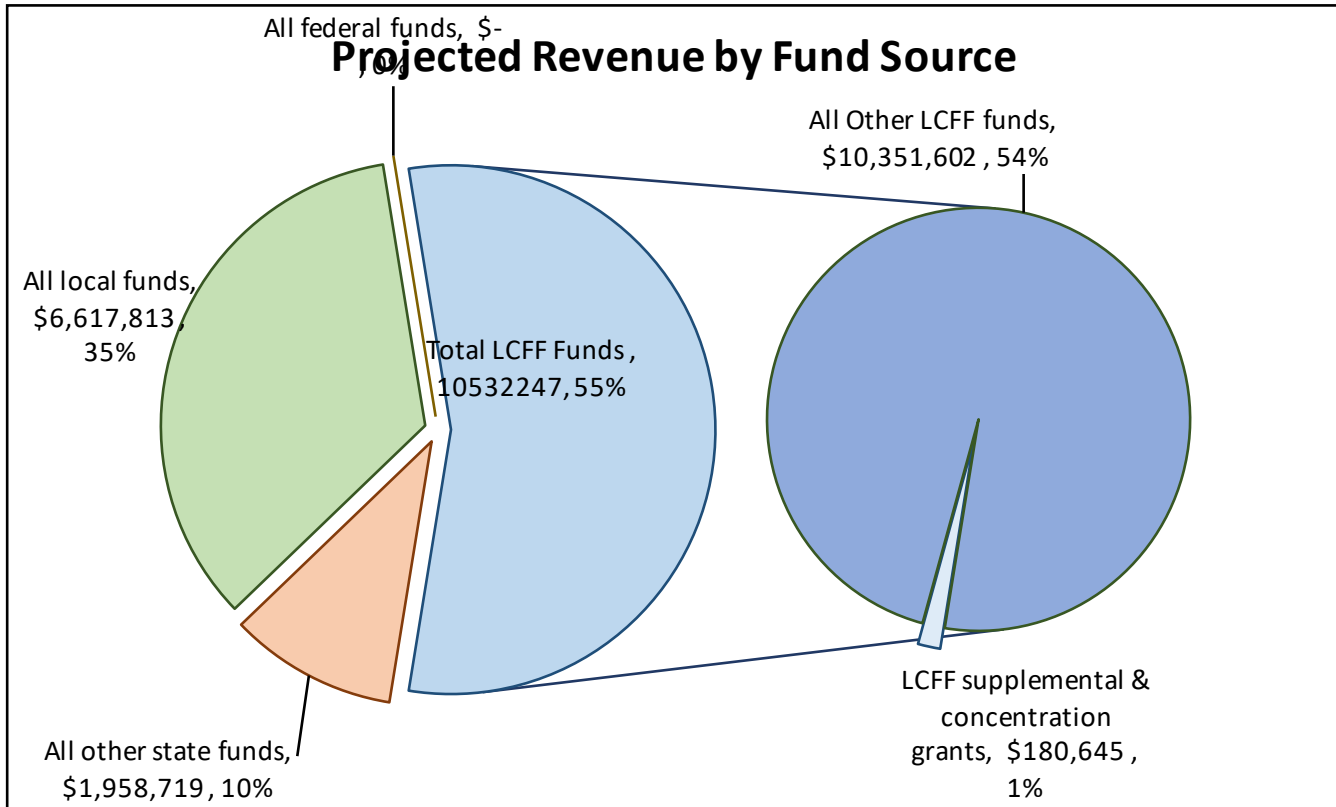
CDS Code: 43 10439 0106534

School Year: 2022 – 23

LEA contact information: Maureen Israel - Superintendent/Principal misrael@bullischarterschool.com

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 high needs students (foster youth, English learners, and low-income students).

Budget Overview for the 2022 – 23 School Year

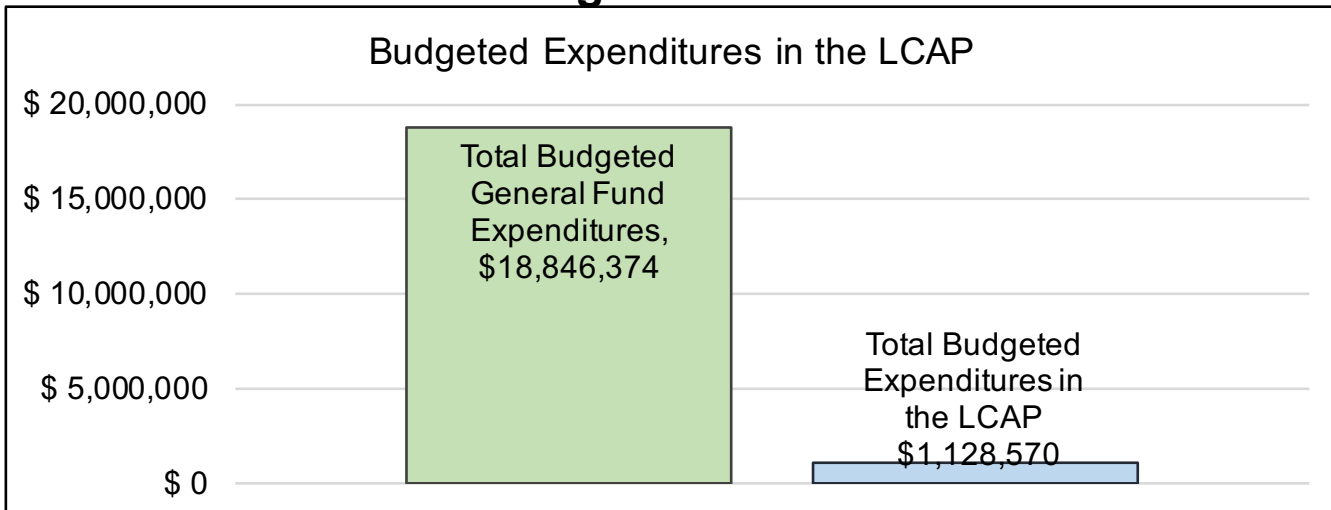


This chart shows the total general purpose revenue Bullis Charter School expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Bullis Charter School is \$19,108,779.00, of which \$10,532,247.00 is Local Control Funding Formula (LCFF), \$1,958,719.00 is other state funds, \$6,617,813.00 is local funds, and \$0.00 is federal funds. Of the \$10,532,247.00 in LCFF Funds, \$180,645.00 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

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

LCFF Budget Overview for Parents



This chart provides a quick summary of how much Bullis Charter School plans to spend for 2022 – 23. 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: Bullis Charter School plans to spend \$18,846,374.00 for the 2022 – 23 school year. Of that amount, \$1,128,570.00 is tied to actions/services in the LCAP and \$17,717,804.00 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

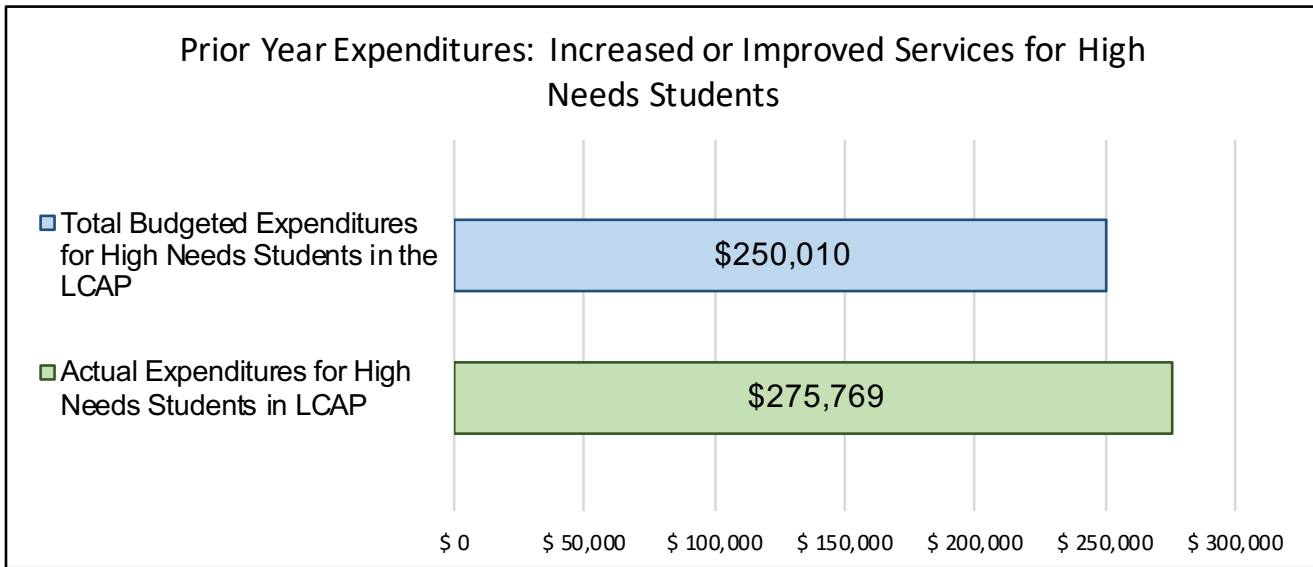
All additional general fund expenditures for the school year will contribute to teacher/staff salaries and to additional supplies/resources, professional learning, etc needed to keep the school operating on a daily basis.

Increased or Improved Services for High Needs Students in the LCAP for the 2022 – 23 School Year

In 2022 – 23, Bullis Charter School is projecting it will receive \$180,645.00 based on the enrollment of foster youth, English learner, and low-income students. Bullis Charter School must describe how it intends to increase or improve services for high needs students in the LCAP. Bullis Charter School plans to spend \$615,510.00 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 2021 – 22



This chart compares what Bullis 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 Bullis 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 2021 – 22, Bullis Charter School's LCAP budgeted \$250,010.00 for planned actions to increase or improve services for high needs students. Bullis Charter School actually spent \$275,769.00 for actions to increase or improve services for high needs students in 2021 – 22

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

| Local Educational Agency (LEA) Name | Contact Name and Title | Email and Phone |
|-------------------------------------|---|--|
| Bullis Charter School | Maureen Israel – Superintendent/Principal | misrael@bullischarterschool.com 650-947-4100 |

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

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

Entering the 2021-22 school year, Bullis Charter School received additional funding through the Extended Learning Opportunities grant (ELO) and the Educator Effectiveness Grant. Input on use of funds from a variety of education partners. This including reviewing questions, trends, and recommendations received from families during numerous town halls during the Spring of 2021. Our ELAC committee reviewed current supports for EL students and brainstormed opportunities for additional supports that could be beneficial.

Teachers identified curricula and classroom needs through monthly vertical team meetings and our Director of Teaching and Learning reviewed current curricular inventory to make recommendations and adjustments, in collaboration with our Director of Special Education.

Reviewing trends in parent and student referrals, our School Counselor provided suggestions on training and additional resources that could be beneficial for students.

On May 3, 2021, an ELO draft was reviewed by the board and public were able to comment.

On November 1, 2021, a public hearing was held on the Educator Effectiveness Grant.

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

Bullis did not receive any concentration grant add-on fund.

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

As noted above, Bullis has had multiple opportunities to engage educational partners in determining how best to spend additional funding to support students. Parents were offered the opportunity in the spring to join focus groups and provide input on priorities, including their child(ren) experience during distance learning. Multiple meetings were held with the English Learner Advisory Committee (ELAC) to identify additional supports that may be necessary for students. As the 2021-22 school year has started, there have been additional opportunities for families to provide input during town halls, ELAC meetings, parent focus groups, and the family survey. This input continues to help provide adjustment to programming for students.

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

Bullis did not receive ESSER funds this year.

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

Additional funds from the Extended Learning and Opportunity Grant (ELO) were aligned with the 2021-22 LCAP goals.

LCAP Goal 1: All students will achieve growth and academic success and LCAP Goal 2: All teachers will engage in professional learning that increases their instructional knowledge and practice to serve all students. The ELO includes additional training for staff on ELD and Special Education supports, professional development for instructional leaders, and the ability to support students with extended instructional time outside of the classroom. It also includes additional curricula supports, including software programs, to provide extension work and practice for students.

LCAP Goal 3: BCS will create a school environment where all students feel included, safe, and accepted for who they are. The ELO designates funding for additional mental health support for students, as well as training for staff on suicide prevention and additional behavior needs.

All Educator Effectiveness Grant funding was determined to be used in out years, beginning 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 |
|-------------------------------------|---|--|
| Bullis Charter School | Maureen Israel – Superintendent/Principal | misrael@bullischarterschool.com 650-947-4100 |

Plan Summary [2021-22]

General Information

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

Bullis Charter School (BCS) is an open-enrollment, K-8 public charter school serving almost 1,100 students from in and around the Los Altos School District. As a mission driven school, BCS provides a collaborative learning environment, focused on individual student growth and helping each student and staff member reach their full potential. BCS has a diverse student population, with dozens of languages spoken including English, Spanish, Farsi, Vietnamese, Hindi, Korean, Mandarin, Cantonese, Arabic, Hebrew, and Russian. Bullis Charter School serves all students, including Special Education students, Socio-economically disadvantaged students, and English Language learners.

Bullis Charter School focuses on student-led instruction aiming to meet the needs of all students, regardless of skill level or learning style. All learners benefit from a highly individualized approach, focusing on small group practice/instruction. Many of our classrooms have associate teachers who support homeroom teachers with this small group support and project-based learning experiences. Special programs and accommodations are available for students who require extra support, whether enrichment or remediation. The Special Education team (Director of Special Education, Resource Specialists, Speech and Language Pathologist, Occupational Therapist, Board Certified Behavior Analyst, and Psychologist) help teachers implement Individualized Education Programs to ensure all students are growing and achieving. A Response to Intervention (RTI) team provides recommendations for additional support at Tier 2 and Tier 3 levels to teachers. Designated and integrated ELD time in all English-learner classrooms ensure that students are able to access the material and continue to build their language skillset.

BCS provides multiple opportunities for students to explore and discover interests and passions within the school-day curriculum. All students take part in Mandarin, Art, Drama, Physical Education, and Music classes starting in Kindergarten and continuing all the way through 8th grade, with the addition of access to Spanish classes in middle school. A Makerspace and Fabrication Lab (Fab Lab) allow teachers and students to have access to hands-on learning experiences that are aligned and integrated into the classroom curriculum. Elementary school students have access to co-curricular programs during the school day, allowing opportunities for students to explore new interests and skills. A student council allows for students in multiple grade levels to be represented and have voice in school spirit days and school climate/activities. Other co-curriculars vary depending on student interest and staff experience. These may include such things as Coding, Lego Robotics, 3D Modeling, Origami, Choir, Concert Band, Broadway Dance, American Sign Language, etc. Extended-day extra-curricular activities offer still more opportunities for students to explore interests: yoga, running club, creative journaling, chess club, book club, homework assistance, and drama, including performance opportunities and tech crew opportunities. These co-curricular and extra-curricular activities change and adapt each year, as new interests are discovered by both students and teachers.

In the middle school, students have access to similar opportunities to continue to explore passions, with a greater emphasis on leadership. All middle schoolers take part in clubs once a week, that are designed and run by students, with teachers serving as facilitators. Club options include calligraphy, crocheting, cooking, scriptwriting, and video editing. Middle school students also participate in extra-curricular activities.

Woven within all classroom instruction is a focus on character development, to incorporate a valued-based education to all students. An SEL curriculum is incorporated into classrooms in K-5 and advisories in middle school. Trained student conflict managers enable students to contribute to the atmosphere of the school by participating and leading Solutions Teams, monthly Principal Awards recognize K-5 students who uphold the character pillars, and cross-grade "Houses" provide opportunities for students to build friendships and find commonalities while working together on school-wide activities. BCS aims to create a community of inclusivity and safety through these experiences throughout the school day.

As the BCS mission states, the school aims to offer a collaborative, experiential learning environment that emphasizes individual student growth. As a model of innovation, Bullis Charter School inspires children, faculty and staff to reach beyond themselves to achieve full potential. Using a global perspective to teach about the interconnectedness of communities and their environments, the BCS program nurtures mutual respect, civic responsibility, and a lifelong love of learning.

Reflections: Successes

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





As students have transitioned back to in-person learning this year, we recognize that instructional and socio-emotional needs may be different as students began to reengage in spaces and with peers that some of them had not been part of for almost two years. While a focus on a rigorous academic experienced was consistent throughout the year, there was a consistent additional emphasis on socio-emotional skills regarding peer engagement, social interactions, self-behavior management, etc. Our school counselors and school psychologist supported students and staff with the transition of students back into classroom amidst new protocols and structures in classrooms. We anticipate continued, heightened socio-emotional support needed as we move into the 2022-23 school year.

While there has not been a California dashboard for the most recent school years, we are able to look at SBAC data from 2020-21 and local data to assess student success and progress at BCS. A table noting BCS overall performance compared to the state of California is below. It is worth noting that in 2020-21, not all schools took the SBAC tests due to the pandemic.

In all measurable performance areas, students performed well above the overall state results, with significantly more students meeting and exceeding standards, even in subpopulations, such as English-Learners and Special Education. These subpopulations continue to be a focus area for BCS, though, as the desire to increase outcomes for all students is a priority.





Overall English Results

Overall Achievement

| Achievement Level | Bullis Charter | State of California |
|--|----------------|---------------------|
| Mean Scale Score | N/A | N/A |
|  Standard Exceeded: Level 4 ⁽ⁱ⁾ | 65.86 % | 21.42 % |
|  Standard Met: Level 3 ⁽ⁱ⁾ | 24.36 % | 27.59 % |
|  Standard Nearly Met: Level 2 ⁽ⁱ⁾ | 7.52 % | 22.69 % |
|  Standard Not Met: Level 1 ⁽ⁱ⁾ | 2.26 % | 28.30 % |





Overall Math Results

Overall Achievement

| Achievement Level | Bullis Charter | State of California |
|--|----------------|---------------------|
| Mean Scale Score | N/A | N/A |
|  Standard Exceeded: Level 4 ⁽ⁱ⁾ | 75.23 % | 15.78 % |
|  Standard Met: Level 3 ⁽ⁱ⁾ | 16.67 % | 17.98 % |
|  Standard Nearly Met: Level 2 ⁽ⁱ⁾ | 6.16 % | 25.50 % |
|  Standard Not Met: Level 1 ⁽ⁱ⁾ | 1.95 % | 40.74 % |





Special Education English Results

Overall Achievement

| Achievement Level | Bullis Charter | State of California |
|--|----------------|---------------------|
| Mean Scale Score | N/A | N/A |
|  Standard Exceeded: Level 4 ⁽ⁱ⁾ | 33.33 % | 4.42 % |
|  Standard Met: Level 3 ⁽ⁱ⁾ | 31.25 % | 11.06 % |
|  Standard Nearly Met: Level 2 ⁽ⁱ⁾ | 25.00 % | 20.55 % |
|  Standard Not Met: Level 1 ⁽ⁱ⁾ | 10.42 % | 63.97 % |





Special Education Math Results

Overall Achievement

| Achievement Level | Bullis Charter | State of California |
|--|----------------|---------------------|
| Mean Scale Score | N/A | N/A |
|  Standard Exceeded: Level 4 ⁽¹⁾ | 41.67 % | 4.18 % |
|  Standard Met: Level 3 ⁽¹⁾ | 25.00 % | 6.61 % |
|  Standard Nearly Met: Level 2 ⁽¹⁾ | 22.92 % | 15.08 % |
|  Standard Not Met: Level 1 ⁽¹⁾ | 10.42 % | 74.13 % |





English-Learner English Results

Overall Achievement

| Achievement Level | Bullis Charter | State of California |
|---|----------------|---------------------|
| Mean Scale Score | N/A | N/A |
|  Standard Exceeded: Level 4 ⁽¹⁾ | 9.09 % | 2.01 % |
|  Standard Met: Level 3 ⁽¹⁾ | 27.27 % | 9.30 % |
|  Standard Nearly Met: Level 2 ⁽¹⁾ | 31.82 % | 23.41 % |
|  Standard Not Met: Level 1 ⁽¹⁾ | 31.82 % | 65.28 % |

English-Learner Math Results

Overall Achievement

| Achievement Level | Bullis Charter | State of California |
|--|----------------|---------------------|
| Mean Scale Score | N/A | N/A |
|  Standard Exceeded: Level 4 ⁽¹⁾ | 22.73 % | 2.22 % |
|  Standard Met: Level 3 ⁽¹⁾ | 36.36 % | 6.19 % |
|  Standard Nearly Met: Level 2 ⁽¹⁾ | 13.64 % | 18.95 % |
|  Standard Not Met: Level 1 ⁽¹⁾ | 27.27 % | 72.64 % |

Reflections: Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Though we continue to see high performance of students in the SBCA results from 2020-21, we continue to want to improve our student outcomes for all student groups, ensuring all students are receiving the most appropriate individualized instruction allowing them to grow. We have provided additional professional development for our staff around ELD strategies and ways to individualize support for our Special Education students. We continue to make adjustments to these learning opportunities for staff and anticipate having additional space in our school calendar next year to analyze student achievement data on a consistent cycle and make adjustments to instruction and support as a result.

As noted above, we know that students will continue to need socio-emotional support/strategies and skill-building opportunities embedded in the classroom as we continue to emerge from the pandemic. Staff training around classroom structures and strategies to support the whole child will be necessary to start the school year and to continue to create inclusive, supportive classroom environments that allow all students to engage appropriately with their peers and with content.

LCAP Highlights

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

When we crafted our goals and actions for the LCAP for 2021-2024, we recognized the uncertainty of being in a pandemic and the need to have adjustments throughout the course of the 2021-22 school year, as we understood more about what needs students had. This year we also had the opportunity to engage in the WASC accreditation process, allowing us to do a deep dive into curriculum, instruction, and culture, and to align recommended actions with our LCAP goals and actions. We continue to revise our WASC action plan (a six-year action plan) to align with the intended actions and outcomes of the LCAP. We have made adjustments based on recognized needs from the 2021-22 school year that were not as easily predicted as we transitioned back from distance learning. For example, while we had predicted and budgeted for additional student socio-emotional support services (e.g. an additional part-time counselor, restorative practices in classrooms, etc.) we have discovered additional needs with targeted groups of students and ages since returning in-person and have tailored our approach for the 22-23 school year, as noted in updated actions below. A large part of this is building community within classroom spaces and also building community within our school families, through school traditions, resources, and learning opportunities.

Additionally, we have focused on student outcomes, specifically thinking through the training of our teachers and instructional leaders to develop skill sets in the classroom to account for differentiated learning and support of all students. We are developing data review cycles and building capacity in teacher leaders to help support all staff members with analysis and action. The adjustment of our school calendar for the 2022-23 school year has provided more opportunities for staff to have dedicated professional development time together, to focus on these actions and outcomes.

Comprehensive Support and Improvement

An LEA with a school or schools eligible for comprehensive support and improvement must respond to the following prompts.

Schools Identified

A list of the schools in the LEA that are eligible for comprehensive support and improvement.

N/A

Support for Identified Schools

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

N/A

Monitoring and Evaluating Effectiveness

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

N/A

Engaging Educational Partners

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

There were multiple opportunities to engage with educational partners during the 2021-22 school year to gather feedback on input on action steps aligned to our LCAP. Going through the WASC Accreditation process this school year as well, there were additional opportunities for partner involvement and – since the accreditation process seeks alignment with the LCAP and strategic plan – we were able to gain additional insight and direction.

Coming out of the pandemic, while we were able to hold meetings in place, we continued to find success in providing options and access, holding some meetings in person and providing an opportunity to meet online as well, recognizing this may better meet scheduling needs for invested parties.

Our school leadership team – composed of teachers and principals – provided input and reviewed goal performance throughout the school year, with key meetings happening on January 10, February 2, and March 14.

Our parents were invited to participate in both online input meetings (January 18 and February 8) and an in-person feedback meeting (February 9). A parent survey was also sent out to all community members in Winter 2022.

Finally, our students participated in focus groups on February 9 and a survey was also distributed to students in Spring 2022.

The LCAP public hearing was held on April 4th, 2022 and the LCAP was brought for adoption to the board on June 6, 2022.

A summary of the feedback provided by specific educational partners.

Our teachers and principals focused on providing input around the alignment of support and training for all teachers (especially those new to BCS and new to the field of education) in order to provide the most rigorous instruction to all students and to ensure that all student needs are getting met at the level they are at. Actions were adjusted below, specifically focused on reviewing data and providing targeted professional development.

Our families aligned around opportunities to rebuild engagement in the community and ensure that new families felt connected to the school, recognizing the challenges that the pandemic has placed in building authentic connection opportunities. Along with this, much discussion focused on communication opportunities for families to better engage with and understand student performance metrics, particularly thinking about gaps that may have emerged as a result of the pandemic and how as a school we could ensure we were identifying these academic gaps and providing the appropriate support.

Finally, our students dove into similar topics, recognizing the need to continue to build connection amongst students and within the school community, after being apart for almost 2 years. They provided similar trends around feedback loops from teachers and making sure they had the most up to date information on their performance in the classroom and how they could improve.

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

All goals are aligned to concepts and ideas that came out of the surveys and sessions with educational partners, and adjustments have been made to specific actions as a result of feedback receive during the 2021-22 school year. Particularly, family feedback influenced actions in Goal #4, student feedback influenced actions in Goal #3, and staff feedback influenced actions in Goal #2 and Goal #3.

Goals and Actions

| | Description |
|----------------|---|
| Goal #1 | All students will achieve growth and academic success in a school environment conducive to learning. |

An explanation of why the LEA has developed this goal.

We are proud of the legacy of academic excellence we have established as a school and yet recognize there is always a need to continue to ensure we are providing the most rigorous, aligned, personalized instruction possible for all students, regardless of experience or prior performance. After a year in which students had access to different methods of instruction (remote, hybrid, in-person), ensuring we are focused on individual student growth and performance will be critical moving forward. This is a shared priority not only for our teachers but also for our parents, especially our parents of Special Education and EL students.

This goal allows us to focus on the following state priorities: 1 Basic Conditions of Learning; 2 State Standards; 4 Pupil Achievement; 7 Course Access; 8 Other Student Outcomes

Measuring and Reporting Results

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 | | | | | | | | | | |
|--|--|------------------------------------|----------------|---|--|-------------------|-------|--|--------|--------------------|--------|--|--|--|--|
| # of core teachers that are appropriately credentialed and not misassigned | 100% of teachers (as of 2020 SARC) | SARC assignment data N/A for 21-22 | | | 100% of core teachers are appropriately credentialed and not misassigned | | | | | | | | | | |
| Overall average of Math and ELA performance on the California dashboard | Data from 20-21: <table border="1" style="margin-left: 20px;"> <thead> <tr> <th></th> <th>2020-21</th> </tr> </thead> <tbody> <tr> <td>All students, meet or exceed ELA</td> <td>90.18%</td> </tr> <tr> <td><i>exceed ELA</i></td> <td>65.9%</td> </tr> <tr> <td>All students, meet or exceed Math</td> <td>91.84%</td> </tr> <tr> <td><i>exceed Math</i></td> <td>75.23%</td> </tr> </tbody> </table> | | 2020-21 | All students, meet or exceed ELA | 90.18% | <i>exceed ELA</i> | 65.9% | All students, meet or exceed Math | 91.84% | <i>exceed Math</i> | 75.23% | Data In progress and can be updated in Fall 2022 | | | BCS’s maintains an overall average of Math and ELA performance above standard on the California dashboard (green and blue) |
| | 2020-21 | | | | | | | | | | | | | | |
| All students, meet or exceed ELA | 90.18% | | | | | | | | | | | | | | |
| <i>exceed ELA</i> | 65.9% | | | | | | | | | | | | | | |
| All students, meet or exceed Math | 91.84% | | | | | | | | | | | | | | |
| <i>exceed Math</i> | 75.23% | | | | | | | | | | | | | | |

| | | | | | |
|--|--|--|--|--|--|
| | No data from 19-20 Data from 18-19 shows all green and blue for applicable data | | | | |
| Growth of special populations on local assessments | EL MAP Growth Data: Not available for the 20-21 school year SpEd MAP Growth Data: Not available for the 20-21 school year | EL MAP met/exceeded growth projections: Math: 57.9% (57.5% all students) Reading: 61.1% (54.7% all students) Language: 58.3% (59.1% all students) SpEd MAP met/exceeded growth projections: Math: 58.6% (57.5% all students) Reading: 58% (54.7% all students) Language: 54.4% (59.1% all students) | | | Special populations growth on local assessments is equivalent to or greater than the general population growth on local assessments. |
| School facilities meet standard of “good repair” | Good Repair Status (SARC 2020-21) | Overall Good Rating (SARC 2021-22) – Fit Report performed May 2021 | | | Maintain “Good Repair” status as defined by the FIT Report on the SARC |
| % of EL students reclassified | 34.2% reclassified in 19-20 and 61.7% reclassified in Fall 2021. | 52.5% reclassified in Spring 2022. | | | Maintain an average of 50% of EL students reclassified each school year |
| Consistent implementation of school curriculum across classrooms | No data source that to review fidelity of curricular implementation | 100% of teachers met with grade level teams twice during the 21-22 school year to formally review and update long-term plans. | | | 100% of teacher long-term plans reflect CCSS and are reviewed on a yearly basis |
| % of students with access to standards-aligned instructional materials | 100% (SARC 2020-21) | 100% (SARC 2021-22) | | | 100% of students maintain access to standards-aligned instructional materials |

| | | | | | |
|--|--|---|-----|-----|---|
| # of TK-5 students that have access to co-curriculars (standards-based) and # of 6-8 students that have access to intersession (standards-based) | 2020-21 students had limited access to co-curriculars; 100% of middle school students participated in intersession | 100% of 1-5 grade students have had access to co-curriculars and intersession. (moved action to Goal 3) | N/A | N/A | 100% of TK-5 students have access to co-curriculars (standards-based) and all 6-8 students have access intersession (standards-based) |
|--|--|---|-----|-----|---|

Actions

| Action # | Title | Description | Total Funds | Contributing |
|-----------|----------------------------|---|-------------|--------------|
| Action #1 | Credentialed Teachers | Recruit, hire, and retain only appropriately credentialed teachers for core positions on a yearly basis, including partnering with credentialing programs. | 35,000 | N |
| Action #2 | Instructional Training | Instructional leaders are trained on observation best practices and observation cycles and revisiting norming opportunities on a yearly cadence. (moved action to Goal #2) | 10,000 | N |
| Action #3 | Instructional Observation | Instructional leaders observe implementation of standards-based instruction on a monthly cadence (moved action to Goal #2) | 175,500 | N |
| Action #2 | Long Term Plan Review | Instructional leaders review long term plans on a yearly cadence and provide feedback at predetermined intervals to teachers | N/A | N |
| Action #3 | Grade Level Team Alignment | Grade level teams engage in the process of creating long term plans during professional development days before the start of the school year and during key intervals of the school year | 16,000 | N |
| Action #4 | Data Review | Principals works with teachers to develop shared skills in reviewing and analyzing local assessment data, MAP data, and CAASPP data at predetermined intervals throughout the school year | N/A | N |
| Action #5 | Subgroup Data Review | Principals work with staff to review and analyze subgroup data on a predetermined cadence, providing necessary coaching and support to teachers as a result. | N/A | N |
| Action #6 | Course Offering Review | Review all student course offerings, course sign-ups, and scheduling on a yearly basis to ensure access and choice for students | N/A | N |

| | | | | |
|------------|---------------------------|--|---------|---|
| Action #7 | Focused Learning Goals | Students – in collaboration with families - create and monitor progress on their focused learning goals (in developmentally appropriate ways) | N/A | N |
| Action #8 | Technology | Ensure all students have technology needs met and access to reliable internet and computer usage while on site and at home, if necessary | 45,000 | Y |
| Action #9 | Associate Teachers | Continue to hire and train Associate Teachers to specialize in classroom supports for small groups of students (4 associate teachers) | 300,000 | Y |
| Action #10 | ELD Curriculum | Determine an ELD curriculum for implementation across all K-5 classrooms and available for small group support in upper grades, as necessary | 40,000 | Y |
| Action #11 | Reading Specialist | Hire a Reading Specialist to support teachers with small-group instruction, implementation of SDAIE strategies for emergent learners | 90,000 | Y |
| Action #12 | Extended Care Coordinator | Hire two Extended Care Coordinators to support TK/K students who qualify for free/reduced priced meals in a longer K program that extends after the school day ends. | 150,000 | Y |

Goal Analysis for LCAP Year 2021-22

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

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

Overall, the actions designated for the 2021-22 school year were implemented with the exception of developing a monthly cadence of instructional observation and determining a cadence of subgroup data review to provide necessary coaching and support for teachers. BCS saw success in ensuring credentialed teachers were hired for the year and that time was devoted in team meetings to begin a process of reviewing long-term plans to align on curricular resources and instructional strategies both across grade levels and vertically across the school. The principals attended the Relay School of Education Instructional Leader Professional Development program, building their skill set in how to support teachers in reviewing data and making adjustments to instruction as a result.

However, the pandemic continued to present challenges for implementation of all actions. Much time of leadership continued to be focused on logistics and safety needs for students both in and out of classrooms. With the constant pull towards logistics, as much time as possible was not able to be utilized on instructional support in the classrooms, specifically in developing clear structures for analyzing data with teachers. Additionally, the loss of our Director of Teaching and Learning mid-year adjusted the workload for many members of leadership and resulted in our need to pause some actions. Finally, with the teacher shortage coming out of the pandemic, we were not able to hire as many associate teachers to support in classrooms as anticipated.

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.

Action 1.2: We spent \$30,000 in instructional training for principals, principal managers, and the Director of Special Education. This was instructional leadership training to support data analysis and coaching support in the classroom for teachers. This was more than the initial \$10,000 budgeted.

Action 1.3: We were not able to provide as much instructional observation support as desired with the need to shift focus consistently to health needs and logistics around COVID procedures throughout the year. We spent \$127,162.50 of the anticipated \$175,000 here.

Action 1.5: We were not able to provide as much support with grade level team alignment as desired with the need to shift focus consistently to health needs and logistics around COVID procedures throughout the year. We spent \$7,060.03 of an anticipated \$16,000.

Action 1.10: We started the year anticipating we would need additional technology needs for remote instruction and – while we did not need as much remote instruction support as predicted in Spring 2021 - we did exceed our anticipated amount of \$45,000, spending \$75,494, to ensure students had consistent access to platforms and technology in the classroom.

Action 1.11: We brought in an additional AT for support in March of 2022, as current ATs were supporting classrooms with extended leaves of absence. This increased our anticipated costs of \$214,500 to \$252,044.10.

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

Though there is no reported metric from the 21-22 SARC around hiring credentialed teachers, we know that no teachers who are misassigned for the 21-22 school year. We have moved actions around instructional observation and training, moving them to Goal #2, in order to support professional development and data analysis for teachers.

Staff professional development days in August and again in January supported Actions #4 and #5, allowing 100% of grade level teams to make adjustments to long-term plans, in order to ensure aligned implementation of school curriculum and ensuring 100% of students had access to standards-aligned instructional materials.

We have added actions #12, #13, and #14 for the 22-23 school 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.

We have adjusted some key actions for the 2022-23 school year, most notably adding additional instructional supports to our staff, in order to provide targeted support for sup-groups and for teacher training (the addition of a Reading Specialist). While SDAIE strategies are observed in classrooms (as evidenced by our WASC review, noting SDAIE strategies as a strength), we recognize the need for a shared ELD curriculum we can utilize across grade levels for designated ELD time; we have added an action to implement a curriculum in the 2022-23 school year. With this, we have added additional metrics and desired outcomes around sup-population growth on internal NWEA metrics and reclassification rates. With the initial steps taken towards aligning long-term plans and curricula across all grade levels, we will continue to monitor student access to standards-aligned materials (State Priority 2). Finally, the addition of two extended day coordinators (Action #14) will provide additional support to our low-income students and families through the extension on the TK/K school day and in alignment with the movement towards the ELO-P.

| | |
|----------------|--|
| | Description |
| Goal #2 | All teachers will engage in professional learning that increases their instructional knowledge and practice to serve all students |

An explanation of why the LEA has developed this goal.

Though we have had targeted, aligned professional learning for teachers each and every year – both at the start of the school year and during monthly meetings throughout the year – we recognize that there is a need to reinvigorate our professional learning focus, especially after the learnings of being remote for 1+ years. Additionally, with new teachers joining Bullis each year, we’d like to ensure there is an expected and aligned “teacher curriculum” to bring new teaching staff up to speed on Bullis expectations and learning, as well as to provide a space for all Bullis team members to dive into aligned training together. Finally, we would like to utilize this opportunity to dive deeply into assessment structures and outcomes to ensure alignment and rigor across and through all grade levels. This goal is in alignment with the following priorities:

I Basic Conditions of Learning; 2 State Standards; 4 Pupil Achievement; 8 Other Student Outcomes

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|--|--|--|----------------|----------------|--|
| # of teachers who teach EL students are incorporating integrated and designed ELD into daily lesson planning | No established baseline metric | 100% of teachers with EL learners observed incorporated SDAIE strategies in the classroom. | | | 100% of teachers who teach EL students are incorporating integrated and designed ELD into daily lesson planning |
| % of students with disabilities and EL learners who exhibit growth on local assessments | EL MAP Growth Data: Not available for the 20-21 school year SpEd MAP Growth Data: Not available for the 20-21 school year | EL MAP met/exceeded growth projections: Math: 57.9% (57.5% all students) Reading: 61.1% (54.7% all students) Language: 58.3% (59.1% all students) SpEd MAP met/exceeded growth projections: | | | Special populations growth on local assessments is equivalent to or greater than the general population growth on local assessments. |

| | | | | | |
|--|---|---|--|--|--|
| | | <p>Math: 58.6% (57.5% all students)</p> <p>Reading: 58% (54.7% all students)</p> <p>Language: 54.4% (59.1% all students)</p> | | | |
| Principals complete observations of all teaching staff to review incorporation of professional learning strategies | Principals observe teachers but without a set number of expected observations | All staff observed a minimum of 2 times; no formal evaluation process developed but a steering committee created | | | Principals will complete at least 3-4 observations each school year of all teaching staff to review integration of new strategies learned during professional learning |
| # of teachers who find professional learning topics applicable and important to their professional growth | No data currently collected | 96% of teachers agree/strongly agree they have had opportunities to learn and grow at BCS this year. (Q12 Data) | | | 90% of teachers agree/strongly agree that professional learning opportunities at Bullis contribute to their professional growth |
| % of ELs scoring a 3 or 4 on the ELPAC | 93.6% (20-21 school year) | 88.14% scored a 3 or 4 on the Summative ELPAC for 21-22 | | | Maintain 90%+ of students who score a 3 or 4 on the ELPAC |

| Action # | Title | Description | Total Funds | Contributing |
|-----------|--|--|-------------|--------------|
| Action #1 | Professional Learning: ELD | Professional learning around integrated and designated ELD will be provided to teachers during in-service at the start of the school year and at key points throughout the school year | 35,510 | Y |
| Action #2 | Professional Learning: Special Education | Professional learning around special education strategies and supports will be provided to teachers during in-service at the start of the school year and at key points throughout the school year | 34,860 | N |

| | | | | |
|-----------|--------------------------------|---|---------|---|
| Action #3 | Peer Collaboration | Teachers will engage in peer evaluation protocols and peer observations throughout the school year in order to continue to develop their practice inside the classroom | N/A | N |
| Action #4 | Long-Term Plan and Assessments | Instructional leaders review long term plans on a yearly cadence and provide feedback at predetermined intervals to teachers, along with the review of formative and summative assessments. (multi-year action) | N/A | N |
| Action #5 | Professional Learning Cadence | A professional learning menu of sessions will be codified for all new to Bullis staff | 9,100 | N |
| Action #6 | Online Integration | Instructional leaders will conduct an assessment of all online platforms to determine long-term usage of effective software and programs | 20,000 | N |
| Action #7 | Instructional Training | Instructional leaders are trained on observation best practices and observation cycles and revisiting norming opportunities on a yearly cadence. | 25,000 | N |
| Action #8 | Instructional Observation | Instructional leaders observe implementation of standards-based instruction on a monthly cadence | 175,500 | N |
| Action #9 | Evaluation Working Group | Staff members construct an evaluation tool for classroom observation and data analysis | 10,000 | N |

Goal Analysis for LCAP Year 2021-22

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

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

Overall, the actions designated for the 2021-22 school year were implemented at a baseline level. Professional learning at the start of the school year integrated both ELD training and Special Education Training. School leaders attended SCCOE EL training throughout the year in order to continue to provide consistent training and support to teachers. School administration also participated in regional instructional professional development with the Relay Graduate School of Education and were able to begin implementation of observation practices in classrooms.

With COVID precautions in place for much of the school year, we had limited abilities to establish a consistent peer observation structure, though all teachers did observe multiple teachers' classrooms outside of their own grade level and content in Fall/Winter 2021, in preparation for the WASC self-study. While principals began to establish observation cycles, additional needs during the course of the year – including COVID support – limited the ability to create a recurring cadence. This will be a focus moving into the 22-23 school year.

The departure of our Director of Teaching and Learning in January limited our ability to continue full implementation of some desired actions, including the development of a professional learning cadence. Additionally, while there were initial steps taken to integrate online program components into the current curriculum structure, we anticipate this will take additional time to fully come to fruition.

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.

Action 2.1: As professional development timing shifted throughout the course of the year and our Director of Teaching and Learning no longer was overseeing professional development, we made adjustments to intended plans, spending less here than anticipated (\$15,468 instead of \$35,510).

Action 2.2: As professional development timing shifted throughout the course of the year and our Director of Teaching and Learning no longer was overseeing professional development, we made adjustments to intended plans, spending less here than anticipated (\$14,592 instead of \$34,860).

Action 2.5: No money was spent towards developing a professional learning cadence as our Director of Teaching and Learning transitioned out of her role in January 2022 and was unable to complete the project.

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

Actions #1 and #2 of professional learning around ELD and Special Education have been successful, as evidenced by the percentage of students who exhibited growth on the local MAP assessments over the course of the year and the % of EL students scoring a 3 or 4.

Action #3 and Action #8 regarding instructional observation and peer collaboration were successful as evidenced by 96% of teachers who agreed/strongly agreed they had the opportunity to learn and grow this past 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.

We have moved Actions #7 and #8 over from Goal #1, as we believe they align closer with the desired professional development output. We have adjusted a metric around measuring the implementation of strategies to support student with disabilities by changing it to measuring the percentage of students with disabilities who show growth on local assessments (currently NWEA data). We recognize many of the actions within this goal are multi-year actions and are aligning the roll-out of these actions to our six-year WASC action plan. The hiring of a Chief of Academics will support with the implementation and tracking towards this goal and will begin the creation of an evaluation tool for classroom observations (added Action #9).

| | Description |
|----------------|---|
| Goal #3 | Bullis Charter School will create a school climate where all students on all campuses feel included, safe, and accepted for who they are. |

An explanation of why the LEA has developed this goal.

We recognize that in order for students to be able to take risks in their learning and push their potential, they must feel safe and supported in their school environment. Our campus character pillars are an important place where this work begins, but we recognize that there are opportunities interwoven both within and outside of the classroom where creating a safe and inclusive environment for all students will allow us to live up to our mission of supporting the whole student. This becomes especially important as students return to school after being involved in only distance learning for the 20-21 school year. Reintegration and connection to the Bullis community continues to be an important priority.

This focuses on the following priorities: 5 Pupil Engagement; 6 School Climate

Measuring and Reporting Results

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|--|--|---|----------------|----------------|--|
| % of students who agree/strongly agree they feel part of the BCS community | Previous survey questions captured components of this question but we will reset with a baseline for the 21-22 school year | % of students who agree/strongly agree that they feel like they belong at BCS Elementary: 65% Middle School: 51% [Panorama Survey Data, Spring 2022] | | | 100% of all BCS students feel a sense of community at the school/like they belong at BCS |
| % of students who agree/strongly agree they feel respected by peers and teachers | Previous survey questions captured components of this question but we will reset with a baseline for the 21-22 school year | Elementary: Respect by teachers: 81% Respect by peers: 50% Middle School: Respect by teachers: 57% Respect by peers: 45% | | | 100% of all BCS students feel respected by peers and teachers |

| | | | | | |
|--|--|--|--|--|---|
| | | [Panorama Survey Data, Spring 2022] | | | |
| Student Attendance Rate and Chronic Absentee Rate | 97.3% attendance before the 20-21 school year and .6% chronic absentee rate (7 students) | 21-22 school year: (P2 data) | | | Maintain an average of 97% ADA |
| Student Suspension Rate and Expulsion Rate | 0% for the 20-21 school year | 2021-22 Suspension Rate: .005% 2021-22 Expulsion Rate: 0% | | | Maintain a suspension and expulsion rate in the blue on the California dashboard. |
| # of TK-5 students that have access to co-curriculars (standards-based) and # of 6-8 students that have access to intersession (standards-based) | 2020-21 students had limited access to co-curriculars; 100% of middle school students participated in intersession | 100% of 1-5 grade students have had access to co-curriculars ; 100% of middle school students have access to intersession. | | | 100% of TK-5 students have access to co-curriculars (standards-based) and all 6-8 students have access intersession (standards-based) |

Actions

| Action # | Title | Description | Total Funds | Contributing |
|-----------|--------------------------------------|--|-------------|--------------|
| Action #1 | School Counselor | Continue to employ and additional part-time counselor to support with school programming and individual/class student needs | \$50,000 | N |
| Action #2 | No Bully Program | Continue the implementation of the No Bully Program, including training of Solution Teams | \$11,100 | N |
| Action #3 | Restorative and Supportive Practices | Implement and codify restorative and supportive practices in all classrooms and determine professional learning opportunities to teach and revisit these practices with new and returning teachers | 16,500 | N |
| Action #4 | MS Advisory | Analyze and review the current content and structure of MS advisory; develop observation cycles and teacher training opportunities | N/A | N |

| | | | | |
|-----------|----------------------------|--|--------|---|
| Action #5 | Second Step | Review the Second Step implementation log for all elementary school teachers and provide appropriate training and collaboration opportunities as necessary | 10,000 | N |
| Action #6 | Teacher Training | Continue to provide teacher training around inclusive learning environments and supporting students to develop a sense of belonging | 25,000 | N |
| Action #7 | Goal Creation and Tracking | Set Team Lead and Principal goals around student survey metrics and administer the survey twice a school year (Fall and Spring) for comparative data. | 5,000 | N |
| Action #8 | Cultural Programming | Develop a yearly cadence of school-wide programming to support student voice and involvement | N/A | N |

Goal Analysis for LCAP Year 2021-22

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

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

Overall, the majority of actions designated for the 2021-22 school year were implemented successfully. A part-time counselor was hired to support the current school counselor and part-time school psychologist. The addition of this part-time counselor provided more opportunities for the implementation of the No Bully program, though it was quickly realized that additional socio-emotional supports would be necessary to support all students returning to the classroom after being online for 1.5 years. While initial restorative practices and teacher training took place, the need to continue to provide additional training in upcoming school years is apparent. With the transition of the Director of Teaching and Learning, a full review of Second Step and MS advisory structures was not completed; this is work the new Chief of Academics is expected to oversee in the coming years.

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.

Action 3.3: With an adjustment in our focus or professional development due to pandemic needs, we were not able to implement the anticipated programming here (\$2,009.72 of \$16,500 spent).

Action 3.5: With an adjustment in our focus or professional development due to pandemic needs, we were not able to review the program as anticipated.

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

Action #1 and Action #2 have been successful, as evidenced by the suspension and expulsion rate. We would like to see increased numbers in the student survey as a result of Actions #1 and #2 and will continue working towards those in out years.

Actions #2 and #3 contributed to the attendance rate, even amidst students needing to go out for excessive lengths of time for quarantining, as well as to the low number of suspensions.

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

We have added Action #7 and #8, in order to better align to our outcome around co-curricular access and to aim to increase the overall student results from the student survey. As noted above, the addition of the Chief of Academics will allow us to focus more closely on Actions #4 and #5 in the upcoming school years.

| | |
|----------------|---|
| | Description |
| Goal #4 | We will engage all parents in joyful, active partnership to support their children and the BCS mission |

An explanation of why the LEA has developed this goal.

A key part of the BCS culture has been parent involvement and participation in the greater school community. After lots of time being remote and unable to be at events together, we recognize the importance of ensuring we are connecting our families back into our mission and our school and using this opportunity to evaluate new opportunities and ways in which we can connect with our families and community.

This focuses on the following priorities: 3 Parental Involvement

Measuring and Reporting Results

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|---|--|---|----------------|----------------|--|
| % of parents who feel as though they are connected to the BCS community | Previous survey questions captured components of this question but we will reset with a baseline for the 21-22 school year | Question: Overall, BCS has a positive and motivating culture – 87% of responding families agree/strongly agree (386 families participated) | | | 100% of parents who feel as though they are connected to the BCS community |
| % of families who persist year over year at BCS | No baseline data from 20-21 school year | 21-22 persistence data will not be fully measured until the start of school in Fall 2022 | | | 90% of families persist year to year at BCS |
| % of parents who agree/strongly agree that communication is sufficient | No baseline data for the 20-21 school year | New action – no baseline from 21-22 | | | 90% of parents who agree/strongly agree with communication structures |

Actions

| Action # | Title | Description | Total Funds | Contributing |
|----------|-------|-------------|-------------|--------------|
| | | | | |

| | | | | |
|-----------|-------------------------|---|----------|---|
| Action #1 | Community Traditions | In collaboration with our parent organization, staff will review, revisit, and reinstate community traditions for the BCS community | N/A | N |
| Action #2 | Parent Workshops | Parent workshops will be provided to the greater BCS community at key intervals over the course of the year, both from internal and external stakeholders. Workshop content will be developed in collaboration with staff and with parent input | \$20,000 | N |
| Action #3 | Communication Tools | We will conduct an internal review and analysis of communication tools (including website, weekly newsletters, teacher newsletters) to ensure we are providing the best possible access to all families | \$25,000 | N |
| Action #4 | Supporting New Families | In collaboration with our parent organization, staff will develop a cadence of activities and touchpoints with newly enrolled family members | N/A | N |

Goal Analysis for LCAP Year 2021-22

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

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

We took some concrete steps towards this goal this year, although we continued having to pivot to make logistical adjustments due to COVID-19, which limited some of our ability to enact actions all the way through. Initially, we had to pause and adjust many of our community traditions at the school and community level, as we were unable to fully bring people together in person. This included traditions such as assemblies (adjusted to occur outside), bringing parents into classrooms for projects/presentations, etc. We were able to make some adjustments to allow traditions to happen (for example, our annual middle school musical occurred outside instead of on the stage in the MPR). However, having to focus on these changes limited our ability to do a full review of all traditions.

While we did take some steps to adjust communication tools (particularly focusing on the website initially), we have more work to do around localized communication such as teacher newsletters; we received input from families via the family survey and anticipate using this moving forward.

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.

Action 4.2: With an adjustment in our focus on COVID protocols and needs, we were unable to work on crafting programming and workshops as predicted.

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

Action #1 was initially successful, though not implemented fully, as evidenced by the % of parents who identified a positive culture at BCS.

Action #3 was just begun at the end of the 21-22 school year, so no real data detailing progress towards goals. We did add an additional metric (noted below) to measure progress in the 22-23 school 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.

Action #4 was added this year, specifically thinking about focusing on new families to BCS and ensuring they are connected and feel part of the community, as well as ensuring they persist year over year. We will be able to disaggregate the parent survey questions by time at BCS, which will allow us to look at this subgroup of parents. Additionally, the metric around communication structures was added and will be measured in 22-23 via the family survey.

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 LCAP Year 2022

| | |
|---|--|
| Projected LCFF Supplemental and/or Concentration Grants | Projected Additional LCFF Concentration Grant (15 percent) |
| \$180,645 | \$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 |
|---|-----------------------------|-------------------------|---|
| 2% | 0% | \$0 | 0% |

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.

After assessing the needs of our low-income students, we noted that many families who join BCS in kindergarten (which is the typical entry point for new students) identify the half-day kindergarten as a potential barrier to persistence at BCS. In order to accommodate for unduplicated pupils (low-income and EL students) who enter BCS in kindergarten, we are establishing an extended day program to support the needs of families who may be unable to provide transportation or after-school care otherwise. Goal 1, Action #14 was built to address this.

Additionally, we want to continue to ensure that our low-income and EL students receive the in-class supports necessary for growth and academic performance at a rate equivalent to their peers. Goal #1, Actions 11 and 13 will focus on staff members (Associate Teachers and a Reading Specialist) who will prioritize the support of small group instruction for EL students and sub-populations (e.g. low-income students) who may not be achieving at the same levels as their peers. Through small group support and targeted instruction, we anticipate to see an increase in sub-pop performance on the local MAP assessment, as well as maintenance of the percentage of EL students reclassified each school year.

Finally, we know technology can be a barrier for families, as well as access to resources outside of the classroom that may allow them to continue to practice skills and show growth. We will continue to invest in technology and platforms as noted in Goal #1, Action 8 to provide support for all students outside of the classroom, but with a particular focus on sub-populations.

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

- Goal 1, Action #10: A focused curriculum for ELD support in classrooms will continue to allow targeted instruction for EL learners in all grade levels.
- Goal 1, Action #11: A salaried employee to support teachers with the implementation of ELD strategies and to provide additional small group/1-on-1 support for EL students will continue to increase student performance
- Goal 1, Action #12: Additional staff to extend the day for TK/K students, with a focus on student who qualify for free/reduced price meals, will allow for students to get additional academic support and enrichment opportunities.
- Goal 2, Action #1: Professional learning for staff around ELD implementation in the classroom will continue to support EL learners.

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.

Not applicable

| 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 | Classified staff to student ratio: 1:15 | Not applicable |
| Staff-to-student ratio of certificated staff providing direct services to students | Certificated staff to student ratio: 1:83 | Not applicable |

2021–22 Annual Update Table

| Totals: | Last Year's Total Planned Expenditures (Total Funds) | Total Estimated Actual Expenditures (Total Funds) |
|----------------|--|---|
| Totals: | \$ 744,940.00 | \$ 654,815.00 |

| Last Year's Goal # | Last Year's Action # | Prior Action/Service Title | Contributed to Increased or Improved Services? | Last Year's Planned Expenditures (Total Funds) | Estimated Actual Expenditures (Input Total Funds) |
|--------------------|----------------------|--|--|--|---|
| 1 | 1 | Credentialed Teachers | No | \$ 25,000 | \$ 36,874 |
| 1 | 2 | Instructional Training | No | \$ 10,000 | \$ 10,000 |
| 1 | 3 | Instructional Observation | No | \$ 175,500 | \$ 127,163 |
| 1 | 4 | Long Term Plan Review | No | \$ - | \$ 500 |
| 1 | 5 | Grade Level Team Alignment | No | \$ 16,000 | \$ 7,060 |
| 1 | 6 | Data Review | No | \$ - | |
| 1 | 7 | Subgroup Data Review | Yes | \$ - | \$ - |
| 1 | 8 | Course Offering Review | No | \$ - | \$ - |
| 1 | 9 | Focused Learning Goals | No | \$ - | \$ - |
| 1 | 10 | Technology | No | \$ 45,000 | \$ 75,494 |
| 1 | 11 | Associate Teachers | Yes | \$ 214,500 | \$ 252,044 |
| 2 | 1 | Professional Learning: ELD | Yes | \$ 35,510 | \$ 15,468 |
| 2 | 2 | Professional Learning: Special Education | No | \$ 34,860 | \$ 14,592 |
| 2 | 3 | Peer Collaboration | No | \$ - | \$ - |
| 2 | 4 | Long-Term Plan and Assessments | No | \$ - | \$ - |
| 2 | 5 | Professional Learning Cadence | No | \$ 9,100 | \$ - |
| 2 | 6 | Online Integration | No | \$ 6,370 | \$ 4,563 |
| 3 | 1 | School Counselor | No | \$ 50,000 | \$ 43,726 |
| 3 | 2 | No Bully Program | No | \$ 11,100 | \$ 10,400 |
| 3 | 3 | Restorative and Supportive Practices | No | \$ 16,500 | \$ 2,680 |
| 3 | 4 | MS Advisory | No | \$ - | \$ - |
| 3 | 5 | Second Step | No | \$ 10,000 | \$ - |
| 3 | 6 | Teacher Training | No | \$ 30,000 | \$ 26,000 |
| 3 | 7 | MS Advisory | No | \$ - | \$ - |
| 3 | 8 | Second Step | No | \$ - | \$ - |
| 3 | 9 | Teacher Training | No | \$ - | \$ - |
| 4 | 1 | Parent Workshops | No | \$ 20,000 | \$ - |
| 4 | 2 | Communication Tools | No | \$ 35,500 | \$ 28,251 |
| 4 | 3 | Community Traditions | No | \$ - | \$ - |

2021–22 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) |
|---|---|--|---|--|---|---|
| \$ 136,866 | \$ 250,010 | \$ 275,769 | \$ (25,759) | 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 | 7 | Subgroup Data Review | Yes | \$ - | | 0.00% | |
| 1 | 11 | Associate Teachers | Yes | \$ 214,500 | \$ 252,044.00 | 0.00% | 0.00% |
| 2 | 1 | Professional Learning: ELD | Yes | \$ 35,510 | \$ 13,225.00 | 0.00% | 0.00% |

2021–22 LCFF Carryover Table

| 9. Estimated Actual LCFF Base Grant (Input Dollar Amount) | 6. Estimated Actual LCFF Supplemental and/or Concentration Grants | LCFF Carryover — Percentage (Percentage from Prior Year) | 10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %) | 7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds) | 8. Total Estimated Actual Percentage of Improved Services (%) | 11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8) | 12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9) | 13. LCFF Carryover — Percentage (12 divided by 9) |
|---|---|--|---|--|---|--|--|---|
| \$ 8,864,433 | \$ 136,866 | 0.00% | 1.54% | \$ 275,769 | 0.00% | 3.11% | \$0.00 - No Carryover | 0.00% - No Carryover |

2022-23 Total Planned Expenditures Table

| Totals | LCFF Funds | Other State Funds | Local Funds | Federal Funds | Total Funds | Total Personnel | Total Non-personnel |
|--------|--------------|-------------------|-------------|---------------|-------------|-----------------|---------------------|
| Totals | \$ 1,128,570 | \$ - | \$ - | \$ - | 1,128,570 | \$ 890,970 | \$ 237,600 |

| Goal # | Action # | Action Title | Student Group(s) | LCFF Funds | Other State Funds | Local Funds | Federal Funds | Total Funds |
|--------|----------|--|-------------------|------------|-------------------|-------------|---------------|-------------|
| 1 | 1 | Credentialed Teachers | All | \$ 35,000 | \$ - | \$ - | \$ - | \$ 35,000 |
| 1 | 2 | Long Term Plan Review | All | \$ - | \$ - | \$ - | \$ - | \$ - |
| 1 | 3 | Grade Level Team Alignment | All | \$ 16,000 | \$ - | \$ - | \$ - | \$ 16,000 |
| 1 | 4 | Data Review | All | \$ - | \$ - | \$ - | \$ - | \$ - |
| 1 | 5 | Subgroup Data Review | All | \$ - | \$ - | \$ - | \$ - | \$ - |
| 1 | 6 | Course Offering Review | All | \$ - | \$ - | \$ - | \$ - | \$ - |
| 1 | 7 | Focused Learning Goals | All | \$ - | \$ - | \$ - | \$ - | \$ - |
| 1 | 8 | Technology | All | \$ 45,000 | \$ - | \$ - | \$ - | \$ 45,000 |
| 1 | 9 | Associate Teachers | All | \$ 300,000 | \$ - | \$ - | \$ - | \$ 300,000 |
| 1 | 10 | ELD Curriculum | English Learners | \$ 40,000 | \$ - | \$ - | \$ - | \$ 40,000 |
| 1 | 11 | Reading Specialist | English Learners | \$ 90,000 | \$ - | \$ - | \$ - | \$ 90,000 |
| 1 | 12 | Extended Care Coordinators | Low-income | \$ 150,000 | \$ - | \$ - | \$ - | \$ 150,000 |
| 2 | 1 | Professional Learning: ELD | English Learners | \$ 35,510 | \$ - | \$ - | \$ - | \$ 35,510 |
| 2 | 2 | Professional Learning: Special Education | Special Education | \$ 34,860 | \$ - | \$ - | \$ - | \$ 34,860 |
| 2 | 3 | Peer Collaboration | All | \$ - | \$ - | \$ - | \$ - | \$ - |
| 2 | 4 | Long-Term Plan and Assessments | All | \$ - | \$ - | \$ - | \$ - | \$ - |
| 2 | 5 | Professional Learning Cadence | All | \$ 9,100 | \$ - | \$ - | \$ - | \$ 9,100 |
| 2 | 6 | Online Integration | All | \$ 35,000 | \$ - | \$ - | \$ - | \$ 35,000 |
| 2 | 7 | Instructional Training | All | \$ - | \$ - | \$ - | \$ - | \$ - |
| 2 | 8 | Instructional Observation | All | \$ 175,500 | \$ - | \$ - | \$ - | \$ 175,500 |
| 2 | 9 | Evaluation Working Group | All | \$ - | \$ - | \$ - | \$ - | \$ - |
| 3 | 1 | School Counselor | All | \$ 50,000 | \$ - | \$ - | \$ - | \$ 50,000 |
| 3 | 2 | No Bully Program | All | \$ 11,100 | \$ - | \$ - | \$ - | \$ 11,100 |
| 3 | 3 | Restorative and Supportive Practices | All | \$ 16,500 | \$ - | \$ - | \$ - | \$ 16,500 |
| 3 | 4 | MS Advisory | All | \$ - | \$ - | \$ - | \$ - | \$ - |
| 3 | 5 | Second Step | All | \$ 10,000 | \$ - | \$ - | \$ - | \$ 10,000 |
| 3 | 6 | Teacher Training | All | \$ 25,000 | \$ - | \$ - | \$ - | \$ 25,000 |
| 3 | 7 | Goal Creation and Tracking | All | \$ 5,000 | \$ - | \$ - | \$ - | \$ 5,000 |
| 3 | 8 | Cultural Programming | All | \$ - | \$ - | \$ - | \$ - | \$ - |
| 4 | 1 | Community Traditions | All | \$ - | \$ - | \$ - | \$ - | \$ - |
| 4 | 2 | Parent Workshops | All | \$ 20,000 | \$ - | \$ - | \$ - | \$ 20,000 |
| 4 | 3 | Communication Tools | All | \$ 25,000 | \$ - | \$ - | \$ - | \$ 25,000 |
| 4 | 4 | Supporting New Families | All | \$ - | \$ - | \$ - | \$ - | \$ - |

2022-23 Contributing Actions Table

| 1. Projected LCFF Base Grant | 2. Projected LCFF Supplemental and/or Concentration Grants | 3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1) | LCFF Carryover — Percentage (Percentage from Prior Year) | Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %) | 4. Total Planned Contributing Expenditures (LCFF Funds) | 5. Total Planned Percentage of Improved Services (%) | Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5) | Totals by Type | Total LCFF Funds |
|------------------------------|--|---|--|---|---|--|--|--------------------------|------------------|
| \$ 10,532,247 | \$ 180,645 | 1.72% | 0.00% | 1.72% | \$ 615,510 | 0.00% | 5.84% | Total: | \$ 615,510 |
| | | | | | | | | LEA-wide Total: | \$ - |
| | | | | | | | | Limited Total: | \$ 225,510 |
| | | | | | | | | Schoolwide Total: | \$ 390,000 |

| 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 | 5 | Subgroup Data Review | Yes | Schoolwide | N/A | All School | \$ - | 0.00% |
| 1 | 9 | Associate Teachers | Yes | Schoolwide | English Learners | K-5 | \$ 300,000 | 0.00% |
| 1 | 10 | ELD Curriculum | Yes | Limited | English Learners | K-5 | \$ 40,000 | 0.00% |
| 1 | 11 | Reading Specialist | Yes | Schoolwide | English Learners | K-5 | \$ 90,000 | 0.00% |
| 1 | 12 | Extended Care Coordinators | Yes | Limited | Low-Income | K-5 | \$ 150,000 | 0.00% |
| 2 | 1 | Professional Learning: ELD | Yes | Limited | English Learners | K-5 | \$ 35,510 | 0.00% |

Instructions

[Plan Summary](#)

[Engaging Educational Partners](#)

[Goals and Actions](#)

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

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

Introduction and Instructions

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

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

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

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

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

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

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

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

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

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

Engaging Educational Partners

Purpose

Significant and purposeful engagement of parents, students, educators, and other educational partners, including those representing the student groups identified by LCFE, 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 school(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)

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

LCFF Carryover Table

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

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

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