LCFF Budget Overview for Parents Template

Local Educational Agency (LEA) Name: Crete Academy

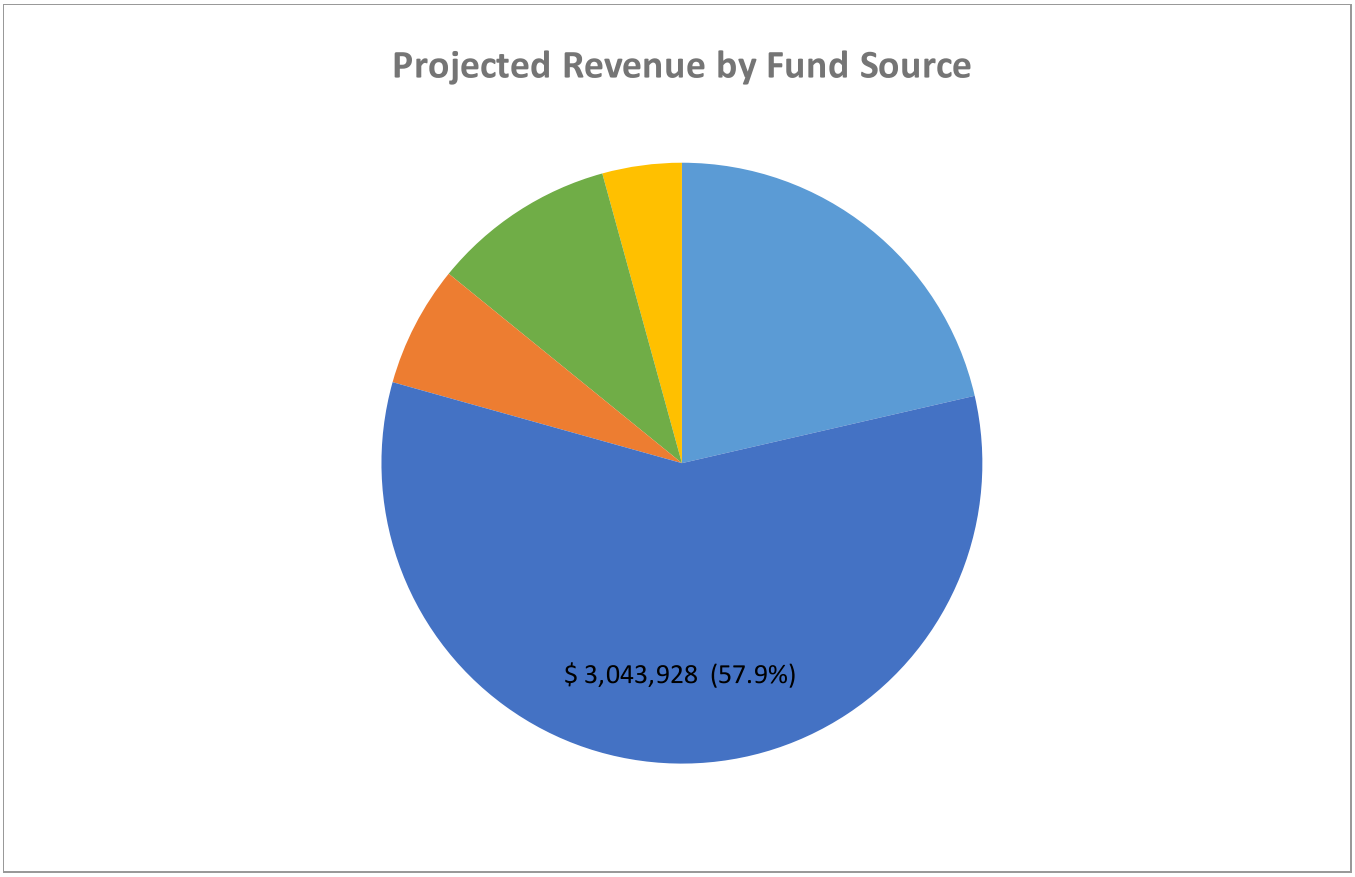
CDS Code: 19-64733-0135616

School Year: 2022 – 23

LEA contact information: Hattie Mitchell, Founder & CEO 6103 Crenshaw Boulevard

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

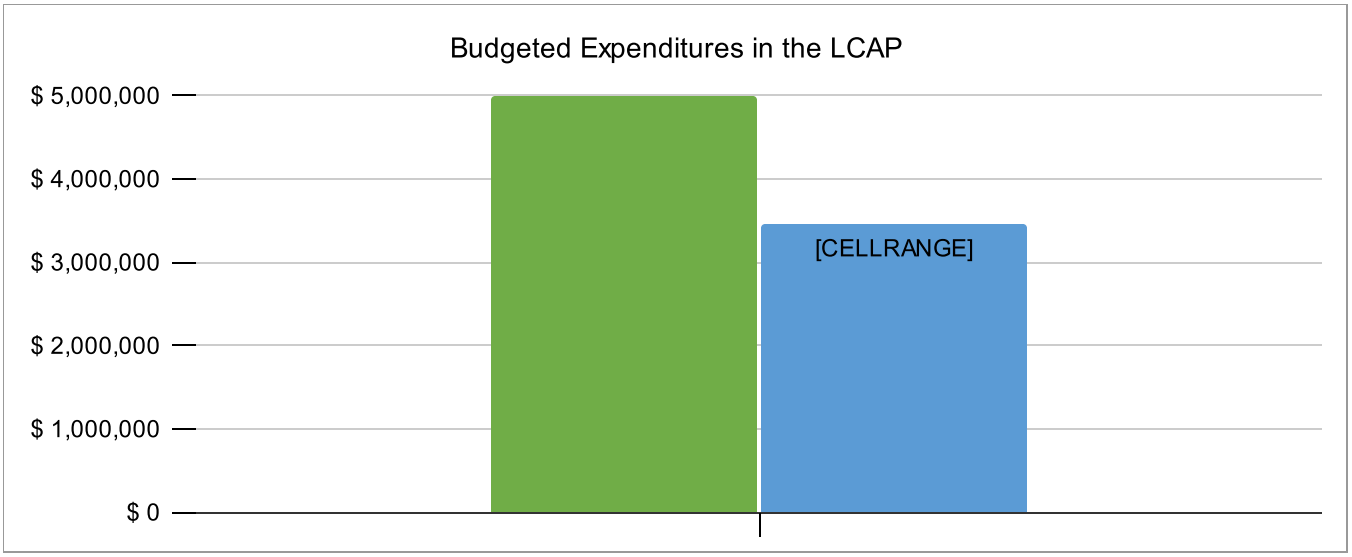
Budget Overview for the 2022 – 23 School Year



This chart shows the total general purpose revenue Crete Academy 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 Crete Academy is $5,253,369.00, of which $4,168,264.00 is Local Control Funding Formula (LCFF), $342,197.00 is other state funds, $518,605.00 is local funds, and $224,303.00 is federal funds. Of the $4,168,264.00 in LCFF Funds, $1,124,336.00 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.



This chart provides a quick summary of how much Crete Academy plans to spend for 2022 – 23. It shows how much of the total is tied to planned actions and services in the LCAP.

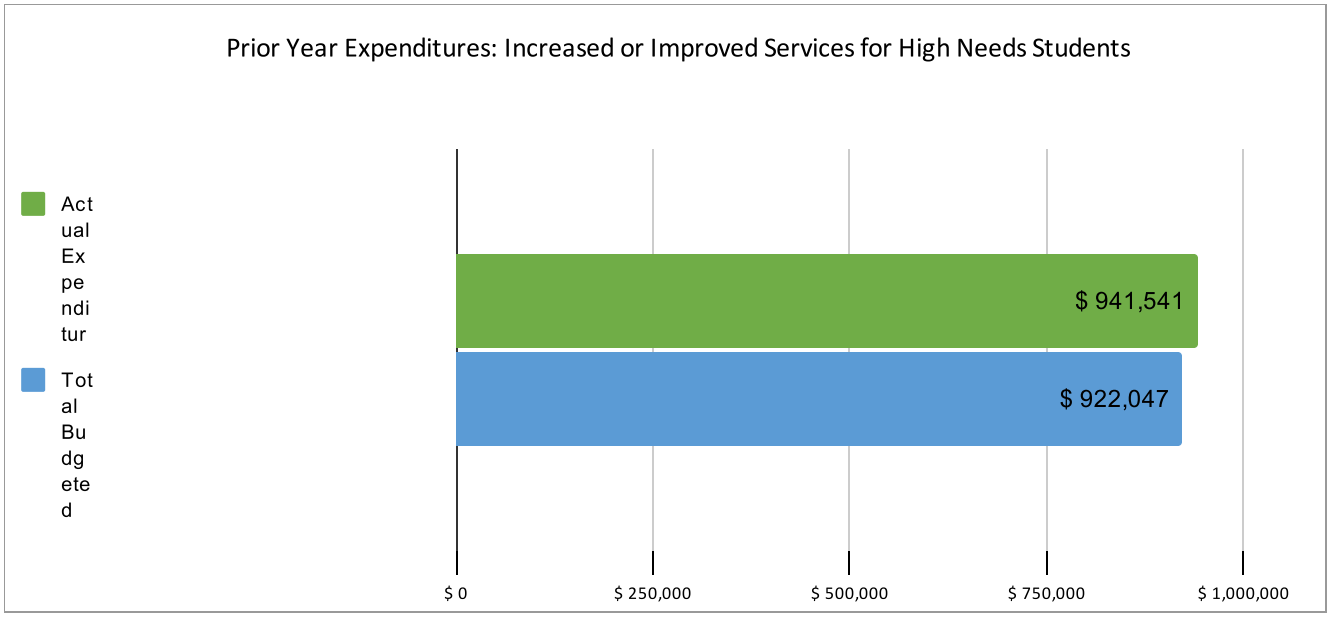
The text description of the above chart is as follows: Crete Academy plans to spend $4,996,723.00 for the 2022 – 23 school year. Of that amount, $3,452,619.00 is tied to actions/services in the LCAP and $1,544,104.00 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

The general fund budget expenditures for the school year not included in the LCAP will be used for general operating expenses.

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

In 2022 – 23, Crete Academy is projecting it will receive $1,124,336.00 based on the enrollment of foster youth, English learner, and low-income students. Crete Academy must describe how it intends to increase or improve services for high needs students in the LCAP. Crete Academy plans to spend $2,762,578.00 towards meeting this requirement, as described in the LCAP.

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



This chart compares what Crete Academy budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what Crete Academy 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, Crete Academy's LCAP budgeted $922,047.00 for planned actions to increase or improve services for high needs students. Crete Academy actually spent $941,541.00 for actions to increase or improve services for high needs students in 2021 – 22.

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
Crete Academy	Hattie Mitchell, Founder & CEO	hmitchell@creteacademy.org (323) 791-1600

Plan Summary 2022-23

General Information

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

Crete Academy is a direct-funded, independent K-6 charter school authorized by Los Angeles Unified School District.

Crete provides a rigorous, standards-aligned educational program to TK through grade 6 families in South Los Angeles. For the 2022-23 academic year, the school plans to serve approximately 320 students across two sites.

Based on 2020-21 state demographic data, Crete's population was 88% socioeconomically disadvantaged (SED), 9% English Learners (EL), 6% students with disabilities (SWD), and 19% housing insecure. The ethic distribution is 62% African American and 34% Latino.

The mission of Crete Academy: Crete Academy will deliver an educational program to students TK-6th grade who are homeless and living in poverty, that will meet their physical, mental and emotional needs while developing strong character and critical thinking skills so that each child is prepared for college and beyond.

Crete Academy's educational program emphasizes meeting the academic and basic needs of all students. To do this, we offer an Academic Program and a Wellness Program. The Academic Program focuses on thematic learning, a foundation in math and literacy and intervention and differentiated instruction. The Wellness Program focuses on the mental, physical and emotional well-being of students, offering an array of services and programs.

Reflections: Successes

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

Local Data **2021-22:**

[Reflection on successes]

We were able to show growth across all grades in Math and ELA (Data charts to support). Due to traditional state standardized testing being suspended because of COVID we used local verified data to show learning growth. The chart below shows the results from the Star Assessment. Kindergarten- 2nd takes early literacy and 3rd-6th takes reading with 1st-6th taking math. Due to the demographic of students that Crete enrolls each student enters with a different proficiency rate. However, across all grades and all subjects Students experienced growth from Fall 2021 to Winter 2022.

*The result reflected in in Star Early Literacy was a computing error. Early literacy is K-2.

STAR Reading

Class ↑	Teacher	Growth / Achievement	% Proficient	Growth (Median SGP)	Students Included
3rd Grade B	moore, barrington	Lower Growth, Lower Achievement	44%	46	18
3rd grade	ecung, jessica	Lower Growth, Lower Achievement	25%	38	20
4th grade	Perlman, Jake	Higher Growth, Lower Achievement	25%	67	24
5th grade	finney, danielle	Higher Growth, Lower Achievement	43%	67	23
6th grade	Bonner, Branden	Higher Growth, Lower Achievement	15%	51	20

Star Early Literacy

Class ↑	Teacher	Growth / Achievement	% Proficient	Growth (Median SGP)	Students Included
1st grade	Mack, Jenny	Lower Growth, Lower Achievement	42%	26	24
2nd Grade	Bahurinsky, Evelyn	Lower Growth, Lower Achievement	24%	39	25
3rd Grade B	moore, barrington	Lower Growth, Lower Achievement	0%	19	1
Kinder	Turner, Quianna	Lower Growth, Lower Achievement	38%	31	13
Kinder	Ryan, Alexis	Lower Growth, Lower Achievement	21%	36	14

Star Math

Class ↑	Teacher	Growth / Achievement	% Proficient	Growth (Median SGP)	Students Included
1st grade	Mack, Jenny	Lower Growth, Higher Achievement	61%	34	23
2nd Grade	Bahurinsky, Evelyn	Lower Growth, Lower Achievement	36%	24	25
3rd Grade B	moore, barrington	Higher Growth, Lower Achievement	26%	57	19
3rd grade	ecung, jessica	Lower Growth, Lower Achievement	25%	49	20
4th grade	Perlman, Jake	Higher Growth, Lower Achievement	24%	61	25
5th grade	finney, danielle	Lower Growth, Lower Achievement	30%	36	23
6th grade	Bonner, Branden	Lower Growth, Lower Achievement	19%	39	16

CA Dashboard 2018-19:

Redesignation Rate 12.5%

Suspension Indicator (Green) decreased suspensions by 8%

Expulsions 0%

Chronic Absenteeism Indicator (Yellow) decreased absenteeism by 3.8%. The improvement was the result of decrease in absenteeism All local indicators "Met"

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.

Local Data 2021-22:

[Reflection on needs]

While we are still awaiting CAASPP data there can always be improvement in testing. Due to COVID there was learning loss and we have been doing our best to address this issue. Specifically we are looking at the Star Assessment Data to provide areas of growth. We would like more than half of each class to be proficient and have at least 50% growth in each class. Currently, 1st grade has more than 50% proficiency above state and 3rd and 4th grade are the only classes that are above 50% in growth. Implementing additional tutoring, teaching fellows, summer school, and afterschool supports will lend itself to us getting closer to our goals in these areas.

CA Dashboard 2018-19:

While there are no gaps in performance between statistically significant student groups, the schoolwide performance gauge was "Orange" for both English/Language Arts and mathematics.

English/Language Arts (Orange) 114.4 points below standard; 9.6% met/exceeded, 12.3% nearly met, 78.1% not met

AA 120.4 DF3

H 106.8 DF3 (No gauge color due to number of students)

SED 115.9 DF3

Mathematics (Orange) 114 points below standard; 4.1% met/exceeded, 17.8% nearly met, 78.1% not met

AA 127.8 DF3

H 100.4 DF3 (No gauge color due to number of students)

SED 117.9 DF3

Chronic Absenteeism Indicator (schoolwide Yellow) area of need considering 34.3% were chronically absent (“Orange” AA 38.6%, H 24.2%, SED 34.6%)

LCAP Highlights

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

The Crete Academy 2021-24 LCAP will emphasize improvement or expansion in all identified areas of the school operations. In addition, it will focus on continued and enhanced services for all students with particular consideration for students experiencing homelessness, those in foster care, students with disabilities, ELs and gifted students.

Considering the school will operate two TK-6 sites next year under Prop 39, there is a need to ensure sufficient resources are available at each site to support a strong academic and social emotional program.

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.

Crete Academy has not been identified for comprehensive support and improvement.

Support for Identified Schools

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

Not applicable

Monitoring and Evaluating Effectiveness

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

Not applicable

Engaging Educational Partners

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

Parents/Guardians: Families have been regularly engaged during our Monthly Parent Meetings and School Site Council meetings on topics ranging from what is the LCAP and collecting input on potential changes for the coming year.

A school-wide parent meeting was held on April 4th to reexamine the current year LCAP, and extended an invitation to attend upcoming School Site Council meetings as the detailed work would be completed during those parent/staff forums. The SSC was provided an overview of the LCAP at the April 6, 2022 meeting. On May 4, members of the SSC and attendees were presented with a data/progress update on current LCAP actions and metrics to guide the work of revisions.

Students: We engaged the students in a survey in February of 2022.

Teachers: We engaged teachers in a survey in February of 2022.

Staff: We engaged support staff in a survey in February of 2022.

A summary of the feedback provided by specific educational partners.

Parents/Guardians: Overall, parents and guardians were very satisfied based on the survey. Though if they had to choose something, they wanted more one-on -one tutoring and instructional support, additional after school programs, and increased access to transportation. We addressed this by adding teachers aides, adding an after school program for students to enroll, and started to invest in a transportation program for the following year. Also expanded our enrichment program to include robotics, coding, and chess.

Students: Students and parents provided feedback that they want to use additional funding to address the lost instructional time during the COVID-19 Pandemic.

Teachers: Based on the survey, teachers asked for more support and more instructional time. So to address this problem, we added more teachers' aides to solve this. We are also working to get a counselor (mental health advocate) specifically for teachers. We also are reconsidering our 2022-2023 school year schedule to provide more instructional time.

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

All stakeholders, but particularly the Board of Directors, teachers and parents, requested tutoring, intervention services and enhanced enrichment programs for students. Consequently, the following areas of the ESSER III plan were directly influenced by input received during the October Monthly Parent Meeting and the Regular Board meeting:

1. 1.1 Teacher and administrators professional development
2. 1.3 PPE and sanitation supplies
3. 2.1 Teaching Fellows and After School teachers
4. 2.2 Summer and After School programs
5. 3.1 Mental Health Supports

Goals and Actions

Goal 1. Conditions of Learning

Goal #	Description
1	Provide a rigorous, supportive and equity driven educational program to students by ensuring highly effective teachers, standards-aligned instructional materials (CCSS, NGSS, ELD) and access to a broad course of study, including extracurriculars. By providing a well-rounded program and student-centered support, Crete increases student resiliency and academic success. (Conditions of Learning: State Priorities 1,2,7, and 8)

An explanation of why the LEA has developed this goal.

This goal was developed as a "maintenance" goal to ensure all available resources remain focused on quality implementation of the mission and vision of the school. It is of tremendous importance to maintain the focus of all families in our community considering the varied social-emotional needs of our students while also remaining committed to achievement growth.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Facilities are maintained and in good repair (SARC)	Good working order at all times and plans to address any repairs immediately	Good working order at all times and all repairs were made immediately (water fountains, paint etc.) *(Source: 2021-22 SARC)*			new facility to accommodate the growing student body.
Teachers appropriately assigned and fully credentialed in the subject areas & for the pupils they are teaching (SARC)	100%	TBD - % Teachers appropriately assigned and fully credentialed in the subject areas & for the pupils they are teaching ***NOTE:** *As of June 1, 2022 the California Statewide Assignment Accountability System (CalSAAS)*			100% Teachers appropriately assigned and fully credentialed in the subject areas & for the pupils they are teaching

		has not provided updated credentialing or assignment data.			
Student and teacher access to standards aligned instructional materials (SARC)	90% access at all times	100% access *(Source: 2021-22 SARC)*			100% access at all times
Student access to a broad course of study	90% access at all times	100% access *(Source: 2021-22 CA School Dashboard Local Indicators)*			100% access at all times
Teacher retention rate	100%	90% Teacher Return Rate (9/10 teachers returned)			100% Teacher Return Rate
Teacher Survey	75% of teachers surveyed report overall positive feelings and satisfaction with working at Crete	100% *(Source: 2021-22 Teacher Survey administered in February 2022)*			95% of teachers served report overall positive feelings and satisfaction with working at Crete
Parent Survey	75% of parents report overall satisfaction with Crete	91% *(Source: 2021-22 Parent Survey administered in February 2022)*			95% of parents report overall satisfaction with Crete
Student Survey - Safety & Connectedness	80% of students survey report feeling safe and connected	91% Students report feeling safe and connected *(Source: 2021-22 Student Survey administered in February 2022)*			98% of students survey report feeling safe and connected
Attendance Rate	95% attendance rate	95% *(Source: 2021-22 P-2 Attendance)*			96% attendance rate
Chronic Absenteeism Rate	2019 CA Dashboard Chronic Absenteeism Indicator	33.5% Chronic Absenteeism Rate			2024 CA Dashboard Chronic Absenteeism Indicator

(CA Dashboard Indicator)	34.3% All Students 38.6% African American 24.2% Hispanic 34.6% SED 58.3% SWD 8.3% English Learner 53.3% Homeless	(Source: DataQuest 2020-21 Chronic Absenteeism Report) 36% African American 31.1% Hispanic **NOTE: CA School Dashboard Chronic Absenteeism Indicator was not published for 2020-21**			10% All Students 15% African American 5% Hispanic 10% SED 20% SWD 2% English Learner 20% Homeless

Actions

Action #	Title	Description	Total Funds	Contributing
1.01	Facilities Leases & Maintenance	Costs associated with facility lease and maintenance of the physical plant (excluding custodial staff) ● Crenshaw/60th Street ● Budlong Elementary (Prop. 39)		N
1.02	Staffing: Credentialed	Salaries and benefits for the following credentialed staff members: ● 4 Administrators ● 16 Credentialed Teachers		
1.03	Staffing: Classified	Salaries and benefits for the following classified staff members: ● 2 Office Manager ● 6 Instructional Aides ● 1 Plant Manager/Food Service Director ● 1 Wellness Director		Y
1.04	Curriculum: Core	Purchase of core curriculum for the following academic subjects: ● Mathematics: GO Math ● English/Language Arts: Tara West, Teachers Pay Teachers, Reach for Reading get name for Tara West; Reach for Reading ● English Language Development (ELD): ● Science: ● Social Science: ● Physical Education:		

1.05	Curriculum: Supplemental	Purchase of supplemental curriculum for the following academic subjects: ● Mathematics: ● English/Language Arts: ● English Language Development:		
1.06	Special Education Services under LAUSD Option 1	Intervention training, coaching and implementation SPED encroachment and Global Education Solutions		
1.07	Professional Development - Families in Crisis	All staff will receive comprehensive training on identifying students with psychosocial, health or other needs (including food, clothing, etc.) and internal policies and for providing referrals for coordinating services for families.		
1.08	Professional Development - CCSS, NGSS, and ELD	Teachers will participate in summer and ongoing professional development on CCSS and CCSS aligned local assessments.		

Goal Analysis for 2021-22

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

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

All actions were implemented as planned.

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.

Planned $1,936,560 vs actual $2,056,207. The overage was due to the need to provide more classified staff to assist with student and family needs.

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

1.01- Facilities Leases and Maintenance- We successfully leased and maintained our school site throughout the year.

1.02- Credentialed Staff- We successfully hired and retained 10 credentialed teachers. We will be hiring 6 additional teachers and 1 more administrator as we expand to a second school site this year. The results from our Parent and Student surveys as well as Star testing data showed that having a full credentialed teaching staff was effective.

1.03- We were able to hire 2 additional instructional aides to support teachers during core instructional time. We were also able to add two after school teachers and one afterschool enrichment teacher to provide additional support. We were able to have small group intervention with students who needed the most academic support. We were also able to provide after school academic and enrichment support that proved valuable. Additionally, we also hired a Covid Coordinator to assist with testing and reporting. Having dedicated staff meeting the needs of students in our demographic has built a stronger academic program at Crete. Crete's Teaching Fellows, Afterschool Staff, COVID Coordinator, and dedicated Educational Coordinators serve primarily unduplicated pupils. This has allowed for students to have more access to resources, structure, and the tools that they need to be more prepared students. The Wellness Coordinator facilitated meetings with families to address student needs and teachers to build strategies to help support students. The COVID Coordinator ensured that testing and reporting were efficiently completed. The Covid Coordinator also made sure student spaces were safe and contract tracing was completed efficiently and effectively. Crete continues to offer a wellness center for students to get help from credentialed staff. Crete also provides housing assistance, counseling, tutoring, afterschool programming, bus passes and additional student meals and groceries for students who wish to take advantage of this resource. While current COVID conditions certainly made an impact on attendance, many students continue to take advantage of what the wellness center has to offer.

1.04- Core Curriculum- We purchased new curriculum for Math and ELA including Go Math for math and Tara West, and Reach for Reading. The results from our Parent and Student surveys as well as Star testing data which showed promising growth across all grades shared that having new core curriculum was effective.

1.05- We purchased supplemental curriculum in the form of Lexia. We placed an emphasis on reading and reading growth. We had weekly progress celebrations for each student who reached a new Lexia level. Staff surveys and star testing revealed that Lexia was effective in reading growth.

1.06- SPED Service Option 1- In order to supplement our Option 1 Sped services we also spent money Intervention training, coaching and implementation SPED encroachment and Global Education Solutions. Our SPED Coordinator ensures that on our end all of the students are receiving their prescribed services. SPED Service was deemed effective by the results of our Staff and Parent surveys.

1.07- Professional Development (Families in Crisis)- The Entire staff received comprehensive training on identifying students with psychological, health or wellness (food, clothing, emotional) needs. Staff were also trained on internal policies to provide referrals for coordinating services for families.

1.08- Professional Development CCSS- All teachers received summer and ongoing professional development on CCSS. Professional Development was proved to be highly effective by the positive responses on Parent and Staff surveys related to wellness and SEL.

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

No changes were made for 2022-23.

Goal 2. English/Language Arts Achievement

Goal #	Description
2	Annually demonstrate growth in English/language arts proficiency for all students as measured by academic marks, local assessment, and state-mandated assessments. State Priorities 4 and 8

An explanation of why the LEA has developed this goal.

It is critical for the overall success of Crete that students are learning at a competitive rate to their peers, as measured by local and state assessments. Therefore, this goal was created with the intent that monthly, quarterly, and annually student data would be reviewed and teachers would adjust their teaching strategies and school-wide supports based upon student needs.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Local Assessment ELA (Grades 2-5)	22%	30.4% At- or Above Grade Level in ELA *(Source: Star Assessment)*			75% At- or Above Grade Level in ELA
SBAC ELA (Grades 3-5)	2019 SBAC - Met/Exceeded ELA 9.6% All Students 10.9% African American 4.2% Hispanic 6% SED	N/A NOTE: CA Dashboard 2022 data will be available in Winter 2022			2024 SBAC Meet/Exceed ELA 50% All Students 55% African American 25% Hispanic 36% SED

Actions

Action #	Title	Description	Total Funds	Contributing

2.01	Ongoing instructional coaching	Teachers receive weekly instructional coaching with specific feedback designed to improve instruction and overall student learning. (Whetstone, summer PD to teachers)		
2.02	Students will be provided with small group intervention	Teachers will be trained and supported in providing intervention and small group teaching daily in all subjects.		
2.03	Teaching fellows will support enhanced student learning	Teaching fellows will work closely with all students performing below grade level in math and ELA.		
2.04	After school teachers will support student's academic needs	After school teachers will focus on tutoring and intervention in math and ELA		
2.05	Assessments will be provided to students to monitor progress	Regular assessments will be administered and data from such assessments will be reviewed to plan and support students' academic needs. The following assessments will be used for progress monitoring: ● STAR Renaissance Assessment ● DIBELS/Amplify ● Fontas & Pinnellas		

Goal Analysis for 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.

Implemented as planned:

Modified: We had to spend a little more to accommodate the academic needs of our student body by hiring additional classified staff.

Not implemented:

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.

Planned $56,681 vs. $72,580 actual. Overage due to after school support and interventions.

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

2.01- Ongoing Instructional Coaching- All teachers received weekly instructional coaching with specific feedback designed to improve instruction and overall student learning. We purchased a subscription to Whetstone to facilitate our services. Coaching was found to be effective through the positive responses on the Staff surveys, one on one interviews with all coachees, and the performance of students on Star testing.

2.02- Students small group intervention- Teachers were provided with training during Summer PD and Academic PLC's throughout the year to run small group intervention and small group teaching daily in all subjects. Small group training was proved to be effective through positive responses from Staff Surveys as well as student academic growth through Dibels, F&P and Star assessment.

2.03- Teaching Fellow intervention- We were able to hire 2 additional instructional aides to support teachers during core instructional time. We were also able to add two after school teachers and one afterschool enrichment teacher to provide additional support. We were able to have small group intervention with students who needed the most academic support. We were also able to provide after school academic and enrichment support that proved valuable.

2.04- Afterschool Teacher Support- We hired after school teachers to supplement core instruction. We were able to train afterschool teachers to have small group intervention with students who needed the most academic support. Parent and Staff surveys supported their effectiveness.
2.05- Assessments- We purchased and utilized assessments Regular assessments that were administered throughout the year and data from such assessments was reviewed to plan and support students' academic needs. The following assessments were used for progress monitoring:

- STAR Renaissance Assessment
- DIBELS/Amplify
- F&P

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.
No changes were made for 2022-23.

Goal 3. Mathematics Achievement

Goal #	Description

3	Annually demonstrate growth in mathematics proficiency for all students as measured by academic marks, local assessment, and state-mandated assessments. State Priorities 4 and 8

An explanation of why the LEA has developed this goal.

This mathematics goal was developed because being able to compute numbers with ease and have a strong number sense is critical to students' overall academic success.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Local Assessment Mathematics (Grades 2-5)	**11%**	31.5% At- or Above Grade Level in Mathematics *(Source: Star Assessment)*			75% At- or Above Grade Level in ELA
SBAC Mathematics (Grades 3-5)	2019 SBAC - Met/Exceeded Mathematics 4.1% All Students 4.4% African American 0% Hispanic 1.5% SED	N/A NOTE: CA Dashboard 2022 data will be available in Winter 2022			2024 SBAC Meet/Exceed Mathematics 25% All Students 25% African American 10% Hispanic 15% SED

Actions

Action #	Title	Description	Total Funds	Contributing
3.01	Teacher training during summer PD, weekly PD and teacher-initiated trainings	Teachers will attend PD's, workshops and work with Cognitive Guided Instruction (CGI) trainers on implementation.		
3.02	CGI coaching and teacher training	Teachers will attend CGI trainings and work with a CGI trainer to provide training and support for implementation		

Goal Analysis for 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.
The two actions listed for 2021-22 were implemented as planned (e.g., professional development, CGI coaching).

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.
Planned $8,529 , and there were no material differences in spending.

An explanation of how effective the specific actions were in making progress toward the goal.
3.01-.02- Professional Development, CGI Coaching and Peer Coaching proved extremely valuable in making progress towards our goal. Teachers reported feeling more prepared and confident to lead and implement CGI assignments. Star assessments also showed growth across all grades in math.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.
No changes were made for 2022-23.

Goal 4. English Learner Progress

Goal #	Description
4	All English learners will demonstrate growth towards meeting/exceeding standards in mathematics, English Language Arts (ELA) and English language proficiency as demonstrated through academic marks, local formative assessments, and state assessments. State Priorities 4 and 8

An explanation of why the LEA has developed this goal.
This goal was developed to provide specific, ongoing support for EL students.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Reclassification Rate	12.5% Reclassification	0% Reclassification Rate (Source: CDE English Learner Reclassification Report 2020-21)			25% reclassification rate
English Learner Progress Indicator (CA Dashboard)	Not applicable	N/A NOTE: CA Dashboard 2022 data will be available in Winter 2022			25% English learners demonstrating progress on the CA School Dashboard English Learner Progress Indicator (ELPI)
Local Assessment ELA (Grades 2-5)	11%	N/A due to number of students % English learners At- or Above Grade Level in ELA *(Source: Star Assessment)*			75% English Learners proficient on local ELA assessment
SBAC English/language Arts		N/A NOTE: SBAC 2022 data will be available in Summer 2022			75% English learners Meet/Exceed Standards on ELA SBAC
Local Assessment Mathematics (Grades 2-5)	22%	N/A due to number of students % English learners At- or Above Grade Level in Mathematics *(Source: Star Assessment)*			75% English Learners proficient on local mathematics assessment
SBAC Mathematics (Grades 3-5)	Data suppressed for privacy	N/A			75% English learners Meet/Exceed

		NOTE: SBAC 2022 data will be available in Summer 2022			Standards on Mathematics SBAC

Actions

Action #	Title	Description	Total Funds	Contributing
4.01	English Learner Professional Development	Teachers will receive on-going professional development on effective implementation of the English Learner Master Plan and high-leverage strategies for addressing the language needs of English Learners Included as part of Global Educ Solutions		
4.02	ELD Curriculum	Teachers will use ELD-embedded curriculum in core subjects and students will work with ELD-specific curriculum		
4.03	Classrooms will be word-rich	Teachers will maintain word-rich environments, including the use of anchor charts, alphabets, student writing materials, posters and other charts.		

Goal Analysis for 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.

Implemented as planned: The ELD

Modified:

Not implemented:

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.

Planned $2,400, and there were no material differences in spending.

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

4.01- EL professional Development- Crete Teachers received on-going professional development on effective implementation of the English Learner Master Plan and high-leverage strategies for addressing the language needs of English Learners. Included as part of our EL programming, Global Education Solutions is dedicated to El instruction; they trained all the teachers during summer PD and Ms. Pesina was doing EL intervention for the school year.

4.02- ELD Curriculum- Teachers used ELD-embedded curriculum in core subjects and students worked in ELD specific curriculum. Additionally we had a teacher dedicated to doing EL intervention for the students most in need of support.

4.03-Word Rich Classrooms- Teachers will maintain word-rich environments, including the use of anchor charts, alphabets, student writing materials, posters and other charts. Word rich classrooms were also a factor in every teachers mid and final evaluation. The specific actions for ELD effectiveness was evidenced by Star assessment data as well as reporting from Global Education Solutions.

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

No changes were made for 2022-23.

Goal 5. School Climate and Social Emotional Well-Being

Goal #	Description
5	Increase connectedness by providing quality opportunities for site-wide and community engagement, and opportunities for personal growth and well-being. Engagement & Climate (State Priorities 3, 5 and 6)

An explanation of why the LEA has developed this goal.

This goal was created because it is critical that school communications and opportunities for family engagement remain strong. This supports students' overall success.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24

Parent involvement/Input in Decision-making - School Site Council (SSC)	Regular Meetings of the School Site Council (SSC)	Held regular meetings at the School Site Council (SSC).			Regular School Site Council Meetings
Wellness Surveys and Culture Surveys report overall satisfaction with programs	85% Satisfaction rate of those surveyed are pleased with the school's offerings.	92% of parents are satisfied with programs. 100% of students felt satisfied with the culture and offerings. *(Source: February 22 survey)*			95% satisfaction of those surveyed
Suspension Rate	2020 Suspension Rate (Source: Ed-Data) 0.4%	0% Suspension Rate (Source: CDE DataQuest, Suspension Rate Report for 2020-21)			<1% Suspension Rate
Expulsion Rate	2020 Expulsion Rate (Source: Ed-Data) 0%	0% Expulsion Rate (Source: CDE DataQuest, Expulsion Rate Report for 2020-21)			0% Expulsion Rate

Actions

Action #	Title	Description	Total Funds	Contributing
5.01	Community partnerships focused on family supports	Crete will establish partnerships with health and dental clinics, counseling services, food banks, housing organizations and more to support students and their families. LCSW supervises MSW interns		
5.02	Parent Engagement Events	A family orientation, Back to School Night, Parent-Teacher Conferences, and Parent Education Workshops will be held to help engage families in school life and their child's learning. supplies, prof services, creative events		
5.03	SSC & ELAC	School Site Council (SSC) is in development, with facilitation being provided to support composition and participation.		

5.04	Communications (Seesaw, Zoom, Spectrum)	Regular newsletters will be provided to parents of upcoming events, resources, and workshops both via email and hardcopy form (in English, Spanish and other languages as needed). Training will be provided to teachers, staff, and parents on the use of digital communication tools. Parent outreach and communications will stress the importance of regular attendance and arriving on time each day. Wix, Vista Prints, Signarama, prof services (photos)		
5.05	Positive School Climate & Culture (Class Dojo, SEL curriculum, Culture training)	Restorative Justice practices will be used to minimize suspensions and keep kids in school. Teachers will receive support and training in best practices regarding positive behavioral support, classroom management, and crisis intervention. Class Dojo		

Goal Analysis for 2021-22

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

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

All actions for Goal 5 were implemented as planned, and meetings of the SSC and ELAC were held via Zoom.

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.

Planned $55,011, and there were no material differences in spending.

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

Crete's specific actions toward making progress were highly effective.

5.1- We were able to establish and maintain our community partnerships that support the wellness program. We were able to have the Coach for kids health bus come to provide medical checkups and vaccinations for all students. We were also able to provide hearing and vision screening through Vision for Learn with all students and provide free glasses for those who needed them. We established a partnership with a local non- profit to supply our food pantry so that parents can have access to groceries year around. We also partnered with UCLA to provide MSW counselors to our students for mental health and wellness needs year around. Parent and Staff Surveys confirmed that community partnerships were highly effective.

5.2- We were able to have a multitude of events that proved effective in establishing parent communication which included but is not limited to:

Family Fair, Family Orientation, Back to School Night, Parent-Teacher Conferences, Monthly Parent Meetings, and Parent Education Workshops that were aimed at engaging families in school life and their child's learning. supplies, prof services, creative events. Parent and Staff Surveys confirmed that Parent engagement events were highly effective.

5.3- We established a School Site Council (SSC) and held regular meetings throughout the school year. Some of the highlights from the SSC was the establishment of a bi-monthly school fundraiser (fun run, bake sale etc.) which supported field trips and extracurricular activities. Parent and Staff Surveys confirmed that SSC was highly effective.

5.4- We knew that coming out of the pandemic with all the changes to safeguard against Covid that communication had to be highly effective. We were able to have extremely effective communication by creating and issuing Regular newsletters to parents of upcoming events, resources, and workshops both via email and hardcopy form (in English, Spanish and other languages as needed). We trained teachers, staff, and parents on the use of digital communication tools (Class Dojo, Seesaw, Slack, Email). Parent outreach and communications also focused on the importance of regular attendance and arriving on time each day. Wix, Vista Prints, Signarama, prof services (photos). Parent and Staff Surveys confirmed that communication was highly effective.

5.5- Restorative Justice practices and the BRIDGE Program were used to minimize suspensions and keep kids in school. Teachers received support and training in best practices regarding positive behavioral support, classroom management, and crisis intervention. Parent, staff and student surveys revealed that our efforts were highly effective.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.
No changes were made for 2022-23.

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

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

Projected LCFF Supplemental and/or Concentration Grants	Projected Additional LCFF Concentration Grant (15 percent)
$1,178,098	$73,098

Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
37.22%	0%	$0	37.22%

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.

Actions listed below are being provided school-wide and are contributing to the increased/improved services percentage requirement.

1.2 Staffing: Credentialed The hiring of Credentialed staff is targeted to assist foster youth, English Learners and Low-income students by providing quality educational and SEL support in Crete classrooms and through access to our wellness center. The needs of low-income students were considered first in the creation of this action, as these students

and their families are significantly more likely to need quality academic instruction and support.. The action is successful in meeting the needs of low-income

students first by ensuring they have a quality, credentialed teacher in their classroom.

1.3 Staffing: Classified- The hiring of Classified staff is targeted to assist foster youth, English Learners and Low-income students by providing quality educational and SEL support in Crete classrooms and through access to our wellness center. The needs of low-income students were considered first in the creation of this action, as these students

and their families are significantly more likely to need quality academic instruction and support.. The action is successful in meeting the needs of low-income

students first by ensuring they have a quality, teaching fellows and support staff in their classroom.

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

Actions listed below are being provided on a limited basis

1.5 Curriculum: Supplemental (English Learners, Low-income)-The Purchasing and implementation of supplemental curriculum is targeted to assist foster youth, English Learners and Low-income students by providing quality educational and SEL support in Crete classrooms and through access to our wellness center. The needs of low-income students were considered first in the creation of this action, as these students and their families are significantly more likely to need quality academic instruction and support.. The action is successful in meeting the needs of low-income

students first by ensuring they have a quality, supplemental curriculum in addition to a strong core curriculum for instruction.

2.1 On-going Instructional Coaching (English Learners, Low-income, Foster Youth)- The implementation of ongoing instructional coaching is targeted to assist foster youth, English Learners and Low-income students by providing quality educational and SEL support in Crete classrooms and through access to our wellness center. The needs of low-income students were considered first in the creation of this action, as these students and their families are significantly more likely to need quality academic instruction and support. The action is successful in meeting the needs of low-income students first by ensuring they have quality, credentialed staff that are constantly working on their craft and learning best practices.

2.2 Small Group Interventions (English Learners, Low-income, Foster Youth)- The implementation of small group interventions is targeted to assist foster youth, English Learners and Low-income students by providing quality educational and SEL support in Crete classrooms and through access to our wellness center. The needs of low-income students were considered first in the creation of this action, as these students and their families are significantly more likely to need quality academic instruction and support.. The action is successful in meeting the needs of low-income students first by ensuring they have a quality time with a teacher or teaching fellow in smaller groups so that they are able to get the targeted attention they need to close achievement gaps that are more prevalent amongst this student population.

2.3 Teaching Fellows (English Learners, Low-income, Foster Youth)- The hiring of Classified staff is targeted to assist foster youth, English Learners and Low-income students by providing quality educational and SEL support in Crete classrooms and through access to our wellness center. The needs of low-income students were considered first in the creation of this action, as these students and their families are significantly more likely to need quality academic instruction and support.. The action is successful in meeting the needs of low-income

students first by ensuring they have quality teaching fellows and support staff in their classroom.

2.4 Afterschool support for students' academic needs (English Learners, Low-income, Foster Youth)- The hiring of afterschool staff is targeted to assist foster youth, English Learners and Low-income students by providing quality educational and SEL support in an afterschool setting and through access to our wellness center. The needs of low-income students were considered first in the creation of this action, as these students and their families are significantly more likely to need quality academic instruction and support past the . The action is successful in meeting the needs of low-income students first by ensuring they have quality academic support and programming after normal school hours. Many of these families also need an afterschool program to provide supervision while they are working.

4.1 English Learner Professional Development (English Learners)- The implementation of English Learner Professional Development is targeted to assist foster youth, English Learners and Low-income students by providing quality educational support for English Learners in Crete classrooms and through access to our wellness center. The needs of low-income students were considered first in the creation of this action, as these students and their families are significantly more likely to need quality academic instruction surrounding ELPD and support.. The action is successful in meeting the needs of low-income students first by ensuring they have a quality time with a teacher, teaching fellow or EL specialist in smaller groups so that they are able to get the targeted attention they need to close achievement gaps that are more prevalent amongst this student population due to their lack of familiarity with the language.

4.2 ELD Curriculum (English Learners)- The implementation of ELD Curriculum is targeted to assist foster youth, English Learners and Low-income students by providing quality educational support for English Learners in Crete classrooms and through access to our wellness center. The needs of low-income students were considered first in the creation of this action, as these students and their families are significantly more likely to need quality academic instruction surrounding ELPD and support.. The action is successful in meeting the needs of low-income students first by ensuring they have a quality time with a teacher, teaching fellow or EL specialist in smaller groups so that they are able to get the targeted attention they need to close achievement gaps that are more prevalent amongst this student population due to their lack of familiarity with the language.

4.3 Word rich classroom environment (English Learners, Low-income, Foster Youth)- The implementation of Word rich classrooms is targeted to assist foster youth, English Learners and Low-income students by providing quality educational support for English Learners in Crete classrooms and through access to our wellness center. The needs of low-income students were considered first in the creation of this action, as these students and their families are significantly more likely to need quality academic instruction surrounding ELPD and support.. The action is successful in meeting the needs of low-income students first by ensuring they have a Word rich environment to instigate improvement in ELA. Crete is able to support word rich classroom environment by including the use of anchor charts, alphabets, student writing materials, posters and other charts. Word rich classrooms were also a factor in every teachers mid and final evaluation.

5.1 Community Partnerships (English Learners, Low-income, Foster Youth)- The establishment and maintenance of Community Partnerships is targeted to assist foster youth, English Learners and Low-income students by providing quality educational and SEL support in Crete classrooms and through access to our wellness center. The needs of low-income students were considered first in the creation of this action, as these students and their families are significantly more likely to need wellness support in the form of access to housing, medical, dental, vision, hearing, educational materials and programs, engagement in school, social and emotional well-being, adequate nutrition, and breaking down barriers to academic progress. Our community

partnerships not only allow us to facilitate these supports at little or no cost, but they also help to support our families by providing opportunities to students through donations and volunteering. The action is successful in meeting the needs of low-income students first by ensuring they have access to all of these wellness resources and that the families who are in most need are able to get the targeted attention they need to resolve wellness issues that are more prevalent amongst this student population.

5.5 Positive School Climate & Culture (English Learners, Low-income, Foster Youth)- The implementation of Positive School Climate is targeted to assist foster youth, English Learners and Low-income students by providing a safe and encouraging environment for students to learn as well as receive SEL support in Crete classrooms and through access to our wellness center. The needs of low-income students were considered first in the creation of this action, as these students and their families are significantly more likely to need safe and quality learning environments . The action is successful in meeting the needs of low-income students first by ensuring they have quality, caring credentialed staff that are all aligned with an effective PBIS structure supported by award assemblies, crete store, monthly awards, core value awards, field trips among other incentives.

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.

Services for foster youth, English Learners, and low-income students are being increased or improved via several LCAP actions which are targeted to address their needs. Increased services include additional programs and services such as Instructional Coaching, supplemental curriculum, small group interventions , English Language Development curriculum and additional Teaching fellows and afterschool staffing. Services for these students are improved by training staff members how to meet their needs via specific professional development, and then facilitating our community partnerships tailored by Crete administrators to reach the students and their families. Specialized outreach for these students and their families includes addressing many issues which may arise such as access to housing, medical, dental, vision, hearing, educational materials and programs, engagement in school, social and emotional well-being, adequate nutrition, and breaking down barriers to academic progress.

Staff-to-student ratios by type of school and concentration of unduplicated students		Schools with a student concentration of greater than 55 percent

Staff-to-student ratio of classified staff providing direct services to students		15:1
Staff-to-student ratio of certificated staff providing direct services to students		17:1

Instructions

Plan Summary

Engaging Educational Partners

Goals and Actions

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

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

Introduction and Instructions

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

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

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning (California *Education Code* [*EC*] Section 52064[e][1]). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students.

- **Meaningful Engagement of Educational Partners:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful engagement (*EC* Section 52064[e][1]). Local educational partners possess valuable perspectives and insights about an LEA's programs and services. Effective strategic planning will incorporate these perspectives and insights in order to identify potential goals and actions to be included in the LCAP.

- **Accountability and Compliance:** The LCAP serves an important accountability function because aspects of the LCAP template require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:

    - Demonstrating that LEAs are increasing or improving services for foster youth, English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (*EC* Section 52064[b][4-6]).

- Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (*EC* sections 52064[b][1] and [2]).

- Annually reviewing and updating the LCAP to reflect progress toward the goals (*EC* Section 52064[b][7]).

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

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

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

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

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

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

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

Engaging Educational Partners

Purpose

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

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

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

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

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

Requirements and Instructions

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

> **Local Control and Accountability Plan:**
> For county offices of education and school districts only, verify the LEA:
>
> a) Presented the local control and accountability plan to the parent advisory committee in accordance with Education Code section 52062(a)(1) or 52068(a)(1), as appropriate.
>
> b) If applicable, presented the local control and accountability plan to the English learner parent advisory committee, in accordance with Education Code section 52062(a)(2) or 52068(a)(2), as appropriate.
>
> c) Notified members of the public of the opportunity to submit comments regarding specific actions and expenditures proposed to be included in the local control and accountability plan in accordance with Education Code section 52062(a)(3) or 52068(a)(3), as appropriate.
>
> d) Held at least one public hearing in accordance with Education Code section 52062(b)(1) or 52068(b)(1), as appropriate.
>
> e) Adopted the local control and accountability plan in a public meeting in accordance with Education Code section 52062(b)(2) or 52068(b)(2), as appropriate.

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

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

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

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

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

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

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

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

- Focus Goal: A Focus Goal is relatively more concentrated in scope and may focus on a fewer number of metrics to measure improvement. A Focus Goal statement will be time bound and make clear how the goal is to be measured.

- Broad Goal: A Broad Goal is relatively less concentrated in its scope and may focus on improving performance across a wide range of metrics.

- Maintenance of Progress Goal: A Maintenance of Progress Goal includes actions that may be ongoing without significant changes and allows an LEA to track performance on any metrics not addressed in the other goals of the LCAP.

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

Focus Goal(s)

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

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

Broad Goal

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

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

Maintenance of Progress Goal

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

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

Required Goals

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

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

- **Consistently low-performing student group(s) goal requirement:** An LEA meeting the consistently low-performing student group(s) criteria must include a goal in its LCAP focused on improving the performance of the student group or groups that led to the LEA's eligibility for Differentiated Assistance. This goal must include metrics, outcomes, actions, and expenditures specific to addressing the needs of, and improving outcomes for, this student group or groups. An LEA required to address multiple student groups is not required to have a goal to address each student group; however, each student group must be specifically addressed in the goal. This requirement may not be met by combining this required goal with another goal.

- **Goal Description:** Describe the outcomes the LEA plans to achieve to address the needs of, and improve outcomes for, the student group or groups that led to the LEA's eligibility for Differentiated Assistance.

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

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

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

- **Goal Description:** Describe what outcomes the LEA plans to achieve to address the disparities in performance between the students enrolled at the low-performing school(s) and the students enrolled at the LEA as a whole.

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

Measuring and Reporting Results:

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

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

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

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

Complete the table as follows:

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

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

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

The metrics may be quantitative or qualitative; but at minimum, an LEA's LCAP must include goals that are measured using all of the applicable metrics for the related state priorities, in each LCAP year as applicable to the type of LEA. To the extent a state priority does not specify one or

more metrics (e.g., implementation of state academic content and performance standards), the LEA must identify a metric to use within the LCAP. For these state priorities, LEAs are encouraged to use metrics based on or reported through the relevant self-reflection tool for local indicators within the Dashboard.

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

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

Goal Analysis:

Enter the LCAP Year.

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

- Describe the overall implementation of the actions to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process. This must include any instance where the LEA did not implement a planned action or implemented a planned action in a manner that differs substantively from how it was described in the adopted LCAP.

- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures and between the Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services, as applicable. Minor variances in expenditures or percentages do not need to be addressed, and a dollar-for-dollar accounting is not required.

- Describe the effectiveness of the specific actions to achieve the articulated goal as measured by the LEA. In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal. When responding to this prompt, LEAs may assess the effectiveness of a single action or group of actions within the goal in the context of performance on a single metric or group of specific metrics within the goal that are applicable to the action(s). Grouping actions with metrics will allow for more robust

analysis of whether the strategy the LEA is using to impact a specified set of metrics is working and increase transparency for educational partners. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.

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

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

Purpose

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

Requirements and Instructions

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

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

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

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

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

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

Required Descriptions:

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

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

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

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

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

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

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

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

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

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

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

For School Districts Only:

Actions Provided on an LEA-Wide Basis:

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

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

Actions Provided on a Schoolwide Basis:

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

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

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

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

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

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

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

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

Provide the following descriptions, as applicable to the LEA:

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

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

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

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

Complete the table as follows:

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

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

Action Tables

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

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

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

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

Data Entry Table

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

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

  See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF apportionment calculations.
- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants the LEA estimates it will receive on the basis of the number and concentration of unduplicated students for the coming school year.
- **3. Projected Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected LCFF Base Grant and the Projected LCFF Supplemental and/or Concentration Grants, pursuant to 5 *CCR* Section 15496(a)(8). This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the coming LCAP year.
- **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. Estimated Actual Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Estimated Actual LCFF Base Grant and the Estimated Actual 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 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 4 from 7)
    - This amount is the Total Planned Contributing Expenditures (4) subtracted from the Total Estimated Actual Expenditures for Contributing Actions (7)
- 5. Total Planned Percentage of Improved Services (%)
    - This amount is the total of the Planned Percentage of Improved Services column
- 8. Total Estimated Actual Percentage of Improved Services (%)
    - This amount is the total of the Estimated Actual Percentage of Improved Services column
- Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)
    - This amount is the Total Planned Percentage of Improved Services (5) subtracted from the Total Estimated Actual Percentage of Improved Services (8)

LCFF Carryover Table

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

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

- 12. LCFF Carryover — Dollar Amount LCFF Carryover (Subtract 11 from 10 and multiply by 9)
  - If the Estimated Actual Percentage of Increased or Improved Services (11) is less than the Estimated Actual Percentage to Increase or Improve Services (10), the LEA is required to carry over LCFF funds.

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

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

California Department of Education
November 2021

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
Crete Academy	Hattie Mitchell, Founder/Executive Director	hmitchell@creteacademy.org (323) XXX-XXXX

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

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

Crete engaged educational partners extensively regarding one-time federal funds intended to support recovery from the pandemic during the original development of the 2021-22 LCAP. Most of the funds included in the Budget Act of 2021 that Crete was eligible for were already known and anticipated at the time it was developed. However, there were changes before it was received which led us to have additional engagement with our educational partners.In development of the 2021-22 LCAP in the Spring of 2020, we held two stakeholder meetings in March and April of 2020. We had additional parent meetings in August of 2020 as well as Staff and Parent Surveys that were held in October of 2020. While many of the suggestions for improvement did make it into the final plan which the Board approved in June 2021, there were other items that were not included. (e.g., uniforms, more counseling, professional development).

Based on the final State Budget which included a 15% one-time additional supplement ($73,098), funding for the Educator Effectiveness Block Grant ($41,069) which some was allocated toward Professional development but the rest will be used next year, PreK Implementation and Planning Grant ($29,865) That we will be using for the 2022-23 school year as we expand to two sites, and Expanded Learning Opportunities Program ($122,982.45) which is going towards Enrichment, Afterschool and Summer Opportunities, we plan to continue to engage stakeholder through out the 2022-23 school year at Parent meetings and SSC meetings.

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.

We used the additional 15% one time supplement ($73,098) to hire additional teaching aides to support small group intervention and target growth areas for students who experienced learning loss in ELA and Math due to remote/hybrid learning and absences due to quarantine for Covid 19. We hired two teaching fellows and a program coordinator for the 2021-22 school year.

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.

We engaged our educational partners extensively regarding one-time federal funds intended to support recovery from the COVID-19 pandemic during the original development of the 2021-22 LCAP. Engagement regarding ESSER II & III funds are included in the original LCAP and details can be found in the Stakeholder Engagement section of the LCAP , which is located on our website (see URL below). Crete engaged further with educational partners on the use of ESSER III funds. Input used to determine usage of ESSER III funds was collected from August through October 2021 via student, staff and parent surveys, staff meetings, monthly parent meetings and School Site Council meetings. CARES ($48,991), CRRSA ($206,190), ARP ACT ($463,407)-The initial engagement for the use of these funds came early in the pandemic school closures between April/May 2020. CARES funding was used to hire additional staff (teaching aides, afterschool staff, enrichment staff), Additional curriculum (online curriculum for distance learning), Materials and Supplies including the purchase of air filtering/ventilation machines to combat COVID-19, Computers/Tablets for Student Use and Distance Learning, Professional Development/Consulting for administrators implementing Covid Policy, Additional IT services due to increased online usage. Expanded Learning Opportunities Grant ($147,246) We used the ELOG to accelerate the progress to close learning gaps through the implementations, expansion, or enhancement of learning supports including, but not limited to: Teaching Aides, Afterschool staff, materials and supplies to support the core instruction, afterschool instruction and intervention learning hubs for students who most need support.

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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.

Crete Academy provided several opportunities for stakeholder input during public forums as funding was made available. Families, students, school administrators, school staff and teachers, including special education teachers reviewed the ESSER III plan during the October Monthly Parent Meeting. Translation for non-English speaking individuals was provided, as needed. Because Crete serves a large percentage of students experiencing homelessness, the school Principal and Assistant Principal, who manage the school's Wellness Center and provide services targeted at foster youth and those experiencing homelessness, were heavily engaged in the development of the ESSER III plan. Additionally, the Director of Special Education, whose primary role is to serve students with disabilities, was also in- cluded in the development of the plan.

The spending plan was shared and individuals asked questions and provided feedback regarding the plan. Additionally, the community was provided an opportunity to give feedback on the ESSER III Plan, during the October Board Meeting.

Crete Academy's stakeholder group does not include tribes, civil rights organizations and disability rights organizations.

All stakeholders, but particularly the Board of Directors, teachers and parents, requested tutoring, intervention services and en- hanced enrichment programs for students. Consequently, the following areas of the ESSER III plan were directly influenced by input received during the October Monthly Parent Meeting and the Regular Board meeting:

1.1 Teacher and administrators professional development

1.3 PPE and sanitation supplies

2.1 Teaching Fellows and After School teachers

2.2 Summer and After School programs

3.1 Mental Health Supports

Although not listed as one of the targeted areas of need. One challenge we experienced was setting up and implementing our Covid Program which included testing, reporting, PPE and scheduling. More PD and resources would have been helpful before returning and facing the COVID testing dilemma.

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.

Crete has used its fiscal resources received for the 2021-22 school year in a consistent manner with the applicable plans that align with our LCAP and annual update

1.1 Teachers and Professional Development- We were able to hire high-quality, educated teachers and equip them with the skills, resources and training to provide a supportive, rigorous and SEL-based classroom learning experience.

1.2 Administrators and Professional Development- We were able to hire and maintain high-quality, educated, well- trained administrators who provide leadership, rigor and SEL-based school model for all stakeholders.

1.3 PPE- We successfully purchased PPE (Masks, Sanitizer, Soap, Air ventilation system, etc.) and had air purification systems installed.

2.1 Teaching Fellows and After School Teachers- Hired high-quality, educated and trained Teaching Fellows and Afterschool teachers who will support students in small group instruction, 1:1 academic tutoring and after school tutoring.

2.2 Summer and After School Programs- Hired high-quality, educated and trained teachers to provide summer school instruction for students at-risk, academically. Purchased materials and supplies for students in summer and after school programming.

3.1 Mental Health Concerns- MSWs were provided to all students and available upon request. Individual and family counseling was made available to those in need. Parent workshops and trainings were also provided, as needed.

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

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

Introduction

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

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

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

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

- The 2022–23 Budget Overview for Parents
- The 2021–22 Supplement
- The 2022–23 LCAP
- The Action Tables for the 2022–23 LCAP
- The Instructions for the LCAP Template

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

Instructions

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

California Department of Education
November 2021

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
$ 3,164,974	$ 1,178,098	37.22%	0.00%	37.22%	$ 2,809,252	0.00%	88.76%	**Total:**	$ 2,809,252
								LEA-wide Total:	$ -
								Limited Total:	$ 30,000
								Schoolwide Total:	$ 2,779,252

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	2	Staffing: Credentialed	Yes	Schoolwide	All	Crete Academy	$ 2,050,564	0.00%
1	3	Staffing: Classified	Yes	Schoolwide	N/A	Crete Academy	$ 728,688	0.00%
1	5	Curriculum: Supplemental	Yes	Limited	English Learners and Low-Income	Crete Academy	$ 20,000	0.00%
2	1	Ongoing instructional coaching	Yes	Limited	All	Crete Academy	$ -	0.00%
2	2	Students will be provided with small group intervention	Yes	Limited	All	Crete Academy	$ -	0.00%
2	3	Teaching fellows will support enhanced student learning	Yes	Limited	All	Crete Academy	$ -	0.00%
2	4	After school teachers will support student's academic needs	Yes	Limited	All	Crete Academy	$ -	0.00%
4	1	English Learner Professional Development	Yes	Limited	English Learners	Crete Academy	$ -	0.00%
4	2	ELD Curriculum	Yes	Limited	English Learners	Crete Academy	$ -	0.00%
4	3	Classrooms will be word-rich	Yes	Limited	All	Crete Academy	$ 10,000	0.00%
5	1	Community partnerships	Yes	Limited	All	Crete Academy	$ -	0.00%
5	5	Positive School Climate & Culture	Yes	Limited	All	Crete Academy	$ -	0.00%

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

LCAP Year (Input)	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year
2022-23	$ 3,164,974	$ 1,178,098	37.22%	0.00%	37.22%

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1	Facilities Lease & Maintenance	All	No	Schoolwide	N/A	Crete Academy		$ -	$ 365,000	$ 253,122	$ 111,878	$ -	$ -	$ 365,000	0.00%
1	2	Staffing: Credentialed	All	Yes	Schoolwide	All	Crete Academy		$ 2,050,564	$ -	$ 2,050,564	$ -	$ -	$ -	$ 2,050,564	0.00%
1	3	Staffing: Classified	All	Yes	Schoolwide	N/A	Crete Academy		$ 916,229	$ -	$ 728,688	$ 123,584	$ -	$ 63,957	$ 916,229	0.00%
1	4	Curriculum: Core	All	No	Schoolwide	N/A	Crete Academy		$ -	$ 35,000	$ 35,000	$ -	$ -	$ -	$ 35,000	0.00%
1	5	Curriculum: Supplemental	English Learners, Low-income	Yes	Limited	English Learners and Low-Income	Crete Academy		$ -	$ 20,000	$ 20,000	$ -	$ -	$ -	$ 20,000	0.00%
1	6	Special Education Services under LAUSD Option 1	Students with Disabilities	No	Schoolwide	N/A	Crete Academy		$ -	$ -	$ -	$ -	$ -	$ -	$ -	0.00%
1	7	Professional Development - Families in Crisis	All	No	Schoolwide	N/A	Crete Academy		$ -	$ 20,000	$ 11,985	$ -	$ -	$ 8,015	$ 20,000	0.00%
1	8	Professional Development - CCSS, NGSS, and ELD	All	No	Schoolwide	N/A	Crete Academy		$ -	$ 20,000	$ 20,000	$ -	$ -	$ -	$ 20,000	0.00%
2	1	Ongoing instructional coaching	English Learners, Low-income, Foster Youth	Yes	Limited	All	Crete Academy		$ -	$ -	$ -	$ -	$ -	$ -	$ -	
2	2	Students will be provided with small group intervention	English Learners, Low-income, Foster Youth	Yes	Limited	All	Crete Academy		$ -	$ -	$ -	$ -	$ -	$ -	$ -	
2	3	Teaching fellows will support enhanced student learning	English Learners, Low-income, Foster Youth	Yes	Limited	All	Crete Academy		$ -	$ -	$ -	$ -	$ -	$ -	$ -	
2	4	After school teachers will support student's academic needs	English Learners, Low-income, Foster Youth	Yes	Limited	All	Crete Academy		$ -	$ -	$ -	$ -	$ -	$ -	$ -	
2	5	Assessments will be provided to students to monitor progress	All	No	Schoolwide	N/A	Crete Academy		$ -	$ 7,500	$ 7,500	$ -	$ -	$ -	$ 7,500	0.00%
3	1	Teacher training during summer PD, weekly PD and teacher-initiated trainings	All	No	Schoolwide	N/A	Crete Academy		$ -	$ -	$ -	$ -	$ -	$ -	$ -	0.00%
3	2	CGI coaching and teacher training	All	No	Schoolwide	N/A	Crete Academy		$ -	$ -	$ -	$ -	$ -	$ -	$ -	0.00%
4	1	English Learner Professional Development	English Learners	Yes	Limited	English Learners	Crete Academy		$ -	$ -	$ -	$ -	$ -	$ -	$ -	
4	2	ELD Curriculum	English Learners	Yes	Limited	English Learners	Crete Academy		$ -	$ -	$ -	$ -	$ -	$ -	$ -	
4	3	Classrooms will be word-rich	English Learners, Low-income, Foster Youth	Yes	Limited	All	Crete Academy		$ -	$ 20,000	$ 10,000	$ -	$ -	$ 10,000	$ 20,000	0.00%
5	1	Community partnerships	English Learners, Low-income, Foster Youth	Yes	Limited	All	Crete Academy		$ -	$ -	$ -	$ -	$ -	$ -	$ -	
5	2	Parent Engagement Events	All	No	Schoolwide	N/A	Crete Academy		$ -	$ -	$ -	$ -	$ -	$ -	$ -	0.00%
5	3	SSC & ELAC	All	No	Schoolwide	N/A	Crete Academy		$ -	$ -	$ -	$ -	$ -	$ -	$ -	0.00%
5	4	Communications	All	No	Schoolwide	N/A	Crete Academy		$ -	$ 45,000	$ 45,000	$ -	$ -	$ -	$ 45,000	0.00%
5	5	Positive School Climate & Culture	English Learners, Low-income, Foster Youth	Yes	Limited	All	Crete Academy		$ -	$ -	$ -	$ -	$ -	$ -	$ -	
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2022-23 Data Entry Table: Inclusion as part of the LCAP Template is optional

LCAP Year (Input)	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year
2022-23	$ 3,164,974	$ 1,178,098	37.22%	0.00%	37.22%

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1	Facilities Lease & Maintenance	All	No	Schoolwide	N/A	Crete Academy		$ -	$ 365,000	$ 253,122	$ 111,878	$ -	$ -	$ 365,000	0.00%
1	2	Staffing: Credentialed	All	Yes	Schoolwide	All	Crete Academy		$ 2,050,564	$ -	$ 2,050,564	$ -	$ -	$ -	$ 2,050,564	0.00%
1	3	Staffing: Classified	All	Yes	Schoolwide	N/A	Crete Academy		$ 916,229	$ -	$ 728,688	$ 123,584	$ -	$ 63,957	$ 916,229	0.00%
1	4	Curriculum: Core	All	No	Schoolwide	N/A	Crete Academy		$ -	$ 35,000	$ 35,000	$ -	$ -	$ -	$ 35,000	0.00%
1	5	Curriculum: Supplemental	English Learners, Low-income	Yes	Limited	English Learners and Low-Income	Crete Academy		$ -	$ 20,000	$ 20,000	$ -	$ -	$ -	$ 20,000	0.00%
1	6	Special Education Services under LAUSD Option 1	Students with Disabilities	No	Schoolwide	N/A	Crete Academy		$ -	$ -	$ -	$ -	$ -	$ -	$ -	0.00%
1	7	Professional Development - Families in Crisis	All	No	Schoolwide	N/A	Crete Academy		$ -	$ 20,000	$ 11,985	$ -	$ -	$ 8,015	$ 20,000	0.00%
1	8	Professional Development - CCSS, NGSS, and ELD	All	No	Schoolwide	N/A	Crete Academy		$ -	$ 20,000	$ 20,000	$ -	$ -	$ -	$ 20,000	0.00%
2	1	Ongoing instructional coaching	English Learners, Low-income, Foster Youth	Yes	Limited	All	Crete Academy		$ -	$ -	$ -	$ -	$ -	$ -	$ -	
2	2	Students will be provided with small group intervention	English Learners, Low-income, Foster Youth	Yes	Limited	All	Crete Academy		$ -	$ -	$ -	$ -	$ -	$ -	$ -	
2	3	Teaching fellows will support enhanced student learning	English Learners, Low-income, Foster Youth	Yes	Limited	All	Crete Academy		$ -	$ -	$ -	$ -	$ -	$ -	$ -	
2	4	After school teachers will support student's academic needs	English Learners, Low-income, Foster Youth	Yes	Limited	All	Crete Academy		$ -	$ -	$ -	$ -	$ -	$ -	$ -	
2	5	Assessments will be provided to students to monitor progress	All	No	Schoolwide	N/A	Crete Academy		$ -	$ 7,500	$ 7,500	$ -	$ -	$ -	$ 7,500	0.00%
3	1	Teacher training during summer PD, weekly PD and teacher-initiated trainings	All	No	Schoolwide	N/A	Crete Academy		$ -	$ -	$ -	$ -	$ -	$ -	$ -	0.00%
3	2	CGI coaching and teacher training	All	No	Schoolwide	N/A	Crete Academy		$ -	$ -	$ -	$ -	$ -	$ -	$ -	0.00%
4	1	English Learner Professional Development	English Learners	Yes	Limited	English Learners	Crete Academy		$ -	$ -	$ -	$ -	$ -	$ -	$ -	
4	2	ELD Curriculum	English Learners	Yes	Limited	English Learners	Crete Academy		$ -	$ -	$ -	$ -	$ -	$ -	$ -	
4	3	Classrooms will be word-rich	English Learners, Low-income, Foster Youth	Yes	Limited	All	Crete Academy		$ -	$ 20,000	$ 10,000	$ -	$ -	$ 10,000	$ 20,000	0.00%
5	1	Community partnerships	English Learners, Low-income, Foster Youth	Yes	Limited	All	Crete Academy		$ -	$ -	$ -	$ -	$ -	$ -	$ -	
5	2	Parent Engagement Events	All	No	Schoolwide	N/A	Crete Academy		$ -	$ -	$ -	$ -	$ -	$ -	$ -	0.00%
5	3	SSC & ELAC	All	No	Schoolwide	N/A	Crete Academy		$ -	$ -	$ -	$ -	$ -	$ -	$ -	0.00%
5	4	Communications	All	No	Schoolwide	N/A	Crete Academy		$ -	$ 45,000	$ 45,000	$ -	$ -	$ -	$ 45,000	0.00%
5	5	Positive School Climate & Culture	English Learners, Low-income, Foster Youth	Yes	Limited	All	Crete Academy		$ -	$ -	$ -	$ -	$ -	$ -	$ -	
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2022-23 Total Planned Expenditures Table

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$ 3,181,859	$ 235,462	$ -	$ 81,972	3,499,293	$ 2,966,793	$ 532,500

Goal #	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1	Facilities Lease & Maintenance	All	$ 253,122	$ 111,878	$ -	$ -	$ 365,000
1	2	Staffing: Credentialed	All	$ 2,050,564	$ -	$ -	$ -	$ 2,050,564
1	3	Staffing: Classified	All	$ 728,688	$ 123,584	$ -	$ 63,957	$ 916,229
1	4	Curriculum: Core	All	$ 35,000	$ -	$ -	$ -	$ 35,000
1	5	Curriculum: Supplemental	English Learners, Low-income	$ 20,000	$ -	$ -	$ -	$ 20,000
1	6	Special Education Services under LAUSD Option 1	Students with Disabilities	$ -	$ -	$ -	$ -	$ -
1	7	Professional Development - Families in Crisis	All	$ 11,985	$ -	$ -	$ 8,015	$ 20,000
1	8	Professional Development - CCSS, NGSS, and ELD	All	$ 20,000	$ -	$ -	$ -	$ 20,000
2	1	Ongoing instructional coaching	English Learners, Low-income, Foster Youth	$ -	$ -	$ -	$ -	$ -
2	2	Students will be provided with small group intervention	English Learners, Low-income, Foster Youth	$ -	$ -	$ -	$ -	$ -
2	3	Teaching fellows will support enhanced student learning	English Learners, Low-income, Foster Youth	$ -	$ -	$ -	$ -	$ -
2	4	After school teachers will support student's academic needs	English Learners, Low-income, Foster Youth	$ -	$ -	$ -	$ -	$ -
2	5	Assessments will be provided to students to monitor progress	All	$ 7,500	$ -	$ -	$ -	$ 7,500
3	1	Teacher training during summer PD, weekly PD and teacher-initiated trainings	All	$ -	$ -	$ -	$ -	$ -
3	2	CGI coaching and teacher training	All	$ -	$ -	$ -	$ -	$ -
4	1	English Learner Professional Development	English Learners	$ -	$ -	$ -	$ -	$ -
4	2	ELD Curriculum	English Learners	$ -	$ -	$ -	$ -	$ -
4	3	Classrooms will be word-rich	English Learners, Low-income, Foster Youth	$ 10,000	$ -	$ -	$ 10,000	$ 20,000
5	1	Community partnerships	English Learners, Low-income, Foster Youth	$ -	$ -	$ -	$ -	$ -
5	2	Parent Engagement Events	All	$ -	$ -	$ -	$ -	$ -
5	3	SSC & ELAC	All	$ -	$ -	$ -	$ -	$ -
5	4	Communications	All	$ 45,000	$ -	$ -	$ -	$ 45,000
5	5	Positive School Climate & Culture	English Learners, Low-income, Foster Youth	$ -	$ -	$ -	$ -	$ -
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Instructions

Plan Summary

Engaging Educational Partners

Goals and Actions

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

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

Introduction and Instructions

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

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

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning (California *Education Code* [*EC*] Section 52064[e][1]). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students.

- **Meaningful Engagement of Educational Partners:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful engagement (*EC* Section 52064[e][1]). Local educational partners possess valuable perspectives and insights about an LEA's programs and services. Effective strategic planning will incorporate these perspectives and insights in order to identify potential goals and actions to be included in the LCAP.

- **Accountability and Compliance:** The LCAP serves an important accountability function because aspects of the LCAP template require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:

    - Demonstrating that LEAs are increasing or improving services for foster youth, English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (*EC* Section 52064[b][4-6]).

    - Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (*EC* sections 52064[b][1] and [2]).

- Annually reviewing and updating the LCAP to reflect progress toward the goals (*EC* Section 52064[b][7]).

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

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

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

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

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

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

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

- **Monitoring and Evaluating Effectiveness**: Describe how the LEA will monitor and evaluate the implementation and effectiveness of the CSI plan to support student and school improvement.

Engaging Educational Partners

Purpose

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

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

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

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

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

Requirements and Instructions

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

> **Local Control and Accountability Plan:**
> For county offices of education and school districts only, verify the LEA:

a) Presented the local control and accountability plan to the parent advisory committee in accordance with Education Code section 52062(a)(1) or 52068(a)(1), as appropriate.

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

c) Notified members of the public of the opportunity to submit comments regarding specific actions and expenditures proposed to be included in the local control and accountability plan in accordance with Education Code section 52062(a)(3) or 52068(a)(3), as appropriate.

d) Held at least one public hearing in accordance with Education Code section 52062(b)(1) or 52068(b)(1), as appropriate.

e) Adopted the local control and accountability plan in a public meeting in accordance with Education Code section 52062(b)(2) or 52068(b)(2), as appropriate.

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

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

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

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

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

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

- Inclusion of a goal or decision to pursue a Focus Goal (as described below)

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

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

- Focus Goal: A Focus Goal is relatively more concentrated in scope and may focus on a fewer number of metrics to measure improvement. A Focus Goal statement will be time bound and make clear how the goal is to be measured.

- Broad Goal: A Broad Goal is relatively less concentrated in its scope and may focus on improving performance across a wide range of metrics.

- Maintenance of Progress Goal: A Maintenance of Progress Goal includes actions that may be ongoing without significant changes and allows an LEA to track performance on any metrics not addressed in the other goals of the LCAP.

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

Focus Goal(s)

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

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

Broad Goal

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

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

Maintenance of Progress Goal

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

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

Required Goals

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

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

- **Consistently low-performing student group(s) goal requirement:** An LEA meeting the consistently low-performing student group(s) criteria must include a goal in its LCAP focused on improving the performance of the student group or groups that led to the LEA's eligibility for Differentiated Assistance. This goal must include metrics, outcomes, actions, and expenditures specific to addressing the needs of, and improving outcomes for, this student group or groups. An LEA required to address multiple student groups is not required to have a goal to address each student group; however, each student group must be specifically addressed in the goal. This requirement may not be met by combining this required goal with another goal.

- **Goal Description:** Describe the outcomes the LEA plans to achieve to address the needs of, and improve outcomes for, the student group or groups that led to the LEA's eligibility for Differentiated Assistance.

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

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

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

- **Goal Description:** Describe what outcomes the LEA plans to achieve to address the disparities in performance between the students enrolled at the low-performing school(s) and the students enrolled at the LEA as a whole.

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

Measuring and Reporting Results:

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

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

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

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

Complete the table as follows:

- **Metric**: Indicate how progress is being measured using a metric.

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

- **Year 1 Outcome**: When completing the LCAP for 2022–23, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.

- **Year 2 Outcome**: When completing the LCAP for 2023–24, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.

- **Year 3 Outcome**: When completing the LCAP for 2024–25, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above. The 2024–25 LCAP will be the first year in the next three-year cycle. Completing this column will be part of the Annual Update for that year.

- **Desired Outcome for 2023–24**: When completing the first year of the LCAP, enter the desired outcome for the relevant metric the LEA expects to achieve by the end of the 2023–24 LCAP year.

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

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

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

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

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

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

Goal Analysis:

Enter the LCAP Year.

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

- Describe the overall implementation of the actions to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process. This must include any instance where the LEA did not implement a planned action or implemented a planned action in a manner that differs substantively from how it was described in the adopted LCAP.

- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures and between the Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services, as applicable. Minor variances in expenditures or percentages do not need to be addressed, and a dollar-for-dollar accounting is not required.

- Describe the effectiveness of the specific actions to achieve the articulated goal as measured by the LEA. In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal. When responding to this prompt, LEAs may assess the effectiveness of a single action or group of actions within the goal in the context of performance on a single metric or group of specific metrics within the goal that are applicable to the action(s). Grouping actions with metrics will allow for more robust analysis of whether the strategy the LEA is using to impact a specified set of metrics is working and increase transparency for educational partners. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.

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

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

Purpose

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

Requirements and Instructions

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

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

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

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

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

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

Required Descriptions:

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

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

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

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

- The action, or aspect(s) of the action (including, for example, its design, content, methods, or location), is based on these considerations; and

- The action is intended to help achieve an expected measurable outcome of the associated goal.

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

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

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

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

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

For School Districts Only:

Actions Provided on an LEA-Wide Basis:

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

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

Actions Provided on a Schoolwide Basis:

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

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

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

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

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

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

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

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

Provide the following descriptions, as applicable to the LEA:

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

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

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

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

Complete the table as follows:

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

- Provide the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA. The LEA may group its schools by

grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA. The staff-to-student ratio must be based on the number of FTE staff and the number of enrolled students as counted on the first Wednesday in October of each year.

Action Tables

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

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

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

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

Data Entry Table

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

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

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

- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants the LEA estimates it will receive on the basis of the number and concentration of unduplicated students for the coming school year.

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

- **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. Estimated Actual Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Estimated Actual LCFF Base Grant and the Estimated Actual 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 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 4 from 7)
    - This amount is the Total Planned Contributing Expenditures (4) subtracted from the Total Estimated Actual Expenditures for Contributing Actions (7)
- 5. Total Planned Percentage of Improved Services (%)
    - This amount is the total of the Planned Percentage of Improved Services column
- 8. Total Estimated Actual Percentage of Improved Services (%)
    - This amount is the total of the Estimated Actual Percentage of Improved Services column
- Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)
    - This amount is the Total Planned Percentage of Improved Services (5) subtracted from the Total Estimated Actual Percentage of Improved Services (8)

LCFF Carryover Table

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

- 12. LCFF Carryover — Dollar Amount LCFF Carryover (Subtract 11 from 10 and multiply by 9)
    - If the Estimated Actual Percentage of Increased or Improved Services (11) is less than the Estimated Actual Percentage to Increase or Improve Services (10), the LEA is required to carry over LCFF funds.

      The amount of LCFF funds is calculated by subtracting the Estimated Actual Percentage to Increase or Improve Services (11) from the Estimated Actual Percentage of Increased or Improved Services (10) and then multiplying by the Estimated Actual LCFF Base Grant (9). This amount is the amount of LCFF funds that is required to be carried over to the coming year.
- 13. LCFF Carryover — Percentage (12 divided by 9)
    - This percentage is the unmet portion of the Percentage to Increase or Improve Services that the LEA must carry over into the coming LCAP year. The percentage is calculated by dividing the LCFF Carryover (12) by the LCFF Funding (9).

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