LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Princeton Joint Unified School District
CDS Code: 11 62646
School Year: 2022-23
LEA contact information:
Korey Williams
Superintendent / Principal

(530) 439-2261

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

Budget Overview for the 2022-23 School Year

Projected Revenue by Fund Source
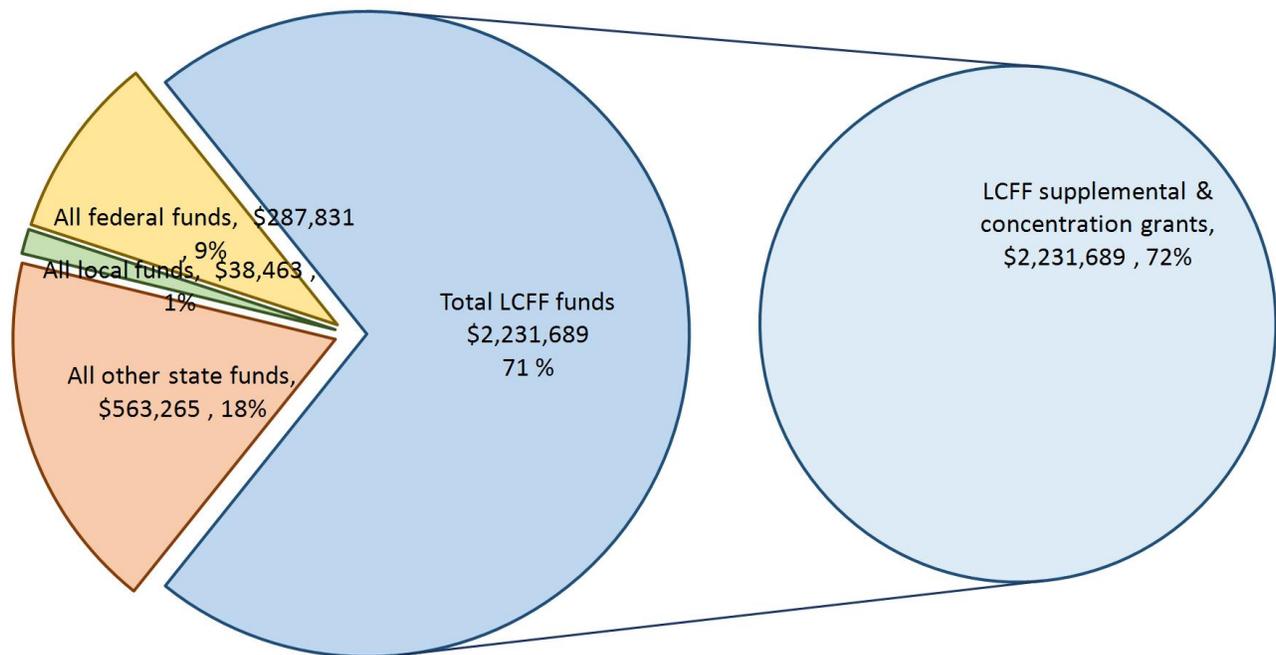
This chart shows the total general purpose revenue Princeton Joint Unified School District expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Princeton Joint Unified School District is $3121248, of which $2231689 is Local Control Funding Formula (LCFF), $563265 is other state funds, $38463 is local funds, and $287831 is federal funds. Of the $2231689 in LCFF Funds, $2231689 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

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

Budgeted Expenditures in the LCAP
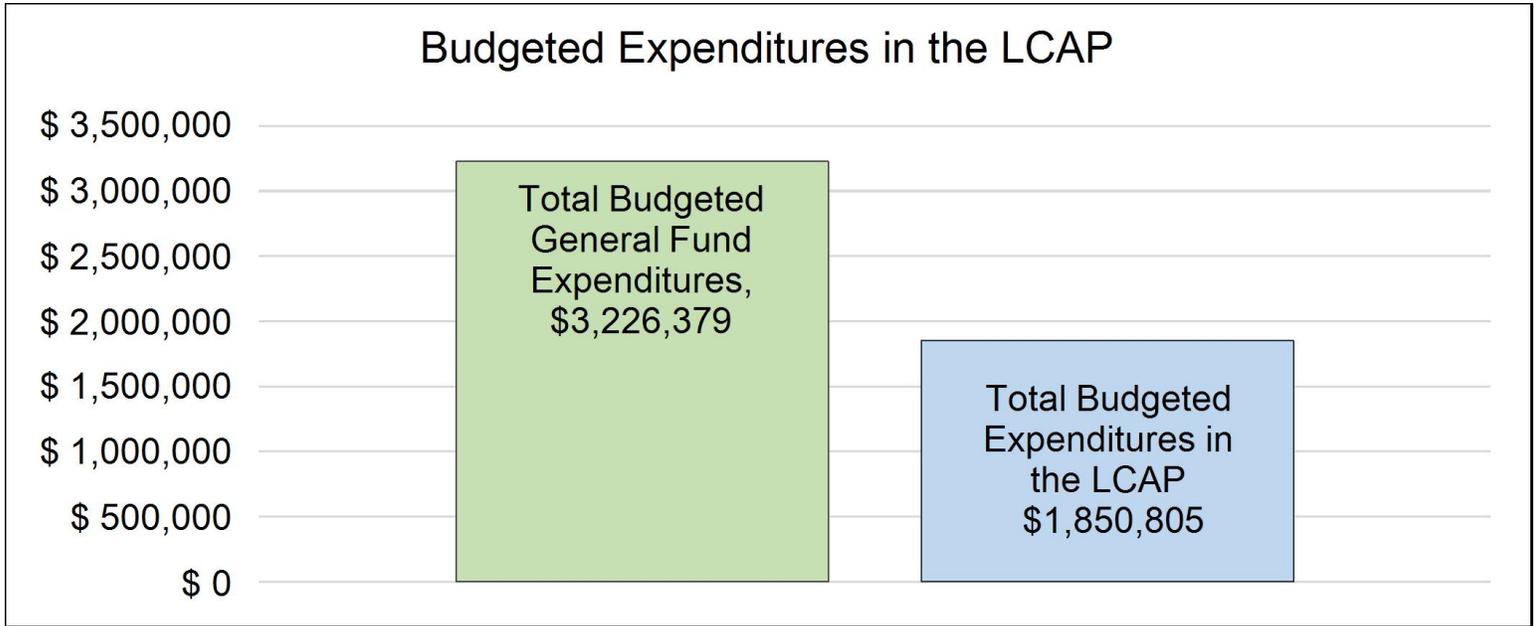
This chart provides a quick summary of how much Princeton Joint Unified School District plans to spend for 2022-23. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Princeton Joint Unified School District plans to spend $3226379 for the 2022-23 school year. Of that amount, $1850805 is tied to actions/services in the LCAP and $1375574 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

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

In 2022-23, Princeton Joint Unified School District is projecting it will receive $2231689 based on the enrollment of foster youth, English learner, and low-income students. Princeton Joint Unified School District must describe how it intends to increase or improve services for high needs students in the LCAP. Princeton Joint Unified School District plans to spend $339068 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2021-22
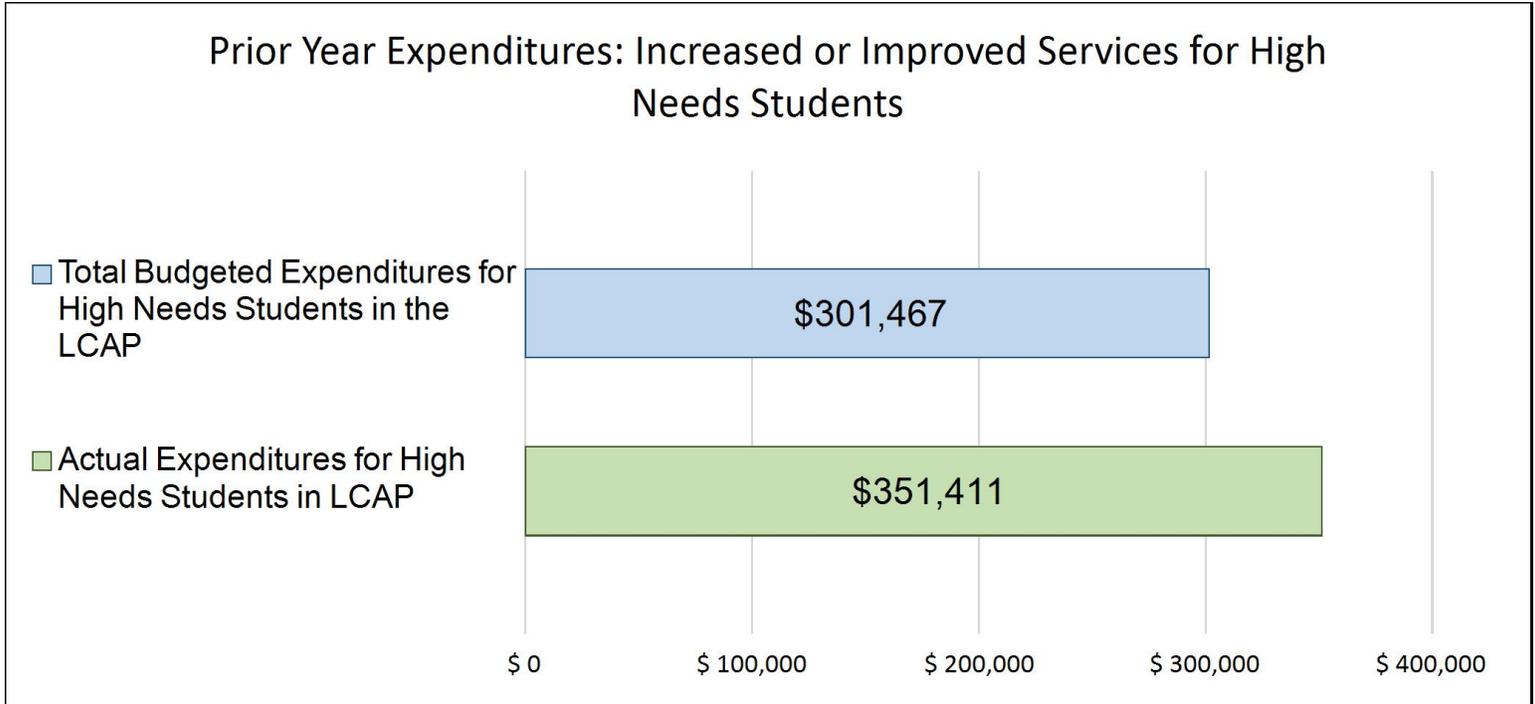
This chart compares what Princeton Joint Unified School District budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what Princeton Joint Unified School District estimates it has spent on actions and services that contribute 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, Princeton Joint Unified School District's LCAP budgeted $301467 for planned actions to increase or improve services for high needs students. Princeton Joint Unified School District actually spent $351411 for actions to increase or improve services for high needs students in 2021-22.

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Princeton Joint Unified School District	Korey Williams Superintendent / Principal	superintendent@pjusd.org (530) 439-2261

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).

The district utilized board and staff meetings to solicit and integrate input from internal stakeholders. The district used flyers, a dedicated suggestion email, board meetings and social media to solicit and gather input from external stakeholders.

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 added classroom aides at the elementary levels and added staff to afterschool programs for all grade levels. These new hours allow students a safe and supportive place to complete homework, class projects, work with peers, etc...

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.

The district utilized the following methods to solicit suggestions, facilitate conversation and integrate a wide variety of ideas into the ongoing plans: School Site Council meetings, District Wellness Committee meetings, Parent conferences, School Board Meetings, Staff Meetings, Social Media announcements, dedicated suggestion email, and direct phone calls to stakeholders

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.

State GEER funds have been used to increase staff levels at both sites for '21-22. PJUSD expects to continue increased staff which adds hours outside the school day and increases the effectiveness within the classroom with ESSER III funds to the '22-23 school year.

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

Classroom aides and afterschool tutoring programs are consistent with our LCAP

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

Local Control Accountability Plan

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Princeton Joint Unified School District	Korey Williams Superintendent / Principal	superintendent@pjusd.org (530) 439-2261

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.

Princeton Joint Unified School District (PJUSD) serves students from Glenn and Colusa Counties in two schools, Princeton Elementary School (K-6th grades) and Princeton Junior Senior High School (7th-12th grades). The schools are both located in Colusa County, however the majority of the district land area and student population is from Glenn County and therefore we operate under the auspices of Glenn County Office of Education (GCOE).

Princeton is a rural farming community, and most families in the district work in agriculture related fields. District enrollment is currently 149, with 64 students at Princeton Elementary and 85 students at Princeton Junior Senior High. A significant number of students are on interdistrict transfer agreements. These students and their families quickly become a part of the Princeton School community.

Princeton Schools have a great track record with English Learners. Students who arrive in Princeton with limited English make great strides in English language attainment. The vast majority of English learners are reclassified as being fluent in English by the time they finish elementary school.

Our students and families enjoy a small and safe school environment. This idyllic small town / familial school environment allows students to know each other, their teachers, and staff members well. Along the same line of thought, the teachers and staff members are able to know each student, identify their strengths and learning styles, and meet their individual needs. "No one falls through the cracks."

Student surveys and discipline data indicate that students feel safe and comfortable at Princeton schools. Significant discipline problems are rare, partially evidenced by very low suspension and expulsion rates.

Reflections: Successes

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

Major focuses of past plans have been about 1) communication with homes and families, 2) increasing our level of success academically including college and career readiness, and 3) improving our program offerings to students. We have made great success in these areas over the past few years and are planning for further growth in these areas and more. Our college career readiness is already significantly improved and the result of our past work will continue to be evident with the next few years of graduates. Our graduation rate continues to be 100%. Our communication with parents has improved by all measures. Our new focus will be about specific programs and partnering with parents as they guide their students to a future beyond high school. We have also been able to increase our elective offerings and more importantly, our current combination of teachers allows our master schedule to be built such that more options are available to more students. We are a small program but we offer a wide range of electives and opportunities to learn beyond the classic core subjects: science, English, math, and social studies.

We have experienced a stabilization in enrollment. The previous LCAP included concerns about declining enrollment that threatened programs and sports teams. We will continue working to increase enrollment.

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.

Corporately, we still wish to see continued improvements in communication, minor improvement and continued success with college and career readiness, and we all want to see higher levels of academic success by multiple measures. Chronic absenteeism remains an area where growth is needed as well. There are other areas of need that are being addressed at micro levels (program, grade level, subject area, etc..). These do not seem to rise to the level of district wide emphasis (LCAP).

LCAP Highlights

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

Princeton's LCAP features three goals which address three key areas: conditions of learning, pupil outcomes, and engagement. These goals are listed below.

Goal 1: Conditions of Learning: Princeton Joint Unified School District will optimize the conditions of student learning by hiring, developing, and retaining highly competent, effective teachers who will provide instructional programs that are standards-aligned, intellectually challenging, and developmentally appropriate for all learners using appropriate instructional materials and appropriate technology in well-maintained school facilities.

Goal 2: Pupil Outcomes: Princeton students will grow in knowledge and ability through a comprehensive course of study, which they will demonstrate through a variety of measures, including standardized tests, college and career preparedness, and English learner reclassification.

Goal 3: Engagement: Princeton schools will foster a climate of engagement, involvement and connectedness that will be demonstrated in strong attendance and graduation rates, low suspension and expulsion rates, and a strong sense of safety. Parents and other stakeholders will be actively engaged in district and school decision-making processes.

This plan was written in the spring of 2021. It incorporates data from the California School Dashboard and we will use local measures and new assessments to track change as the School Dashboard does not show data for small groups (many of our data points do not have enough students represented to show on the dashboard) and the dashboard is likely be skewed due to emergency changes during the COVID era.

Currently available data highlights several areas where Princeton Schools continue to do well: English Learner progression, behavior measures (suspension / expulsion rates), and graduation rates. This same data highlights significant need for improvement in academic performance. We anticipate growth through a number of actions. Recent changes in teaching staff, continual improvement in curriculum, ongoing professional development, and improving our partnership with parents are all expected to be critical elements of our future success. This is a three year plan developed on the heels of the COVID pandemic and will certainly be revised each year as we evaluate the prior year's successes and shortcomings.

The following is a summary listing of actions that we continued into '21-22 and will carry forward for the foreseeable future:

- ELD aide at elementary
- Collaboration time twice monthly for classroom staff to work together as they implement improvements and track effectiveness of prior actions
- Hiring qualified educators and facilitating growth through appropriate professional development (including beginning teacher support and coaching)

- Providing standards aligned curriculum
- Assuring that all facilities are well maintained and adequate
- Participation in Butte/Glenn College and Career Pathways
- Use of attendance prizes at both sites
- Participation with SARB (Glenn County)
- Gathering data such as the California Healthy Kids Survey
- Parent Nights
- Utilization of school website and social media
- Improvements and updates to school safety plan and related documents

The following is a list of actions we planned to implement in the '21-22 school year and brief notes of success or completion of actions:
- Make technology accessible through lending Chromebooks and assisting families to acquire internet access (successful and ongoing with exception of areas where wireless internet is not feasible)
- Providing a robust, self-paced curriculum for credit recovery and enrichment (successful and ongoing, we several students who were able to get back on graduation track through independent study curriculum)
- Opening Princeton Landing Continuation School (Princeton Landing opened in '21-22 on schedule and will have two graduates in June. This program was able to serve students who otherwise would have been forced to attend other schools)
- Phone Caller: personal and individual contact with families regarding absences or lack of school success (We did not have the need for the 'call army' that we had during the height of COVID but our counselor was successful in working with families to minimize chronic absenteeism)
- Addition of more specialized parent nights (We now host parent nights for Freshman, Juniors and Seniors as well as the Ag program)
- Creation of a volunteer database and sign up / allocation system (We were not able to set up an online system but we have increased our volunteerism through gorilla marketing)
- Reinstatement of tutoring center at high school with teachers (The tutoring center was reopened and staffed more thoroughly. Having teachers available each day has made the time more valuable for students)
- Increased SOAR staff (increased SOAR staff has been beneficial and we are now looking to to improve the program even more)

Some actions planned for '22-23 are:
- Providing morning SOAR time which would allow parents who work early or outside the Princeton area to utilize the morning time as well as afternoon
- Partnering with parents to make tutoring mandatory for students who have missing assignments or low grades
- Increasing the number and variety of electives at the high school level (Floral design and small engines mechanics are currently being added)

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.

NA

Support for Identified Schools

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

NA

Monitoring and Evaluating Effectiveness

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

NA

Engaging Educational Partners

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

This LCAP was developed with input from every segment of our school community. We utilized the following opportunities for direct input to the LCAP:

- Board Meetings
- Surveys
- A letter inviting individuals to provide feedback
- (Distributed by mail, handout, website and linked in a Remind)
- CTE Committee meetings
- Site staff meetings
- District wide staff meetings
- Parent conferences at the start of 2020-2021
- In-Person meeting with our SELPA Administrator.

All input is considered both in the moment (the parent or board meeting) and evaluated by the admin team on a regular basis. We feel that we have included everyone's input into this LCAP

A summary of the feedback provided by specific educational partners.

All stakeholder groups continue to express concern about the impact of COVID and look forward to a renewed focus on learning and traditional child development.

Examples of feedback:
- The elementary special needs parents expressed their desire to see more aides in the classrooms. Elementary parents would like the afterschool program to resume and many supported summer school.
- High school parents were in favor of an afterschool tutoring or learning center as well as bringing back the normal student activities and athletics. Many cited these extra curricular programs as having a positive effect on student emotionally and motivated higher achievement academically.
- Staff and community members expressed the importance of collaboration time and robust professional development. This same segment also expressed the importance of attendance rates.

While not a part of the three year LCAP, the majority of the comments were COVID related. A common thread of input was along the lines of air quality and other COVID related safety provisions. We heard these concerns and addressed the items that were not addressed in the LCAP with one-time funds received for these types of needs.

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

The vast majority of our actions are directly linked to feedback from the school community. A list of those that can be directly tied to feedback is included below. Our Goals are similar to those for the past three years as our community has the same expectations of our schools; that students have an opportunity to learn and grow in a safe and respectful setting with dedicated staff. Further, they expect our students to be able to enter the work force or attend higher education upon graduation. These goals and expectations have not changed over the past 5 years.

New actions directly linked to stakeholder input include:
- The addition of aides in the classrooms
- Enhancements to the elementary afterschool program
- The creation of the high school afterschool program.
- Make technology accessible through lending Chromebooks and assisting families to acquire internet access
- Providing a robust, self-paced curriculum for credit recovery and enrichment
- Opening Princeton Landing Continuation School
- Phone Caller: personal and individual contact with families regarding absences or lack of school success
- Addition of more specialized parent nights

Stakeholders also affirmed our existing actions:
- Bi-lingual aide and elementary computer lab/instructor at the elementary.
- Bi-Monthly collaboration and robust professional development
- Providing standards aligned curriculum
- Assuring that all facilities are well maintained and adequate
- Participation in Butte/Glenn College and Career Pathways
- Use of attendance prizes at both sites
- Participation with SARB (Glenn County)
- Parent Nights
- Utilization of school website and social media
- Creation of a volunteer database and sign up / allocation system

Goals and Actions

Goal

Goal #	Description
1	Conditions of Learning: Princeton Joint Unified School District will optimize the conditions of student learning by hiring, developing, and retaining highly competent, effective teachers who will provide instructional programs that are standards-aligned, intellectually challenging, and developmentally appropriate for all learners using appropriate instructional materials in well-maintained school facilities.

An explanation of why the LEA has developed this goal.

Teachers, learning spaces and curriculum are the basic building blocks of learning in a traditional public school. This goal assures the most basic elements of education are present at a high level of quality. This goal also addresses State Priorities 1 & 2.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Priority 1: Local Indicator/Teacher credential	Eight of eleven teachers are appropriately credentialed (Employment Records)	All of our teachers for '21-22 were formally educated in the proper fields but 4 of the 11 lacked the appropriate credential. All of which were interns through various universities and pursuing their credentials. As of May 9, 2022; we anticipate having 8 of 11 appropriately credentialed for the '22-23 school year. We anticipate the three interns to have			100% of teachers will have the appropriate credential for the subject and grade levels taught

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		completed their programs during the '22-23 year. We should finish the year with 100% appropriately credentialed teachers			
Priority 1: Local Indicator/ Instructional materials	All students have the appropriate curriculum at home and school (Williams Act Reporting)	100% success in this area. We will continue to pursue better curriculum but we have ample materials to supply each student.			100% of students have the appropriate curriculum at home and school
Priority 1: Local Indicator/ Instructional materials	Students have access to appropriate technology at school, most have internet access and devices at home. (Family surveys / requests)	90%+ Very high degree of success. All students who needed a device at home were loaned a school Chromebook. Many families utilized hotspots and some families utilized programs through internet providers to access low cost or free internet access at home. The only students without access live in areas where there is little to no option except satellite.			100% of students will have access to appropriate technology at school and at home

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Priority 1: Local Indicator/ Facilities in good repair	Facilities are rated "Good" with minor exception for MOT building (no student use) (FIT Report as listed on SARC)	All buildings were rated good on our SARC (most recent FIT report). The MOT building mentioned is schedule to be replaced in the '22-23 school year.			All facilities will be rated "Good"
Priority 2: Local Indicator/Implementation of State Standards/Local Evaluation Tool	All curriculum and assessment is aligned with standards (roster of Board Adopted Curriculum as approved annually)	100% alignment. We will continue to identify and utilize new curriculum as we can. This is an ongoing pursuit for schools.			100% of board adopted curriculum and assessments are aligned with state standards
Priority 2: Local Indicator/Implementation of State Standards/ELD	ELD curriculum and practices are aligned with state standards and best applicable practices. (roster of Board Adopted Curriculum as approved annually)	100% alignment. We utilize embedded ELD practices in our courses. The data is clear, our students learn English well.			100% of Board Adopted ELD curriculum will be aligned with state standards

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Appropriate Assignment Of Teachers	The District will ensure that all teachers are credentialed in their area of instruction	$657,290.00	No
1.2	Beginning Teacher Support	Beginning teachers will be supported through BTSA or local coaches prior to BTSA enrollment	$4,129.00	No

Action #	Title	Description	Total Funds	Contributing
1.3	Adequate Access To Instructional Materials	The District will ensure that all students will have access to standards-aligned instructional materials.	$80,720.00	No
1.4	Well Maintained Facilities	The District will ensure that all facilities are maintained and in good repair.	$482,270.00	No
1.5	Professional Development	All staff will participate in SEL and Trauma Informed Practices Professional Development in our pursuit of equitable solutions for unduplicated students	$170,673.00	Yes
1.6	Technology At Home	The district will provide or assist families in acquiring computing devices and internet access at home where the family cannot supply these resources.	$0.00	Yes
1.7	Dean of Students	We created a position a couple of years ago to address academic planning and social emotional goals. A strong focus for this position is to partner with students and families in their pursuit of college admissions. This appears to be particularly valuable to the families who had not had any previous college experience (first generation to attend college).	$117,401.00	Yes
1.8	Additional teachers and Information Manager	We have added staff to enhance the program. Two additional teachers allows us to keep very small classes which then allows teachers to know every student and customize learning for them. Our Information Manager is integral in many ways. He maintains the student computing devices and hotspots for homes. He also facilitates a wide range of communication that would otherwise be too cumbersome to continue.	$171,443.00	Yes

Goal Analysis [2021-22]

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

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

We have experienced significant shifts in staff over the past year. The bus driver/maintenance position was only filled part of the year. Other positions were filled as planned. Our Information Manager position has now been combined into the CNO position.

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.

All planned services were offered. The actual expenses were slightly lower than anticipated due to employee choices about benefits and the partial year of bus driver.

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

We feel that these actions had significant impact on reaching our goals.

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

We anticipate no changes in our goals but we are experiencing a new round of staff movement. There will be 3 new teachers and a new superintendent. While these changes are not reflected in the LCAP, they will have significant impact over the next year.

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

Goals and Actions

Goal

Goal #	Description
2	Pupil Outcomes: Princeton students will grow in knowledge and ability through a comprehensive course of study, which they will demonstrate through a variety of measures, including standardized tests, college and career preparedness, and English learner reclassification.

An explanation of why the LEA has developed this goal.

Pupil outcomes are the reason this school exists. This goal addresses State Priorities 4, 7, & 8.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Priority 4: State Indicator/Academic Indicator/Grades 3-8 ELA SBAC results	32% met exceeded standard	ELPAC scores will be available late summer or early fall			70% of students meet or exceed
Priority 4: State Indicator/Academic Indicator/Grades 3-8 mathematics SBAC results	15.63% met or exceeded standard	20/21 results show 17.65% of students met or exceeded standards, no local data is available and the 21-22 CAASPP data was not yet available to report.			70% of students meet or exceed
Priority 4: State Indicator/Academic Indicator/English Language Progress Indicator	52% made progress	20/21 results show 26.47% of students met or exceeded standards, no local data is available and the 21-22 CAASPP			90% make progress

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		data was not yet available to report.			
Priority 4: State Indicator/Academic Indicator/Reclassification rates	9.68% reclassified	17.18% (27) of students were identified as reclassified in the 21-22 school year.			15% reclassified
Priority 4: State Indicator/College and Career Indicator/AP pass rate	NA - no AP exams attempted	No AP courses offered during 21-22			Offer at least one AP option
Priority 4: State Indicator/College and Career Indicator/EAP11th Grade SBAC results	26.67% met or exceeded	CAASPP scores will be available late summer or early fall			50% meet or exceed
Priority 4: State Indicator/College and Career Indicator/Dual enrollment completion rate	NA - no dual enrollment available at this time	Dual Enrollment should be available to CTE students in 22-23			Have students enrolled in at least one Dual enrollment course
Priority 4: College and Career Ready/A-G course completion	50% of students were eligible for UC/CSU admission	27%			75% of students eligible for UC/CSU
Priority 7: State Indicator/College/Career Indicator (HS only)	35.71% completed a CTE pathway	36%			50% Complete a CTE Pathway
Priority 7: Local Metric/A broad course of study	Met, Broad course of study available to 100% of students	Met: We offered a Broad Course of Study to every student			Available to 100%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Priority 7: Local Metric/Programs/services developed and provided to unduplicated pupils	Met, 99% of unduplicated students enrolled in a broad course of study	95% (estimate due to unavailable data - ransomeware attack)			100% enrolled in
Priority 7: Local Metric/Programs/services developed and provided to individuals with exceptional needs	Met, 99% of Special Needs students enrolled in a broad course of study	90% (estimate due to unavailable data - ransomeware attack)			100% enrolled in
Priority 8: State Indicator/College/Career Indicator (HS only)	42.86% college/career	45%			50% College/Career

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	Local Benchmark Or Interim Assessments	The district will acquire benchmark assessments or regularly utilize SBAC interim assessments and analyze data to inform teaching and learning	$0.00	Yes
2.2	Bi-Monthly Classroom Staff Collaboration	All teachers will collaborate through bi-monthly late start meetings.	$0.00	Yes
2.3	Continued Participation in Regional Career / Pathway Consortiums	We will continue to work with GCOE and participate in regional career awareness opportunities and CTE Pathway consortiums.	$10,699.00	No
2.4	ELD Aide	Maintain categorically funded ELD aide at Princeton Elementary School	$58,350.00	Yes

Action #	Title	Description	Total Funds	Contributing
2.5	Afterschool Tutoring	We will reinstate the after school tutoring program to assist students who have limited assistance at home	$37,985.00	Yes
2.6	Increase SOAR Staff	We will add two hours per day allowing for three staff members for the beginning of the daily program. This program prioritizes enrollment based on socio-economic status.	$8,653.00	Yes
2.7	Self-Paced Curriculum	We will continiue to build our library of independent study, self-paced curriculum to provide opportunity for students to recover credits or learn outside the master schedule	$22,525.00	No

Goal Analysis [2021-22]

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

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

We were not universally successful in utilizing benchmark and interim assessments but made progress in some areas, This will be a focus again in 22-23

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.

No material differences.

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

These actions moved us in the correct location. The individual curriculum was utilized by students for credit recovery, long term absences and independent study students,

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 implemented or planned for 22-23

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.

Goals and Actions

Goal

Goal #	Description
3	Engagement: Princeton schools will foster a climate of engagement, involvement and connectedness that will be demonstrated in strong attendance and graduation rates, low suspension and expulsion rates, and a strong sense of safety. Parents and other stakeholders will be actively engaged in district and school decision-making processes.

An explanation of why the LEA has developed this goal.

Someone once pointed our that "you can lead a horse to water but you cannot make it drink." Goal #1

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Priority 3: Local Indicator/Parent Involvement/Local Evaluation Tool	65% of parents/guardians are involved in education (Estimate at this time)	Approximately 50%, missing data due to ransomware attack			85% of all parents/guardians actively involved in school. Outcomes will be based on data as tracked by counseling dept in the future.
Priority 5: State Indicator/Student Engagement/Chronic absenteeism rates	13.55% of students are chronically absent	13.4% of students were chronically absent in 20-21			Less than 7% of students will be chronically absent
Priority 5: State Indicator/Student Engagement/High School Graduation Rate Indicator	100% of cohort graduated	100%			100% of cohort graduate

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Priority 5: Local Metric/Middle school dropout rate	0% drop out rate	0%			0% drop out rate
Priority 5: Local Metric/Student Engagement/School attendance rates	96.22% avg ADA	92.3			98% Avg. ADA
Priority 6: State Indicator/Student Suspension Indicator	5%	1.9% Suspension rate for 20-21			Less than 5%
Priority 6: Local Indicator/Local tool for school climate	Favorable Results on CHKS 100% -School is safe 88% -Adults really care about students 88% -has high expectations for students 77% -supportive and inviting place for students	No data available for 21-22			Continued favorable results on CHKS
Priority 6: Local Metric/Expulsion rate	0% Expulsion	0%			0% Expulsion

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	District Website and Social Media	Continue improvement and utilization of school website. & social media	$550.00	No

Action #	Title	Description	Total Funds	Contributing
3.2	Continue and Increase Widespread Use Of Remind	Remind allows for communication with smaller subsets of our students and families. We intend to continue improving our use of this tool.	$466.00	No
3.3	Encourage High Attendance Rates	Continue use of attendance prizes (sponsored by Horace Mann / Golden Apple and the Princeton Community Eagles).	$0.00	No
3.4	Continue Utilizing Parent/Family Nights	Continue existing Back to School, Open House and other parent nights. We also plan to add parent nights for more specific groups	$0.00	No
3.5	Promote School Site Council	Promote School Site Council participation.	$0.00	No
3.6	Annually Update School Safety Plan	Continue annual update of School Safety Plan	$0.00	No
3.7	SARB Participation	Participate in Glenn County Office of Education School Attendance Review Board (SARB).	$0.00	No
3.8	Survey Families To Monitor School Climate	Administer California Healthy Kids Survey and other data collection methods (school climate data)	$0.00	No
3.9	Princeton Landing School	We have reopened a continuation school to make graduation more attainable for certain students	$51,829.00	Yes
3.10	Phone Caller	Personal and individual contact with families regarding absences or lack of school success	$1,201.00	No

Action #	Title	Description	Total Funds	Contributing
3.11	Volunteer Database	Set up an online system for volunteers to register and accept tasks for school events and needs	$0.00	No

Goal Analysis [2021-22]

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

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

Most of the actions above were implemented and effective. The volunteer database and intended increase in volunteerism did not happen in 21-22. It may be a focus in future years.

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

No material differences.

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

All actions seem effective and valuable to the organization.

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 significant changes to goals, actions, or future intents.

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

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

Projected LCFF Supplemental and/or Concentration Grants	Projected Additional LCFF Concentration Grant (15 percent)
$339,068.00	$0.00

Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
18.69%	0.00%	$0.00	18.69%

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.

Goal 1, Action 5: Evaluation of our unduplicated students indicates a higher exposure to trauma and less resources are available to utilized to counteract the trauma. We are focusing our professional development on Trauma Informed Practices and SEL. We anticipate that a more well informed staff will create a place where more students can be comfortable enough in the setting to learn. This will generate an increase in student achievement and a decrease in attendance issues.

Goal 1, Action 6: During COVID it became aware that our unduplicated students were far less likely to have internet or devices at home. This action item will provide devices and direct personnel to assist families in the process of acquiring internet in their homes. There are many programs available, most families are not aware of them.

Goal 1, Action 7: We have found that most first generation college applicants were not prepared for college or did not have the guidance to apply to college or for financial aid. The Dean of Students meets with families and helps them as they work toward college readiness, application process and funding issues. We have seen an increase in both college acceptance. Surveys showed that the student impression was that the school staff only expected them to attend community college. This has changed with the addition of the Dean of Students. It is now common for students to feel as though they can attend and succeed at a university.

Goal 1, Action 8: It is common knowledge that small class sizes are beneficial to all students and particularly for those that are struggling to access the curriculum. Small class sizes are best for ELD students, students struggling with trauma, students who lack support at home and so on. The information manager is integral to the home technology piece already discussed and facilitates a great deal of communication

with families. We expect these positions to increase school achievement and participation in academic and extracurricular activities.

Goal 2, Action 1: A higher percentage of unduplicated students did not meet or exceed the standard in ELA and Math. We are pursuing benchmark assessments to help inform teaching. We also expect that this might help students take some ownership of their own test performance. This will lead to an increase in academic achievement.

Goal 2, Action 2: Classroom staff is frequently perplexed by the unexpected behaviors that can manifest from an emotionally stressed student. Trauma increases the frequency of these manifestations. Collaboration time will allow teachers to continue the learning that will be sparked in professional development.

Goal 2, Action 4: ELD students have a hard time accessing the curriculum. The ELD aid is available to assist these students, provide translation services and generally make school more accessible to these students and their families.

Goal 2, Action 5: Many of our unduplicated students have little academic support at home. This is the impetus for our afterschool tutoring program. This will provide an opportunity for students to receive assistance and motivation from school staff.

Goal 2, Action 6: This is similar to Action #5. Our lower Socio-Economic families rely on the school for supervision as well as a place for learning. The SOAR program provides afterschool supervision, snacks, homework time and enrichment that is vital for these families. This program leads to increased attendance, school participation and overall access to the school programs.

Goal 3, Action 9: An analysis of students leaving the school over the past few years shows that all students leaving for credit reasons were unduplicated. This new school will allow us to provide a more tailored experience for these students with more attainable graduation requirements while continuing to provide transportation and meals while exceeding the state standards.

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

We have exceeded the percentage required both in terms of monetary value and actual work performed within the district. The LCAP budget process addresses the monetary value of effort spent on improving the program for English Learners, students with low social-economic status and foster youth. In these terms (dollars), the budget and correlating overview clearly show an allocation of and use of funds that are used for actions previously listed and primarily directed toward these students and their families.

However, there are many other things happening that are not monetized in this report. Some of these items are listed but do not have any attached expenses. These actions do have costs associated but the costs may be paid with other funding sources or the costs may be incidental. There are other actions taken everyday such as making sure we have sufficient bi-lingual staff to assist students and families. These efforts are embedded systemically and therefore the cost can be difficult to extract.

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.

We have increased classified staff with available funds and will continue to do so as long as funding is available.

Staff-to-student ratios by type of school and concentration of unduplicated students	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of classified staff providing direct services to students	n/a	1:21
Staff-to-student ratio of certificated staff providing direct services to students	n/a	1:12

2022-23 Total Expenditures Table

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$1,447,879.00	$295,168.00	$3,500.00	$129,637.00	$1,876,184.00	$1,482,777.00	$393,407.00

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1.1	Appropriate Assignment Of Teachers	All	$657,290.00				$657,290.00
1	1.2	Beginning Teacher Support	All				$4,129.00	$4,129.00
1	1.3	Adequate Access To Instructional Materials	All	$3,000.00	$57,433.00	$2,500.00	$17,787.00	$80,720.00
1	1.4	Well Maintained Facilities	All	$435,605.00	$2,500.00	$1,000.00	$43,165.00	$482,270.00
1	1.5	Professional Development	English Learners Foster Youth Low Income		$165,980.00		$4,693.00	$170,673.00
1	1.6	Technology At Home	Low Income					$0.00
1	1.7	Dean of Students	English Learners Foster Youth Low Income	$107,143.00	$8,745.00		$1,513.00	$117,401.00
1	1.8	Additional teachers and Information Manager	English Learners Foster Youth Low Income	$171,443.00				$171,443.00
2	2.1	Local Benchmark Or Interim Assessments	English Learners Foster Youth Low Income					$0.00
2	2.2	Bi-Monthly Classroom Staff Collaboration	English Learners Foster Youth Low Income					$0.00
2	2.3	Continued Participation in	All	$10,699.00				$10,699.00

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
		Regional Career / Pathway Consortiums						
2	2.4	ELD Aide	English Learners				$58,350.00	$58,350.00
2	2.5	Afterschool Tutoring	English Learners Foster Youth Low Income		$37,985.00			$37,985.00
2	2.6	Increase SOAR Staff	Low Income	$8,653.00				$8,653.00
2	2.7	Self-Paced Curriculum	All		$22,525.00			$22,525.00
3	3.1	District Website and Social Media	All	$550.00				$550.00
3	3.2	Continue and Increase Widespread Use Of Remind	All	$466.00				$466.00
3	3.3	Encourage High Attendance Rates	All					$0.00
3	3.4	Continue Utilizing Parent/Family Nights	All					$0.00
3	3.5	Promote School Site Council	All					$0.00
3	3.6	Annually Update School Safety Plan	All					$0.00
3	3.7	SARB Participation	All					$0.00
3	3.8	Survey Families To Monitor School Climate	All					$0.00
3	3.9	Princeton Landing School	Low Income	$51,829.00				$51,829.00
3	3.10	Phone Caller	All	$1,201.00				$1,201.00
3	3.11	Volunteer Database	All					$0.00

2022-23 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
$1,813,737.00	$339,068.00	18.69%	0.00%	18.69%	$339,068.00	0.00%	18.69 %	**Total:**	$339,068.00
								LEA-wide Total:	$171,443.00
								Limited Total:	$0.00
								Schoolwide Total:	$167,625.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1.5	Professional Development	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools		
1	1.6	Technology At Home	Yes	Schoolwide	Low Income	All Schools		
1	1.7	Dean of Students	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools	$107,143.00	
1	1.8	Additional teachers and Information Manager	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$171,443.00	
2	2.1	Local Benchmark Or Interim Assessments	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools		
2	2.2	Bi-Monthly Classroom Staff Collaboration	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools		

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
2	2.4	ELD Aide	Yes	Schoolwide	English Learners	Specific Schools: Princeton Elementary School TK-6		
2	2.5	Afterschool Tutoring	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Princeton High School 7-12		
2	2.6	Increase SOAR Staff	Yes	Schoolwide	Low Income	Specific Schools: Princeton Elementary K-6	$8,653.00	
3	3.9	Princeton Landing School	Yes	Schoolwide	Low Income	Specific Schools: Princeton Landing School 10-12	$51,829.00	

2021-22 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$1,347,713.00	$1,825,972.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1.1	Appropriate Assignment Of Teachers	No	$606,026.00	$632,644.00
1	1.2	Beginning Teacher Support	No	$0.00	$65,550.00
1	1.3	Adequate Access To Instructional Materials	No	$0.00	$99,162.00
1	1.4	Well Maintained Facilities	No	$335,487.00	$567,759.00
1	1.5	Professional Development	Yes	$13,005.00	$19,186.00
1	1.6	Technology At Home	Yes	$0.00	$0.00
1	1.7	Dean of Students	Yes	$99,859.00	$105,399.00
1	1.8	Additional teachers and Information Manager	Yes	$178,916.00	$190,956.00
2	2.1	Local Benchmark Or Interim Assessments	Yes	$0.00	$0.00
2	2.2	Bi-Monthly Classroom Staff Collaboration	Yes	$11,840.00	$0.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
2	2.3	Continued Participation in Regional Career / Pathway Consortiums	No	$14,813.00	$10,190.00
2	2.4	ELD Aide	Yes	$53,879.00	$53,673.00
2	2.5	Afterschool Tutoring	Yes	$26,388.00	$18,150.00
2	2.6	Increase SOAR Staff	Yes	$7,500.00	$7,740.00
2	2.7	Self-Paced Curriculum	No	$0.00	$2,299.00
3	3.1	District Website and Social Media	No	$0.00	$550.00
3	3.2	Continue and Increase Widespread Use Of Remind	No	$0.00	$466.00
3	3.3	Encourage High Attendance Rates	No	$0.00	$0.00
3	3.4	Continue Utilizing Parent/Family Nights	No	$0.00	$0.00
3	3.5	Promote School Site Council	No	$0.00	$0.00
3	3.6	Annually Update School Safety Plan	No	$0.00	$0.00
3	3.7	SARB Participation	No	$0.00	$0.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
3	3.8	Survey Families To Monitor School Climate	No	$0.00	$0.00
3	3.9	Princeton Landing School	Yes	$0.00	$51,047.00
3	3.10	Phone Caller	No	$0.00	$1,201.00
3	3.11	Volunteer Database	No	$0.00	$0.00

2021-22 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
$309,500.00	$301,467.00	$351,411.00	($49,944.00)	0.00%	0.00%	0.00%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.5	Professional Development	Yes	$13,005.00	$1,000.00		
1	1.6	Technology At Home	Yes	$0.00	$0.00		
1	1.7	Dean of Students	Yes	$99,859.00	$100,668.00		
1	1.8	Additional teachers and Information Manager	Yes	$178,916.00	$190,956.00		
2	2.1	Local Benchmark Or Interim Assessments	Yes	$0.00	$0.00		
2	2.2	Bi-Monthly Classroom Staff Collaboration	Yes	$9,687.00	$0.00		
2	2.4	ELD Aide	Yes	$0.00	$0.00		
2	2.5	Afterschool Tutoring	Yes	$0.00	$0.00		
2	2.6	Increase SOAR Staff	Yes	$0.00	$7,740.00		
3	3.9	Princeton Landing School	Yes	$0.00	$51,047.00		

2021-22 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
$1,747,295.00	$309,500.00	0.00%	17.71%	$351,411.00	0.00%	20.11%	$0.00	0.00%

Instructions

[Plan Summary](#)

[Engaging Educational Partners](#)

[Goals and Actions](#)

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

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

Introduction and Instructions

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Plan Summary
Purpose

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

Requirements and Instructions

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

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

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

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

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

- **Schools Identified**: Identify the schools within the LEA that have been identified for CSI.

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

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

Engaging Educational Partners

Purpose

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

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

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

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

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

Requirements and Instructions

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

> **Local Control and Accountability Plan:**
> For county offices of education and school districts only, verify the LEA:
>
> a) Presented the local control and accountability plan to the parent advisory committee in accordance with Education Code section 52062(a)(1) or 52068(a)(1), as appropriate.
>
> b) If applicable, presented the local control and accountability plan to the English learner parent advisory committee, in accordance with Education Code section 52062(a)(2) or 52068(a)(2), as appropriate.

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

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

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

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

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

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

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

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

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

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

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

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Complete the table as follows:

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

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

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

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

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

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

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

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

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

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

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

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

Goal Analysis:

Enter the LCAP Year.

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

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

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

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

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

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

Purpose

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

Requirements and Instructions

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

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

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

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

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

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

Required Descriptions:

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

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

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

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

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

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

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

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

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

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

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

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

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

For School Districts Only:

Actions Provided on an LEA-Wide Basis:

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

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

Actions Provided on a Schoolwide Basis:

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

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

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

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

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

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

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

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

Provide the following descriptions, as applicable to the LEA:

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

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

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

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

Complete the table as follows:

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

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

Action Tables

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

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

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

- Table 2: Contributing Actions Table (for the coming LCAP Year)

- Table 3: Annual Update Table (for the current LCAP Year)

- Table 4: Contributing Actions Annual Update Table (for the current LCAP Year)

- Table 5: LCFF Carryover Table (for the current LCAP Year)

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

Data Entry Table

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

- **LCAP Year**: Identify the applicable LCAP Year.

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

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

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

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

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

- **Total Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected Percentage to Increase or Improve Services for the Coming School Year and the LCFF Carryover —

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

- **Goal #**: Enter the LCAP Goal number for the action.

- **Action #**: Enter the action's number as indicated in the LCAP Goal.

- **Action Title**: Provide a title of the action.

- **Student Group(s)**: Indicate the student group or groups who will be the primary beneficiary of the action by entering "All," or by entering a specific student group or groups.

- **Contributing to Increased or Improved Services?:** Type "Yes" if the action **is** included as contributing to meeting the increased or improved services; OR, type "No" if the action is **not** included as contributing to meeting the increased or improved services.

- If "Yes" is entered into the Contributing column, then complete the following columns:

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

  - **Unduplicated Student Group(s)**: Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.

  - **Location**: Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate "All Schools." If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter "Specific Schools" or "Specific Grade Spans." Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades transitional kindergarten through grade five), as appropriate.

- **Time Span**: Enter "ongoing" if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter "1 Year," or "2 Years," or "6 Months."

- **Total Personnel**: Enter the total amount of personnel expenditures utilized to implement this action.

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

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

  o **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.

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

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

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

- **6. Estimated Actual LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on of the number and concentration of unduplicated students in the current school year.

- **Estimated Actual Expenditures for Contributing Actions**: Enter the total estimated actual expenditure of LCFF funds used to implement this action, if any.

- **Estimated Actual Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis only to unduplicated students, and that does not have funding associated with the action, enter the total estimated actual quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%).

  - Building on the example provided above for calculating the Planned Percentage of Improved Services, the LEA in the example implements the action. As part of the annual update process, the LEA reviews implementation and student outcome data and determines that the action was implemented with fidelity and that outcomes for foster youth students improved. The LEA reviews the original estimated cost for the action and determines that had it hired additional staff to collect and analyze data and to coordinate supports for students that estimated actual cost would have been $169,500 due to a cost of living adjustment. The LEA would divide the estimated actual cost of $169,500 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Estimated Actual Percentage of Improved Services for the action.

LCFF Carryover Table

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

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

Calculations in the Action Tables

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

Contributing Actions Table
- 4. Total Planned Contributing Expenditures (LCFF Funds)

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

- 5. Total Planned Percentage of Improved Services

    o   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)

    o   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

    o   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)

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

- 7. Total Estimated Actual Expenditures for Contributing Actions

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

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

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

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

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

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

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

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

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

LCFF Carryover Table

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

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

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

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

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

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

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

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

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

California Department of Education
January 2022