



# America's Finest Charter School

## Local Control and Accountability Plan

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
America's Finest Charter School	Tim Bagby, Executive Director/Superintendent	<a href="mailto:tbagby@afamericasfinestcharterschool.org">tbagby@afamericasfinestcharterschool.org</a> (619) 694-4809

## Plan Summary 2023-24

### General Information

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

America's Finest Charter (AFC) is a WASC-accredited, direct funded TK-12 charter school, which was established in Fall 2011 serving the low-income, multicultural communities of City Heights and Chollas View. America's Finest Charter was approved by San Diego Unified School District (SDUSD) in March 2011 to serve grades K-8. The small school model provides every child with individualized attention and a close school-family relationship. The school provides 180 days of instruction following a modified calendar with instruction delivered in self-contained classrooms. AFC expanded to add high school in Fall 2017, and now serves 455 students in grades TK-12.

AFC offers a rigorous academic program providing students with a high-quality education and families with school choice. AFC offers three unique features:

1. We are a TK-12 school, so students can continue with AFC until graduation
2. Small class sizes and many opportunities for students to reach their potential
3. Arts in the Afternoon classes
4. Before School Care

AFC offers instrumental music, choir, piano, art, robotics, cheer, sports, cooking, Mad Science, etc. from 3:30 p.m. to 6:00 p.m. Monday through Friday at the K-8 site. AFC also has a reading club and a running club that meet before school from 8:00 a.m. to 8:45 a.m. at the K-8 site. In addition, a tutoring program is offered to all students for one hour, two days per week after school, and the tutoring is provided by certificated staff.

America's Finest Charter's mission will help our students achieve their American Dream. Our vision is to accelerate our students' academic achievement by developing: 1) healthy students, 2) proficient readers and writers with 3) higher-order thinking skills who are capable of 4) problem solving and are 5) self-motivated, 6) competent, 7) lifelong learners, and 8) social interactors prepared for the workforce of the 21st Century. Our school will raise awareness and cultivate an appreciation for the American values and work ethics in order for all students to "Seize the American Dream." Our motto is "Work hard, learn everything you can, always do your very best, look to help others and your success will follow."

Students engage in cross-curricular, inquiry-based, hands-on project-based learning that provides challenging and meaningful ways to master skills and concepts with a level of understanding that allows students to apply their knowledge to new situations. AFC students practice showing Respect, Responsibility and Community in all areas of their day.

The following Schoolwide Learner Outcomes address how we effectively educate our students:

**America’s Finest Charter School Graduates are:**

Active global citizens who:

- Demonstrate compassion for others regardless of culture, race, or religion.
- Contribute to the well-being of the school.

Functioning scholars in the 21st Century who:

- Use technology to share ideas, organize information, and conduct research.
- Explore ideas about college and career.

Critical thinkers who:

- Ask questions and synthesize information.
- Connect concepts across subject areas.
- Apply knowledge to real life situations in order to solve problems.

Successful communicators who:

- Exchange ideas both written and orally.
- Listen closely and ask for clarification.
- Work cooperatively with one another.

## Reflections: Successes

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

- Overall scores in ELA for grades 3-8 increased from 29% meeting/exceeding in 2021 to 38% meeting exceeding in 2022.
- SED and especially EL subgroups in 3rd - 8th made gains to close the gap in English Language Arts (CAASPP)
- All students and subgroups in 3rd-8th making gains in Math (CAASPP)
- We are seeing an upward trend in our ELA iReady scores with a higher than usual amount of students making their expected growth at this time of the year.
- Positive Discipline training for all staff; The amount of students spending time in the office for recess is down overall at the TK8.
- Steady growth in our EL program with an increase in students moving out

## 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

- While students are making progress in math, the negative DFS has increased since 2019. [This is being addressed in Goal 3, actions 3.01, 3.03, 3.04, and 3.06 with math assessments and interventions using iReady math, analyzing and prioritizing high quality curriculum, hiring a new math interventionist, and adding Number Worlds, a new math intervention program.](#)

- While all students and subgroups made gains in Science since last year, scores are still below where they were in 2019. This is being addressed in Goal three, actions 3.02, 3.03, and 3.05 with new lab equipment for grades 6-12, analyzing and prioritizing high quality curriculum, and updating the science kits for grades Tk-8.
- Chronic absenteeism at 38%. This is being addressed in Goal 1, actions 1.16, 1.17, 1.22, 1.25, 1.26, 1.31, and 1.32 with parent engagement workshops, student climate activities, field trips, student transportation assistance, professional development in areas of PBIS and other climate-related issues, incentives for attendance, and SARB home visits to learn barriers to attendance.
- 21% Drop out rate - 20% of 25 students is 2-3 students. One was expelled due to drug use; the others left due to gang involvement. This is being addressed through Goal 1, action 1.26 with professional development in PBIS, as well as all prior listed school culture activities.
- 71% graduation rate - Ineffective HS principal has been replaced; Many students left in that cohort. In addition to all prior listed school culture activities and all math/science improvement activities to boost achievement, this is also being addressed through Goal 5, actions 5.01, 5.02, 5.06, 5.07, and 5.13 with credit recovery opportunities, curriculum that exposes students to college and career paths, after school tutoring, mentorships and internships with SDSU and SDCC, and high school intervention classes for Math and English.
- 4% suspensions - AFCS is under new leadership that believes in Positive Discipline, and is supporting this work through Goal 1, action 1.26 with schoolwide professional development. We believe that this new approach will be more effective for our students and allow staff to take advantage of the learning opportunities often afforded through discipline at school. We believe this number will go down significantly over the next two years.

## LCAP Highlights

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

[RESPONSE]

## 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.

America's Finest Charter School was not identified for Comprehensive Support and Improvement.

### ***Support for Identified Schools***

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

Not applicable.

# Monitoring and Evaluating Effectiveness

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

Not applicable.

# Engaging Educational Partners

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

**DELAC** - Three parents of English learners, the EL Coordinator, and admin met, in person at the elementary campus, four times per year. All families were invited to attend. Translation services were offered at each meeting. Discussions included: DELAC roles and responsibilities, parent-teacher conferences, ELPAC scores and practice testing, reclassification procedures and criteria, importance of attendance, and updates to the EL Master Plan.

**SSC** - 8 staff and 8 family members, 2 of whom are high school students, met in person between the two campuses, 5 times per year. The public community was invited to attend. Translation services were offered at each meeting. Discussions included: SSC roles and responsibilities, Title IA expenditures, school site safety plan, and the 23-24 LCAP.

A summary of the feedback provided by specific educational partners.

**DELAC** - It was suggested that the school: reach out to families of chronically absent/tardy students to see what is causing the issue and work with each family to come up with solutions; consider having students wear uniforms; hold parent meetings only in Spanish so more parents feel welcome to attend and don't have to wait for things to be translated; try holding meetings on the weekends.

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

[RESPONSE]

# Goals and Actions

## Goal 1. Conditions of Learning & Climate

Goal #	Description
1	Maintain a learning community where all stakeholders are engaged and focused on providing a safe, nurturing learning environment for all students to attain high levels of achievement through the use of high-quality curricula and assessments, targeted interventions, and quality instructional materials/instruction for increased effectiveness and impact.

**An explanation of why the LEA has developed this goal.**

This goal was developed as a broad maintenance goal to address engagement, climate and the core components of the K-12 instructional program provided by AFC.

**Measuring and Reporting Results**

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023-24
Facilities in Good Repair (Facility Inspection Tool – FIT) [State Priority 1 Basic Services – Local Indicator Self Reflection]	100% Facilities in “Good Repair” as measured by the FIT	100% Facilities in “Good Repair” as measured by the FIT (2021 SARC reported February 1, 2022 - FIT conducted December 2021)	The facility at 730 45th Street is in 62% of good repair. The facility owned by AFC on Estrella Ave is in 100% of good repair. (2022 SARC reported February 1, 2023 - FIT conducted December 2022)		100% Facilities in “Good Repair” as measured by the FIT
Fully Credentialed Teachers and Appropriately Assigned (Designation: “Clear”) [State Priority 1 Basic Services – Local Indicator Self Reflection]	100% teacher fully credentialed and appropriately assigned	74.7% Clear 3.2% Out of Field 7.2% Ineffective 14.4% Incomplete (Source CDE <a href="#">Dataquest 2020-21</a> )  Previously reported: TBD% teachers fully credentialed and appropriately assigned (CA Dashboard Local Indicators Reporting for 2021-22, June 2022) <i>*NOTE: As of May 31, 2022 the California Statewide Assignment Accountability System (CalSAAS) has not provided updated credentialing or assignment data</i>	Note: 21-22 Teacher Assignment data has not yet been released by the CDE		100% teacher fully credentialed and appropriately assigned
Access to standards-aligned curricular and instructional materials	100% teachers/students provided standards-aligned instructional materials	100% teachers/students provided standards-aligned instructional materials	100% teachers/students provided standards-aligned instructional materials (2022 SARC reported February 1, 2023)		100% teachers/students provided standards-aligned instructional materials

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023-24																																								
<b>[State Priority 1 Basic Services – Local Indicator Self Reflection]</b>		(2021 SARC reported February 1, 2022)																																											
Implementation and sustainability of academic content standards <b>[State Priority 2 Implementation of State Standards – Local Indicator Self Reflection]</b>	2019 California Dashboard Local Indicator for Implementation of Standards <table border="1"> <tr><td>ELA</td><td>5</td></tr> <tr><td>ELD</td><td>5</td></tr> <tr><td>MATH</td><td>5</td></tr> <tr><td>NGSS</td><td>4</td></tr> <tr><td>HISTORY</td><td>5</td></tr> </table>	ELA	5	ELD	5	MATH	5	NGSS	4	HISTORY	5	2022 California Dashboard Local Indicator for Implementation of Standards <table border="1"> <tr><td>ELA</td><td>5</td></tr> <tr><td>ELD</td><td>5</td></tr> <tr><td>MATH</td><td>5</td></tr> <tr><td>NGSS</td><td>4</td></tr> <tr><td>HISTORY</td><td>5</td></tr> </table> (CA Dashboard Local Indicators Reporting for 2021-22, June 2022)	ELA	5	ELD	5	MATH	5	NGSS	4	HISTORY	5	2023 California Dashboard Local Indicator for Implementation of Standards <table border="1"> <tr><td>ELA</td><td>5</td></tr> <tr><td>ELD</td><td>5</td></tr> <tr><td>MATH</td><td>5</td></tr> <tr><td>NGSS</td><td>4</td></tr> <tr><td>HISTORY</td><td>5</td></tr> </table> (CA Dashboard Local Indicators Reporting for 2022-23, June 2023)	ELA	5	ELD	5	MATH	5	NGSS	4	HISTORY	5		California Dashboard Local Indicator for Implementation of Standards <table border="1"> <tr><td>ELA</td><td>5</td></tr> <tr><td>ELD</td><td>5</td></tr> <tr><td>MATH</td><td>5</td></tr> <tr><td>NGSS</td><td>5</td></tr> <tr><td>HISTORY</td><td>5</td></tr> </table>	ELA	5	ELD	5	MATH	5	NGSS	5	HISTORY	5
ELA	5																																												
ELD	5																																												
MATH	5																																												
NGSS	4																																												
HISTORY	5																																												
ELA	5																																												
ELD	5																																												
MATH	5																																												
NGSS	4																																												
HISTORY	5																																												
ELA	5																																												
ELD	5																																												
MATH	5																																												
NGSS	4																																												
HISTORY	5																																												
ELA	5																																												
ELD	5																																												
MATH	5																																												
NGSS	5																																												
HISTORY	5																																												
Staff Surveys - Safety and Connectedness <b>[State Priority 6 School Climate – Local Indicator Self Reflection]</b>	Collaboration with colleagues based on staff survey was 66.7%	Collaboration with colleagues based on staff survey 72% rated as “positive” (Local Staff LCAP Survey conducted May 2022)	Collaboration with colleagues based on staff survey 88% rated as “positive” (Local Staff LCAP Survey conducted May 2023)		Collaboration with colleagues will be 90% based on the staff survey.																																								
Student Access to Broad Course of Study (i.e., Spanish, Art, Physical Education)	100% of students have access to a broad course of study	100% of students have access to a broad course of study (CA Dashboard Local Indicators Reporting for 2021-22, June 2022)	100% of students have access to a broad course of study (CA Dashboard Local Indicators Reporting for 2022-23, June 2023)		100% of students have access to a broad course of study																																								
Parent Involvement in Decision Making through Parent Advisory Committee <b>[State Priority 3 Parent Involvement – Local Indicator Self Reflection]</b>	Parent Advisory Committee formed in 2021	3 Parent Advisory Committee Meetings held for SY 2021-22	10 Parent Advisory Committee Meetings held for SY 2022-23		Conduct minimum of 5 Parent Advisory Committee Meetings																																								

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023-24
Parent Satisfaction and Participation Rates in Spring Survey* <b>[State Priority 6 School Climate – Local Indicator Self Reflection]</b> *Note: Formerly written as “Parent Satisfaction Survey Participation Rate (Spring).” Different years measured either satisfaction or participation. Changed in 2023 to include both.	75% of parents are overall satisfied.*  *Note: participation rates not provided in baseline.	69% Parent Participation Rate in Spring Satisfaction Survey* (Local LCAP Survey conducted May 2022)  *Note: satisfaction rates not provided	83% of parents Agree or Strongly Agree that their child’s school provides a high quality education for students  72% Parent Participation Rate  (Source: Spring Survey 2023)		85% of parents Agree or Strongly Agree that their child’s school provides a high quality education for students  90% Parent Participation Rate
Student Survey - Transportation Issues* <b>[State Priority 6 School Climate – Local Indicator Self Reflection]</b> *Note: Previously written as “Student Survey - Safety and Connectedness,” but the metrics only tracked transportation.	Survey finds that 20% of students have a difficult time getting to school due to transportation issues.	12% of students reported a difficult time getting to school due to transportation issues (Local LCAP Survey conducted May 2022)	15% of students reported a difficult time getting to school due to transportation issues (Source: Spring 2023 Survey)		5% of students will have a difficult time getting to school due to transportation issues.
*NEW* Student Survey - Safety and Connectedness <b>[State Priority 6 School Climate – Local Indicator Self Reflection]</b>	Note: this information was not tracked	Note: this information was not tracked	88% of students reported feeling safe on campus Most or All of the time  86% of students feel happy to be at this school Most or All of the time.  (Source: Spring 2023 Survey)		95% of students reported feeling safe on campus Most or All of the time  90% of students feel happy to be at this school Most or All of the time.
Attendance Rates <b>[State Priority 5 Pupil Engagement]</b>	94% Attendance Rate (2019-20)	91% Attendance Rate (Source: CDE P-2 Attendance Report for 2022)	92% Attendance Rate (Source: CDE P-2 Attendance for 2023)		96% Attendance Rate

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023-24
Chronic Absenteeism Rate [State Priority 5 Pupil Engagement – CA Dashboard Indicator]	11.9% Chronic Absenteeism	26% Chronic Absenteeism (Source: <a href="#">CDE DataQuest 2020-21</a> )	37.6% Chronic Absenteeism (Source: <a href="#">CDE DataQuest 2021-22</a> )		2% Chronic Absenteeism
Dropout Rate [State Priority 5 Pupil Engagement]	0% Dropout Rate	0% Cohort Dropout Rate (Source: CDE DataQuest, <a href="#">2020-21</a> )	20.8% Cohort Dropout Rate (Source: CDE DataQuest, <a href="#">2021-22</a> )		0% Dropout Rate
Cohort Graduation Rate [State Priority 5 Pupil Engagement]	100% Cohort Graduation Rate	90.9% Four-Year Adjusted Cohort Graduation Rate (Source: <a href="#">CDE DataQuest 2020-21</a> )  100% Five-Year Cohort Graduation Rate (Source: <a href="#">CDE DataQuest 2020-21</a> )	70.8% Four-Year Adjusted Cohort Graduation Rate (Source: CDE DataQuest, <a href="#">2021-22</a> )		100% Cohort Graduation Rate
Suspension Rate [State Priority 6 School Climate]	2.5% Suspensions	0.2% Suspension Rate (Source: <a href="#">CDE DataQuest 2020-21</a> )	3.8% Suspension Rate (Source: CDE DataQuest, <a href="#">2021-22</a> )		1% Suspensions
Expulsion Rate [State Priority 6 School Climate]	0% Expulsions	0% Expulsions (Source: <a href="#">CDE DataQuest 2020-21</a> )	0.2% Expulsion Rate (Source: CDE DataQuest, <a href="#">2021-22</a> )		0% Expulsions
Student Surveys - Attendance Struggles (4-12) [State Priority 6 School Climate – Local Indicator Self Reflection]	Survey finds that 30% of students struggle to come to school due to family problems	24% of students struggle to come to school due to family problems (Local LCAP Survey conducted May 2022)	26% of students struggle to come to school due to family problems (Local LCAP Survey conducted May 2022)		10% of students struggle to come to school due to family problems

## Actions

Action #	Title	Description	Total Funds	Contributing
1.01	Facility Lease	AFC Prop 39 site-lease for K-8 with San Diego Unified School District which includes custodial and maintenance. The high school site is an AFC private facility which houses grades 9-12.	230,644	No
1.02	Facility: Supplies/Maintenance	Cleaning supplies for two sites, and COVID mitigation measures (5601)	50,000	No
1.03	Facility Improvements - Classroom upgrades	Purchase of cameras and installation costs for AFC high school site - (5500)	100,000	No



Action #	Title	Description	Total Funds	Contributing
1.04	Staffing: Certificated Administrators, Coaches & Counselors	Certificated staffing costs, including salaries and benefits, for the following employees: Executive Director, Dean, Counselor, High School Principal, TK-8 Principal, English Learner Coordinator	860,581	Yes
1.05	Staffing: Certificated Staffing - Core & Interventions	Certificated staffing costs, including salaries and benefits, for the following employees: (rest of 1000's).	2,927,465	Yes
1.06	Staffing: Special Education Supports	Certificated staffing costs, including salaries and benefits, for the following employees: 2 SpEd Teachers , SpEd Aide, SpEd Coordinator	566,310	No
1.07	Staffing: Classified Staffing	Classified staffing costs, including salaries and benefits.	1,811,242	Yes
1.08	SELPA Special Education Services (El Dorado)	AFC is under the El Dorado Special Education Local Plan Authority. AFC will provide services to all enrolled special education students according to their IEPs. <ul style="list-style-type: none"> <li>- Speech/Language</li> <li>- Occupational Therapy</li> </ul>		No
1.09	Contracted IT Support Services	IT services contracted with an outside vendor (Charter Tech Services). Contract includes hardware support for instructional programs, website and server maintenance, and troubleshooting.	100,000	No
1.10	Instructional Technology	Purchase of the technology for the K-12 program including Chromebooks, wireless access points: (4430)	50,000	Yes
1.11	Equipment Contracts	Contract printing and copier services (5605-5610)	41,600	No
1.12	Local Assessments [CA CDE State Verified Data/Assessment]	Change to iReady multiple year contract	20,200	Yes
1.13	Core & Supplemental Curricula	Core: Purchase consumables Supplemental: (4300)	75,000	No
1.14	Afterschool Academic Enrichment	Targeted Academic tutoring for struggling students Credit Recovery and Assistance for grades 9-12 Provide before school tutoring and academic clubs after school	170,141	No
1.15	Parent & Community Engagement	AFC will conduct parent/community engagement meetings through the School Site Council (SSC), English Learner Advisory Committee (ELAC), Coffee with the Principal, Parent Advisory Committee	41,000	No
1.16	Parent Education Workshops	Materials/food for the following parent/guardian education workshops: <ul style="list-style-type: none"> <li>• Understanding Common Core Standards &amp; Assessment</li> <li>• Supporting Your Child's Academic Success</li> <li>• Understanding your student's state assessment scores</li> <li>• Understanding your student's local assessment scores</li> <li>• Purchase technology for parent center to support parents with completing online processes</li> </ul>	20,000	No
1.17	Student Climate Activities	Costs associated with the following events:	23,000	No

Action #	Title	Description	Total Funds	Contributing
		<ul style="list-style-type: none"> <li>● High School Recognition Assemblies</li> <li>● Sports Events (equipment, entrance fees, coach stipend)</li> <li>● American Stars Assemblies</li> <li>● Community Service - Downtown Homeless Shelter</li> <li>● High School Dances</li> <li>● High School Activities such as Movie/Game Night</li> <li>● Compete in Engineering Competitions</li> <li>● Summer Girls in Flight program</li> <li>● Middle School Dances</li> <li>● High School Clubs</li> <li>● Community Service at all grades</li> <li>● School Gardens and beautification activities</li> </ul>		
1.18	Translation Services	Onsite translator (written correspondence and live translation) for all non-English speaking families. Languages represented include Spanish, Somali, Vietnamese, Arabic	0	No
1.19	Targeted Services for Foster and Homeless Families	Foster/Homeless Liaison coordinates services to support families including food services, clothing/uniforms, support services, bus passes, etc.	0	No
1.20	Grade 6 Outdoor Education	Camp to expose students to outdoor learning experiences and build relationships (Lowered amount from \$6k to \$3k due to PY expenses)	5,000	No
1.21	Grade 8 Civic Education	Special trip for eight grade to Sacramento, CA to expose students to community/policy decisions-making (Lowered amount from \$6k to \$3k due to PY expenses)	5,000	No
1.22	Field Trips	Padres Games (9-12) Science Center (K-12) Malcolm X Library (K-8) Childrens' Nature Retreat - (K-8) Biztown San Diego Zoo Legoland Sea World Aquarium Balboa Park Fleet Center (K-8) Old Town (9-12) Golf Course (9-12) Torrey Pines Guided Hike Embarcadero (9-12) Disneyland (8th grade)	87,116	

Action #	Title	Description	Total Funds	Contributing
		Trip to Spain (10-12) (5830)		
1.23	End of Year Celebrations	Promotion regalia (caps/gowns for Kinder and Grade 8) Graduation - Grade 12 - Gowns, caps, tassels and diplomas, decorations, honorarium for speaker and refreshments. (Lowered amount from \$10k to \$5k due to PY expenses)	5,000	No
1.24	COVID Response	Testing kits, masks (Lowered amount from \$57k to \$10k due to lighter restrictions)	0	No
1.25	Transportation Assistance	Public Transportation Now Free for Students	0	Yes
1.26	Professional Development	Continue Trauma Informed Training for staff and families (partnership for two years) Professional Development NGSS (LCFF) NEW: Positive Behavior Intervention Supports for Staff Positive Discipline training Interventionist attend outside PD Writing PD for K-12	3,000	No
1.27	Teacher Collaboration	Release time, stipends	0	No
1.28	Teacher Induction/Mentoring Program	Costs for New Teacher Induction will be paid by AFC as well as the stipends for the teacher mentors who will supervise up to 2 mentees	6,000	No
1.29	Memberships/Associations	CCSA, CSDC, WASC (5300)	10,500	No
1.30	Operational Costs	Back office, legal fees, insurance (5400, 5805, 5873)	153,789	No
1.31	*NEW* Student Attendance	Family Rewards for Excellent Attendance	5,000	
1.32	*NEW* SARB Home Visits	Home visits to learn barriers to attendance		

## Goal Analysis for 2022-23

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

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

All actions were implemented as planned with the following exceptions:

- Action 1.05 - Certificated Staffing for Core and Intervention Staff was adjusted to better meet the needs of students
- Action 1.07 - Classified Staffing was adjusted to better utilize personal talents to meet the needs of students.
- Action 1.14 - Afterschool Academic Enrichment was only partially completed. 9-12 grade were not doing targeted instruction, as the HS Principal did not implement Star Renaissance assessments as planned
- Action 1.15 - Parent and Community Engagement: at the writing of this LCAP, the Coffees with the Principal hadn't been implemented; other engagement activities were being scheduled
- Action 1.16 - Parent Education Workshops: scheduled but incomplete
- Action 1.17 - Student Climate Activities were only partially completed: High school was not interested in sports events; no high school dances were held, but a prom is scheduled; the Summer Girls in Flight program was not held this year; High School Clubs were only partially implemented

- Action 1.26 - Professional Development: Professional Development in Writing and NGSS were not done this year
- Action 1.27 - Teacher Collaboration: Not much release time or stipends used this year yet

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.

[RESPONSE]

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

Like other schools recovering from the impacts of the pandemic, the school has encountered many challenges. In continuing the actions into the 23-24 academic year, the school will have a more in-depth analysis of the effectiveness based on data in Fall 2023. Based on student survey results, with 88% of students reporting feeling safe on campus, and 86% of students reporting feeling happy to be at this school, it appears that the many efforts toward this goal are beginning to make a difference, but much more work remains to be done.

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 practices.

Changes to Metrics:

- Fully Credentialed Teachers and Appropriately Assigned: Added “Designation: “Clear”” to align with new requirements for teacher assignment monitoring; updated the 2020-21 teacher assignment data to align with what is published on CDE Dataquest. Student Safety and Connectedness Survey metric was focused on transportation to school instead of safety and connectedness, so a new metric was added to specifically address safety and connectedness.
- Parent Satisfaction Survey metric was inconsistent, changing from satisfaction rate to participation rate, so that was rewritten for consistency
- Student Safety and Connectedness Survey metric was focused on transportation to school instead of safety and connectedness, so a new metric was added to address safety and connectedness, while leaving in the metrics about transportation.

Changes to Actions:

- Action 1.31 - Student Attendance was added: Family Rewards for Excellent Attendance, as an incentive for families to get their kids to attend consistently.
- Action 1.32 - SARB Home Visits was added to learn barriers to attendance

## Goal 2. English/Language Arts Achievement

Goal #	Description
2	All students will demonstrate growth towards meeting or exceeding standards in English Language Arts (ELA) and growth in English language proficiency as demonstrated through local formative assessments and course grades. [State Priorities Addressed: 2 State Standards, 4 Pupil Achievement]

An explanation of why the LEA has developed this goal.

AFC serves a diverse community of learners with a wide variety of needs/challenges in meeting standards in English/Language Arts. As a K-12 program, we are afforded with the opportunity to ensure alignment of the language arts program over the academic careers of our students.

The most recent data available on the CA Dashboard combines the performance of all state-assessed grade levels. This goal and the accompanying metrics were developed to separate the performance of elementary/middle SBAC from high school grade 11 in order to increase the visibility of the difference in levels of performance between 3-8 and 11 graders.

### Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023-24
Local Assessment (3-8): Track My Progress English/Language Arts [State Priority 4 Pupil Achievement]	20% Students at grade-level (blue) or above grade-level (green)	21% Students at grade-level (blue) or above grade-level (green) 19% Hispanic 20% African American 22% SED (Track My Progress conducted March 2022)	iReady ELA: Students at/above grade level:  36% All 19% Hispanic 25% African American 20% SED 3% SWD 13% EL 30% Asian (iReady April 2023)		iReady ELA: Students at/above grade level:  45% All 45% Hispanic 45% African American 40% SED 10% SWD 20% EL 45% Asian  Note: formerly written as: Track My Progress English/Language Arts (3-8) 70% Students at grade-level (blue) or above grade-level (green) 65% Hispanic 65% African American 60% SED
SBAC ELA DFS [State Priority 4 Pupil Achievement]	-18.9 All Students -21.8 African American -21.3 SED -36 SWD (Source: <a href="#">CA Dashboard 2019</a> )	N/A - CA School Dashboard Indicator was not published for 2020-21	-26.3 All Students -36.5 African American -31.5 Hispanic -28.3 SED -51.2 SWD -39.7 EL (Source: <a href="#">CA Dashboard 2022</a> )		Annually decrease DFS ELA schoolwide and for significant student groups
SBAC Grades 3-8 Meets/Exceeds English/Language Arts	40.8% All Students 35.4% Hispanic 38.9% SED 21.95% SWD	29.41% All Students 28.99% Hispanic 29.65% SED 18.18% SWD	37.5% All Students 33.53% Hispanic 37.18% SED 16.67% SWD		45% All Students 45% Hispanic 45% SED 25% SWD

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023-24
[State Priority 4 Pupil Achievement]	18.64% EL (Data from <a href="#">2019 SBAC</a> )	9.01% EL (Source: <a href="#">2020-21 CAASPP SBAC English/Language Arts</a> )	23.42% EL (Source: <a href="#">2021-22 CAASPP SBAC English/Language Arts</a> )		40% EL
Local Assessment (9-12): iXL English/Language Arts [State Priority 4 Pupil Achievement]	38% Students “proficient” on skills [Note: Assessment will change to STAR Renaissance in 2021-22]	44% All Students 47% Hispanic 38% African American 32% SED (iXL conducted March 2022)	Star Renaissance at/above grade level: 32% All Students 29% Hispanic 18% African American 15% SED (Star Renaissance April 2023)		Star Renaissance at/above grade level: 40% All Students 35% Hispanic 30 20% SED  Note: Formerly written as: iXL English/Language Arts (9-12) 60% All Students 60% Hispanic 60% African American 55% SED
SBAC Grade 11 Meets/Exceeds English/Language Arts [State Priority 4 Pupil Achievement]	7.69% All Students 9.1% SED	46.67% All Students 46.67% SED 58.33% Hispanic (Source: <a href="#">2020-21 CAASPP SBAC English/Language Arts</a> )  Note: Data suppressed for EL and SWD subgroups due to <11 students tested	38.88% All Students 40% SED 12.5% EL 39.13% Hispanic (Source: <a href="#">2021-22 CAASPP SBAC English/Language Arts</a> )  Note: Data suppressed for SWD subgroup due to <11 students tested		SBAC Grade 11 Meets/Exceeds English/Language Arts 50% All Students 45% SED 25% EL 50% Hispanic

## Actions

Action #	Title	Description	Total Funds	Contributing
2.01	Literacy Nights	AFC will host evening events for families to come to the school and learn about ELA standards with a focus on literacy and reading.	300	No
2.02	Supplemental Curriculum for Reading Intervention for K-6	Supplemental curriculum will be used for reading intervention and provide access to leveled reading materials	10,000	No
2.03	SIPPS Language & Reading Skills Intervention - Materials and Training	SIPPS Intervention activities for daily language skills materials	0	Yes
2.04	Literacy Assessments - Wonders Progress Monitoring	License for additional assessments for the literacy series purchased for grades 3-8.	2,750	No

Action #	Title	Description	Total Funds	Contributing
2.05	*NEW* Professional Development - Writing	Professional development and mentoring for teachers in the areas of CAASPP writing rubrics and PBL writing/reading units.	2000	
2.06	*NEW* Clarify Writing Standards	Provide a stipend for a TOSA to vertically articulate and disseminate the writing standards.	2500	
2.07	*NEW* PBL Writing Resources	Resources and materials for implementing PBL writing and reading units.	2500	

## Goal Analysis for 2022-23

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

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

All actions were implemented as planned and are ongoing with the exception of:

- Action 2.04 Literacy Assessments - Wonders Progress Monitoring: This program was purchased but is not being implemented at this time.

### 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.

[RESPONSE]

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

Based on 2022 ELA CAASPP scores and Midyear 22-23 iReady data, it appears that good progress is being made in the elementary school in regards to bringing up the ELA scores. According to iReady, students who were 2 to 3+ grade levels below at the beginning of this year exceeded their expected growth.

### 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 practices.

Changes to Metrics:

- The local assessment tool for grades 3-8 was changed from Track My Progress to iReady, which is state-verified.
- The local assessment tool for grades 9-12 was changed from iXL to Star Renaissance, which is state-verified.
- Not all metrics included all subgroups, so data was added for missing subgroups.

Changes to Desired Outcomes:

- Based on rates of academic recovery from Covid learning loss, the desired outcomes were adjusted to be more achievable.

Changes to Actions:

- Action 2.04 - Wonders Progress Monitoring is being eliminated, since iReady robustly addresses assessment and progress monitoring.
- Added 3 Actions:
  - Action 2.05 Professional Development - Writing: Professional development and mentoring for teachers in the areas of CAASPP writing rubrics and PBL writing/reading units.
  - Action 2.06 Clarify Writing Standards - Provide a stipend for a TOSA to vertically articulate and disseminate the writing standards.

- Action 2.07 PBL Writing Resources - Resources and materials for implementing PBL writing and reading units.

## Goal 3. Mathematics and Science Achievement

Goal #	Description
3	All students will demonstrate growth towards meeting or exceeding standards in mathematics and science, and growth in proficiency as demonstrated through local formative assessments and course grades.  State Priorities Addressed: 2 State Standards, 4 Pupil Achievement

### An explanation of why the LEA has developed this goal.

Local and state assessment data show that most of the students at AFC are not meeting standards in math or science, and considerable growth is needed in these areas, especially at the high school. The negative Distance From Standard (DFS) in Math is growing over time for all student groups and grades. Science achievement remains below pre-pandemic scores.

The CA Dashboard combines the performance of all state-assessed grade levels. The Math metrics accompanying this goal separate the performance of the elementary/middle students from the high school students to increase the visibility of the difference in performance levels between the two programs.

### Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023-24
Local Assessment (3-8): Track My Progress Mathematics [State Priority 4 Pupil Achievement]	38% Students at grade-level (blue) or above grade-level (green)	35% Students at grade-level (blue) or above grade-level (green) 37% Hispanic 30% African American 29% SED (Track My Progress conducted March 2022)	<i>iReady Math: Students at/above grade level:</i> 15% All 6% Hispanic 8% African American 8% SED 5% SWD 23% Asian 5% EL (iReady December 2022)		iReady Math: Students at/above grade level: 40% All 40% Hispanic 40% African American 40% SED 10% SWD 50% Asian 10% EL  Note: Formerly written as: Track My Progress Mathematics (3-8) 70% Students at grade-level (blue) or above grade-level (green) 65% Hispanic 65% African American 60% SED



Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023-24
SBAC Mathematics DFS [State Priority 4 Pupil Achievement]	-16.1 All Students (Yellow) -24.7 African American -24.1 Hispanic -18.9 SED -18.7 SWD (Source: <a href="#">CA Dashboard 2019</a> )	N/A - CA School Dashboard Indicator was not published	-49.2 All Students -83.4 African American -51 Hispanic -49.8 SED -38.2 SWD -57 EL (Source: <a href="#">CA Dashboard 2022</a> )		Annually decrease DFS in Mathematics schoolwide and for significant student groups
SBAC Grades 3-8 Meets/Exceeds Mathematics [State Priority 4 Pupil Achievement]	44.6% All Students 41.1% Hispanic 42.8% SED 41.46% SWD 21.19% EL  (Source: <a href="#">2018-19 CAASPP SBAC Mathematics</a> )	20.17% All Students 19.53% Hispanic 19.91% SED 27.27% SWD 11.71% EL (Source: <a href="#">2020-21 CAASPP SBAC Mathematics</a> )	33.06% All Students 31.18% Hispanic 33.76% SED 66.66% SWD 27.93% EL (Source: <a href="#">2021-22 CAASPP SBAC Mathematics</a> )		SBAC Grades 3-8 Meets/Exceeds Mathematics 40% All Students 40% Hispanic 40% SED 40% SWD 35% EL  Note: formerly written as: 70% All Students 65% Hispanic 60% SED
Local Assessment (9-12): iXL Mathematics [State Priority 4 Pupil Achievement]	34% Students “proficient” on skills [Note: Assessment will change to STAR Renaissance in 2021-22]	37% All Students 40% Hispanic 32% African American 29% SED (iXL conducted March 2022)	Star Renaissance Math: at/above grade level: 47% All Students 48% Hispanic 29% African American 18% SED (Source: Star Renaissance Spring 2023)		Star Renaissance Math: at/above grade level 50% All Students 50% Hispanic 40% African American 25% SED  Note: Formerly written as: iXL Mathematics (9-12) 60% All Students 60% Hispanic 60% African American 55% SED
SBAC Grade 11 Meets/Exceeds Mathematics [State Priority 4 Pupil Achievement]	7.69% All Students 9.1% SED (Source: <a href="#">2018-19 CAASPP SBAC Mathematics</a> )	6.67% All Students 6.67% SED  (Source: <a href="#">2020-21 CAASPP SBAC Mathematics</a> )	11.76% All Students 10.71% SED  (Source: <a href="#">2021-22 CAASPP SBAC Mathematics</a> )		SBAC Grade 11 Meets/Exceeds Mathematics 15% All Students 15% SED  Note: formerly written as: 50% All Students 45% SED

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023-24
CAST Meets/Exceeds Science [State Priority 4 Pupil Achievement]	37% All Students 31.4% Hispanic 30.4% African Am. 36% SED (Source: <a href="#">2018-19</a> CAST)	12.9% All Students 11.76% Hispanic 11.1% African Am. 12.79% SED (Source: <a href="#">2020-21</a> CAST)	21.21% All Students 17.58% Hispanic 11.11% African Am. 20.34% SED 12.5% SWD 6.67% EL (Source: <a href="#">2021-22</a> CAST)		CAST Meets/Exceeds 35% All Students 30% Hispanic 20% Af. Am. 30% SED 25% SWD 10% EL  Note: Previously written as: 50% All Students 45% Hispanic 45% African American 50% SED

## Actions

Action #	Title	Description	Total Funds	Contributing
3.01	Math Intervention Program	<p>Purchase iReady diagnostic and Instruction</p> <ul style="list-style-type: none"> <li>Use results to pinpoint student Zone of Proximal Development</li> <li>Use Math Prerequisite Report to vertically align curriculum and identify and pre-teach students the prior skills foundational to the specific grade level content during an intervention period</li> <li>Use iReady Instructional materials (lessons and lesson plans) to aid in providing appropriate instruction to fill student gaps during the intervention period.</li> </ul>	\$18,000	Yes
3.02	Lab equipment for experiments/investigations	Provide lab equipment to support access and mastery of NGSS (grades 6 through 12), and ensure high school students are being provided with proper resources/tools to meet the laboratory science requirement for A-G coursework.	\$5,000	No
3.03	*NEW* Develop Guaranteed Viable Curriculum	Work within both campuses to research, write and develop our TK12 guaranteed viable curriculum. There will be teacher leaders who will assist with the process	\$2,000	
3.04	*NEW* Math Interventionist at TK8	We will look to hire a math interventionist to add more support to students.	\$0* (See Goal 1, Salaries)	
3.05	*NEW* Update Science Kits and Equipment	Most of the TK8 kits need to be supplied and high school has some equipment to update to assist students with their learning	10,000	

Action #	Title	Description	Total Funds	Contributing
3.06	*NEW* Number Worlds	Add an intervention to TK8 math program	5000	

## Goal Analysis for 2022-23

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

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

All actions were implemented as planned and are ongoing.

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.

[RESPONSE]

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

While students have still not caught up to their pre-pandemic scores in Science and Math, they appear to be recovering from Covid losses and are showing growth in the right direction. iReady math diagnostics have helped identify specific student learning targets, and students who were 2 to 3+ grade levels below at the beginning of this year have exceeded their expected growth. As we have moved towards targeting students for specific interventions based on data, more of our students are beginning to close the learning gap. This process will continue to intensify in the months ahead.

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 practices.

Changes to Metrics:

- The Math local assessment tool for grades 3-8 was changed from Track My Progress to iReady, which is state-verified.
- The Math local assessment tool for grades 9-12 was changed from iXL to Star Renaissance, which is state-verified.

Changes to Desired Outcomes:

- Based on rates of academic recovery from Covid learning loss, the desired outcomes were adjusted to be more achievable.

Additions to Actions:

- 3.03 Develop Guaranteed Viable Curriculum: Work within both campuses to research, write and develop our TK12 guaranteed viable curriculum. There will be teacher leaders who will assist with the process
- 3.04 Math Interventionist at TK8: We will look to hire a math interventionist to add more support to students.
- 3.05 Update Science Kits and Equipment: Most of the TK8 kits need to be supplied and high school has some equipment to update to assist students with their learning
- 3.06 Number Worlds: Add an intervention to TK8 math program

## Goal 4. English Learner Success

Goal #	Description
4	All English learners will demonstrate growth towards meeting/exceeding standards in English Language Arts (ELA) and growth in English language proficiency as demonstrated through local formative assessments and course grades. AFC will support English Learner achievement by providing increased access to interventions and instructional practices to facilitate annual progress toward English mastery.  [State Priorities Addressed: 2 State Standards, 4 Pupil Achievement]

### An explanation of why the LEA has developed this goal.

This focus goal was created to provide more focus on the needs of AFC’s English learners. This goal, when using AFC progress monitoring protocols, will allow more strategic alignment of instructional support needs to ensure annual progress in English language mastery as well as achievement in core subject areas.

## Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023-24
Reclassification Rate [State Priority 4 Pupil Achievement]	9.7% Reclassification (Source: DataQuest, <a href="#">2019-20</a> )	4.9% Reclassification Rate for 2020-21 (Source: DataQuest, <a href="#">CA Department of Education</a> )	5.5% Reclassification Rate for 2021-22 (Source: Ellevation)	8.9% Reclassification Rate for 2022-2023 (Source: Ellevation)	>15% Reclassification English Learners
Summative ELPAC [State Priority 4 Pupil Achievement]	5.94% “Proficient” 30.59% Level 3 44.29% Level 2 19.18% Level 1 (Source: CDE Summative ELPAC, <a href="#">2020-21</a> )	N/A – Data will be available in Fall/Winter 2022	11.82% Proficient 29.55% Level 3 44.55% Level 2 14.09% Level 1 (Source: CDE Summative ELPAC, <a href="#">2021-22</a> )		Annually decrease the percentage of English Learners at Levels 1 & 2 on ELPAC
English Learner Progress Indicator [State Priority 4 Pupil Achievement]	38.9% making progress towards English language proficiency “Low”	N/A - CA School Dashboard Indicator was not published	53% making progress toward English language proficiency “Medium” (Source: <a href="#">CA 2022 Dashboard</a> )		55% making progress towards English language proficiency “High” as measured by the CA School Dashboard
English Learners - Local Assessment (3-8): English/Language Arts [State Priority 4 Pupil Achievement]	17% EL students at grade-level (blue) or above grade-level (green) (Track My Progress conducted March 2021)	18% English Learners at grade-level (blue) or above grade-level (green) (Track My Progress conducted March 2022)	13% English Learners at or above grade level on iReady Language Arts (Source: iReady ELA Spring 2023)		25% of English Learners at or above grade level on iReady Language Arts  Note: Formerly written as: Track My Progress English/Language Arts

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023-24
					(English Learners grades 3-8) 50% English learners at grade-level (blue) or above grade-level (green)
English Learners - Local Assessment (9-12): English/ Language Arts [State Priority 4 Pupil Achievement]	30% EL students “proficient” on skills (Source: iXL Spring 2021)	28% EL students are at 50 points to indicate proficiency (Source: Track My Progress conducted March 2022)	24% EL students At/Above Benchmark (Source: Star Renaissance Spring 2023)		35% EL students At/Above Benchmark  Note: Formerly written as: iXL English/Language Arts (English Learners grades 9-12) 50% are at 50 points to indicate proficiency.
English Learners - SBAC ELA DFS [State Priority 4 Pupil Achievement]	-28.9 DFS (Source: <a href="#">CA Dashboard 2019</a> )	N/A - CA School Dashboard Indicator was not published	-39.7 DFS (Source: <a href="#">CA Dashboard 2022</a> )		Annually decrease DFS in ELA for English Learners
English Learners - SBAC Meets/Exceeds English/Language Arts (Grades 3-8 and 11) [State Priority 4 Pupil Achievement]	18.6% Met/Exceeded 29.7% Nearly 51.7% Not Met	11.1% Met/Exceeded 34.2% Nearly 54.7% Not Met (Source: <a href="#">2020-21 CAASPP EL Data</a> )	12.47% Met/Exceeded 24.04% Nearly 63.5% Not Met (Source: <a href="#">2021-22 CAASPP EL Data</a> )		English Learners meeting/exceeding standards as measured by ELA SBAC: 20% Met/Exceeded 40% Nearly Met 40% Not Met  Note: Formerly written as: 40% Met/Exceeded 35% Nearly 25% Not Met
English Learners - Local Assessment (3-8): Mathematics [State Priority 4 Pupil Achievement]	28% Students at grade-level (blue) or above grade-level (green) (Track My Progress conducted March 2021)	27% Students at grade-level (blue) or above grade-level (green) (Track My Progress conducted March 2022)	5% English Learners at or above grade level on iReady Math (Source: iReady Math Spring 2023)		10% of English Learners at or above grade level on iReady Math  Note: Formerly written as: Track My Progress Mathematics (English Learners grades 3-8) 60% Students at grade-level (blue) or above grade-level (green)

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023-24
English Learners - Local Assessment (9-12): Mathematics [State Priority 4 Pupil Achievement]	28% EL students “proficient” on skills	32% EL students are at 50 points to indicate proficiency (Track My Progress conducted March 2022)	17% EL students At/Above Benchmark (Source: Star Renaissance Spring 2023)		30% EL students At/Above Benchmark  Note: Formerly written as: iXL Mathematics (English Learners grades 9-12) 50% are at 50 points of proficiency.
English Learners - SBAC Mathematics DFS [State Priority 4 Pupil Achievement]	-20.6 DFS (Source: <a href="#">CA Dashboard 2019</a> )	N/A - CA School Dashboard Indicator was not published	-57 DFS (Source: <a href="#">CA Dashboard 2022</a> )		Annually decrease DFS in Mathematics for English Learners
English Learners - SBAC Meets/Exceeds Mathematics (Grades 3-8 and 11) [State Priority 4 Pupil Achievement]	21.2% Met/Exceeded 46.6% Nearly 32.2% Not Met	11.1% Met/Exceeded 29.9% Nearly 58.97% Not Met (Source: <a href="#">2020-21 CAASPP EL Data</a> )	9.71% Met/Exceeded 19.95% Nearly 70.33% Not Met (Source: <a href="#">2021-22 CAASPP EL Data</a> )		English Learners - SBAC Meets/Exceeds Mathematics 15% Met/Exceeded 20% Nearly Met 65% Not Met  Note: Formerly written as: 45% Met/Exceeded 25% Nearly 20% Not Met
English Learners - CAST [State Priority 4 Pupil Achievement]	0% Exceeded 20% Met 62.9% Nearly Met 17.4% Not Met	0% Exceeded 0% Met 67.57% Nearly Met 32.43% Not Met (Source: <a href="#">2020-21 Results from CDE CAST Website</a> )	0.28% Exceeded 2.53% Met 56.82% Nearly Met 40.55% Not Met (Source: <a href="#">2021-22 CAST EL Data</a> )		English Learners - CAST 5% Exceeded 10% Met 45% Nearly Met 40% Not Met  Note: Formerly written as: 10% Exceeded 30% Met 50% Nearly Met 15% Not Met

## Actions

Action #	Title	Description	Total Funds	Contributing
4.01	Professional Development EL Coordinator for staff on effective strategies (Title 2, Title 3)	The EL Coordinator will attend external professional development opportunities focused on English Learners and ELD. The Coordinator will be responsible for providing school-wide professional development on effective	0*  (See Goal 1, Salaries)	No

Action #	Title	Description	Total Funds	Contributing
		strategies for addressing the needs of English Learners, as well as instructional coaching for certificated staff members.		
4.02	Supplemental curriculum for English Learners	Rosetta Stone Subscriptions Spanish and Somali reading materials	12,000	Yes
4.03	Ellevation Platform	Ellevation platform to assist teachers in addressing the needs of English Learners (ELs). The program builds the capacity of teachers to serve multilingual learners, and support students with the academic language necessary for success in school.	45,000	Yes
4.04	Targeted EL Parent Engagement & Education	To further develop/strengthen relationships with EL parents, AFC will offer the following parent education events for parents: *Two meetings per month of families on non-English speakers to allow families to experience the English language acquisition *Build networks/community of parents for support	0	No
4.05	ELPI Aligned Targeted Instruction K-8	Using the ELPI indicator expectations in conjunction with the ELD standards, we have defined the skills needed at each ELPI level. ELD instruction will target these specific skills to ensure students make expected ELPI growth each year, and we decrease the number of LTELs	7,000	No

## Goal Analysis for 2022-23

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

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

All actions were implemented as planned and are ongoing.

**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.**

[RESPONSE]

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

English learners in grades 3-8 made a jump in ELA from 9% meeting and exceeding in 2021 to 23% in 2022. The EL Coordinator worked closely with students providing pull out support for students with the highest need. These students are beginning to see growth in their English acquisition.

**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 practices.**

Changes to Metrics:

- The ELA and Math local assessment tool for grades 3-8 was changed from Track My Progress to iReady, which is state-verified.
- The ELA and Math local assessment tool for grades 9-12 was changed from iXL to Star Renaissance, which is state-verified.
- Minor edits to wording for clarity

Changes to Desired Outcomes:

- Based on rates of academic recovery from Covid learning loss, the desired outcomes were adjusted to be more achievable.

## Goal 5. Secondary Student Outcomes

Goal #	Description
5	All students will demonstrate annual progress toward college/career readiness standards. [State Priorities Addressed: 2 State Standards, 4 Pupil Achievement, 7 Course Access]

An explanation of why the LEA has developed this goal.

As an intentionally “small school”, we have a unique opportunity to work with our students from kindergarten through to graduation from high school. As such, ensuring our students are prepared for college and career upon graduation is crucial to gauging our success.

### Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023-24
Cohort Graduation Rate [State Priority 5 Pupil Engagement] (Source: <a href="#">CDE</a> )	100% Graduation Rate	90.9% Four-Year Adjusted Cohort Graduation Rate (Source: <a href="#">CDE DataQuest 2020-21</a> )  100% Five-Year Cohort Graduation Rate (Source: <a href="#">CDE DataQuest 2020-21</a> )	70.8% Four-Year Adjusted Cohort Graduation Rate (Source: <a href="#">CDE DataQuest 2021-22</a> )  90.9% Five-Year Cohort Graduation Rate (Source: <a href="#">CDE DataQuest 2021-22</a> )		100% Graduation Rate
Successful A-G Course Completion [State Priority 4 Pupil Achievement – CA Dashboard College/Career Indicator]	100% Seniors successfully completing A-G requirements (Based on internal data. Current CDE information being displayed on website is incorrect due to a CALPADS reporting error)	100% Seniors successfully completing A-G requirements (Source: Local Data 2020-21)	Note: CA Dashboard College/Career Indicator Not Reported in 2022		100% Seniors successfully completing A-G requirements



Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023-24
Graduates meeting CSU/UC requirements <b>[State Priority 4 Pupil Achievement – CA Dashboard College/Career Indicator]</b> (Source: <a href="#">2019-20 SARC</a> )	100% Graduates meeting CSU/UC requirements (Based on internal data. Current CDE information being displayed on website is incorrect due to a CALPADS reporting error)	50% Graduates meeting CSU/UC requirements for Four-Year AGCR (Source: CDE <a href="#">DataQuest 2020-21</a> )	47.1% Graduates meeting CSU/UC requirements for Four-Year AGCR (Source: CDE <a href="#">DataQuest 2021-22</a> )		75% Graduates meeting CSU/UC requirements
“Prepared” for College/Career (EAP ELA & Math) <b>[State Priority 4 Pupil Achievement – CA Dashboard College/Career Indicator]</b> (Source: <a href="#">CDE</a> )	16.7% “Prepared” for College/Career (EAP ELA & Math)	N/A EAP data was not provided for the 2020-21 assessments	0% “Prepared” for College/Career (EAP ELA/Math)  (Source: 2022 TOMS Student Data Report by Enrolled)		10% “Prepared” for College/Career (EAP ELA & Math)  Note: Formerly written as 35% “Prepared” for College/Career (EAP ELA & Math)
Students who pass an AP exam with score of 3 or better <b>[State Priority 4 Pupil Achievement – CA Dashboard College/Career Indicator]</b>	57% Students who pass an AP exam with score of 3 or better for 2019-2020 academic year (Based on internal data. Current CDE information being displayed on website is incorrect due to a CALPADS reporting error)	33% Students who pass an AP exam with score of 3 or better for 2020-21 academic year (CALPADS)	50% Students who pass an AP exam with score of 3 or better for 2021-22 academic year (CALPADS)		80% Students who pass an AP exam with score of 3 or better

## Actions

Action #	Title	Description	Total Funds	Contributing
5.01	Credit Recovery for High School (ELO)	Opportunities will be provided to high school students to recover credits required for graduation during the summer. Through in-person summer instruction, students will be supported for successful passage of courses not previously passed with the grade of “C” or better	25,000	No
5.02	College Career Exploration	Naviance (middle and high school curriculum) will be used to expose middle school students to college and career paths, and for the high school it will be used as a portal for managing documents in preparation for the college application process.	10,000	No
5.03	Increase matriculation of students within AFC	Scheduled school events starting in grades 5 and 8, to expose parents/students to the range of offerings in the middle and high school programs that prepare them for college/career.	500	No

Action #	Title	Description	Total Funds	Contributing
5.04	College Awareness & Planning Engagement Events	The Counselor will host regular events for parents and students to ensure successful matriculation to a post-secondary educational institution. Events may include, but are not limited to: College admissions testing, financing a college education, FAFSA night, A-G college requirements, etc.	500	No
5.05	College Field Trips (LCFF)	Juniors and seniors will visit local colleges/universities for exposure to post-secondary institutions of higher learning.	2,000	No
5.06	After School Tutoring (ELO)	High school students have access to after school tutoring one day per week in all core course areas.	0	No
5.07	SDSU/San Diego City College Mentorships/Internships (LCFF)	AFC will continue its partnership under the MOU with SDSU to provide a mentoring program for high school students to improve graduation rates and matriculation to a 2 or 4-year college/university.	2,200	No
5.08	Department of Rehab Job Placement (LCFF)	This mentor partnership with the Department of Rehabilitation to train students with disabilities on successful transition to careers through high school and after graduation from AFC.	1,000	No
5.09	Advanced Placement Teacher Professional Development (Title 2)	Teachers of Advanced Placement courses (Spanish, English) will attend summer professional development on effective strategies for AP instruction, and course content development.	5,000	No
5.10	Freshman Transition Program (LCFF)	AFC will incorporate freshmen transition into advisory classes to assure their successful start into high school. Special events to start the year designed just for freshmen will take place.	1,000	No
5.11	Athletic Program	AFC will be joining the Charter School Athletic League in Fall 2023 and will participate in two girls' and two boys' sports.	5,500	No
5.12	*NEW* Naviance	We will add this college and career preparation program to our high school next year	20,000	Yes
5.13	*NEW* Intervention Classes for Math and English	High school will begin to offer an intervention class next year for Math and English. Materials will need to be purchased.	5000	

## Goal Analysis for 2022-23

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

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

All actions were implemented as planned and are ongoing with the exception of:

- Action 5.02 College Career Exploration: Naviance curriculum and college prep management portal. This was an idea to explore, but the school has not pursued it yet.

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.

[RESPONSE]

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

The high school has struggled to make progress toward this goal. The school has had a lot of itinerant students and many of our students are struggling students, especially in the area of Reading and Writing. The staff also needs to be better prepared to implement the interventions and follow through on them. After school tutoring has been offered and parents don't help the staff by making sure their student stays for tutoring. Empathy is one of our largest battles.

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 practices.

Changes to Desired Outcomes:

- Based on data trends and current performance, the desired outcomes were adjusted to be more achievable for the following metrics:
  - “Prepared” for College/Career (EAP ELA & Math)
  - % of students who pass an AP exam with a score of 3 or better

Additions to Actions:

- Action 5.12 Naviance: We will add this college and career preparation program to our high school next year
- Action 5.13 Intervention Classes for Math and English: High school will begin to offer an intervention class next year for Math and English. Materials will need to be purchased.

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

Projected LCFF Supplemental and/or Concentration Grants	Projected Additional LCFF Concentration Grant (15 percent)
[Insert dollar amount here]	[Insert dollar amount here]

### 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
	%	\$	

**The Budgeted Expenditures for Actions identified as Contributing may be found in the Increased or Improved Services Expenditures 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.

The needs facing our foster youth, English learners, and low-income students are many:

1. **Economic disadvantage:** Some of our Low-income students often face financial barriers that affect their educational experiences. Limited access to resources, such as technology, supplies, and extracurricular activities hinder their academic progress. This is addressed through actions 1.10, providing necessary technology both at home and at school, and actions 1.17, 1.20, 1.21, and 1.22 providing extracurricular outings, incentives, and events.
2. **Inadequate housing and homelessness:** Some of our low-income and foster students face unstable living situations or are homeless, which lead to disruptions in their education. Frequent moves or lack of a stable living environment result in enrollment gaps, changes in schools, and difficulties in forming relationships with teachers and peers. This is addressed through action 1.19, providing targeted services to homeless and foster youth
3. **Lack of access to healthcare:** Some of our Low-income, foster, and EL students face challenges related to healthcare access, including limited or no health insurance coverage, difficulty accessing medical services, and unmet health needs. Health issues impact their attendance, concentration, and overall well-being.
4. **Language barriers:** Some of our English Learner students, especially those who are new to the country or have limited English proficiency, face difficulties in understanding and participating in classroom activities. Language barriers lead to lower academic performance, social isolation, and reduced engagement in school. These needs are addressed through action 4.01 with the employment of an EL coordinator, and actions 4.02, 4.03, and 4.05, providing supplemental EL curriculum and assessments.
5. **Limited parental involvement:** Some of our low-income and foster students experience a lack of parental involvement due to various reasons, such as parental work schedules, language barriers, or unstable family situations. Limited parental involvement affects a student's academic support system, motivation, and engagement in school. These needs are addressed through actions 1.15 and 1.16, providing parent engagement and workshop opportunities, action 1.18 providing translation services, and action 4.04, providing targeted EL parent engagement and education opportunities.
6. **Transportation challenges:** Some of our students from low-income backgrounds, foster care, or residing in rural areas face transportation issues, such as limited access to public transportation, long commutes, or unreliable transportation services. Difficulties in commuting to school result in tardiness, absenteeism, and overall disengagement. These needs are addressed through action 1.25, providing transportation assistance to students.
7. **Trauma and emotional well-being:** Some of our foster students have experienced trauma or adverse childhood experiences before entering the foster care system. Trauma, along with other emotional and psychological challenges, impact their overall well-being, behavior, and ability to engage effectively in the educational environment. These needs are addressed in action 1.26, providing professional development for staff and teachers in the areas of trauma-informed practices, Positive Behavior Intervention Supports, and Positive Discipline.

Students from these demographics are represented at DELAC meetings, staff meetings and grade level meetings. Since our students are more than 55% English Language Learners and 95% low-income students, we always look to plan to meet their needs first. Our Professional Development is geared towards how best to instruct and serve families of low-income, English Language Learners and foster youth students.

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

Our percentage of students will be monitored on a monthly basis next year using data to show their growth. More SEL time is being added to next year's schedule and designated English Learner instruction will be monitored with growth data.

# 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](mailto: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 students
- Determination of effectiveness of the specific actions to achieve the goal

- Determination of material differences in expenditures
- Determination of changes made to a goal for the ensuing LCAP year based on the annual update process
- Determination of challenges or successes in the implementation of actions

## Goals and Actions

### Purpose

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

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

### Requirements and Instructions

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

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

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

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

### ***Focus Goal(s)***

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

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

### ***Broad Goal***

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

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

### ***Maintenance of Progress Goal***

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

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

### ***Required Goals***

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

**Consistently low-performing student group(s) criteria:** An LEA is eligible for Differentiated Assistance for three or more consecutive years based on the performance of the same student group or groups in the Dashboard. A list of the LEAs required to include a goal in the LCAP based on student group performance, and the student group(s) that lead to identification, may be found on the CDE’s Local Control Funding Formula web page at <https://www.cde.ca.gov/fq/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/fq/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 <b>2021–22.</b>	Enter information in this box when completing the LCAP for <b>2021–22.</b>	Enter information in this box when completing the LCAP for <b>2022–23.</b> Leave blank until then.	Enter information in this box when completing the LCAP for <b>2023–24.</b> Leave blank until then.	Enter information in this box when completing the LCAP for <b>2024–25.</b> Leave blank until then.	Enter information in this box when completing the LCAP for <b>2021–22</b> or when adding a new metric.
--	--	--	--	--	--

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

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

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

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

**Goal Analysis:**

Enter the LCAP Year.

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

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

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

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

### Purpose

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

### Requirements and Instructions

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

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

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



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

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

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

**Required Descriptions:**

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

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

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

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

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

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

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

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

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

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

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

### For School Districts Only:

#### Actions Provided on an LEA-Wide Basis:

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

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

#### Actions Provided on a Schoolwide Basis:

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

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

**For school districts expending funds on a schoolwide basis at a school with less than 40 percent enrollment of unduplicated pupils:**

Describe how these actions are principally directed to and how the actions are the most effective use of the funds to meet its goals for foster youth, English learners, and low-income students in the state and any local priorities.

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

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

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

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

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

Provide the following descriptions, as applicable to the LEA:

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

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

An LEA that does not have comparison schools from which to describe how it is using the concentration grant add-on funds, such as an LEA that only has schools with an enrollment of unduplicated students that is greater than 55 percent, must describe how it is using the funds to

increase the number of credentialed staff, classified staff, or both, including custodial staff, who provide direct services to students at selected schools and the criteria used to determine which schools require additional staffing support.

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

Complete the table as follows:

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

## Action Tables

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

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

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

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

# Data Entry Table

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

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

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

- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants the LEA estimates it will receive on the basis of the number and concentration of unduplicated students for the coming school year.
- **3. Projected Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected LCFF Base Grant and the Projected LCFF Supplemental and/or Concentration Grants, pursuant to 5 CCR Section 15496(a)(8). This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the coming LCAP year.
- **LCFF Carryover — Percentage:** Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table from the prior LCAP year. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).
- **Total Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected Percentage to Increase or Improve Services for the Coming School Year and the LCFF Carryover — Percentage. This is the percentage by which the LEA must increase or improve services for unduplicated pupils as compared to the services provided to all students in the coming LCAP year.
- **Goal #:** Enter the LCAP Goal number for the action.
- **Action #:** Enter the action's number as indicated in the LCAP Goal.
- **Action Title:** Provide a title of the action.
- **Student Group(s):** Indicate the student group or groups who will be the primary beneficiary of the action by entering "All," or by entering a specific student group or groups.
- **Contributing to Increased or Improved Services?:** Type "Yes" if the action is included as contributing to meeting the increased or improved services; OR, type "No" if the action is **not** included as contributing to meeting the increased or improved services.
- If "Yes" is entered into the Contributing column, then complete the following columns:

- **Scope:** The scope of an action may be LEA-wide (i.e., districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.
- **Unduplicated Student Group(s):** Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.
- **Location:** Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate “All Schools.” If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter “Specific Schools” or “Specific Grade Spans.” Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades transitional kindergarten through grade five), as appropriate.
- **Time Span:** Enter “ongoing” if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter “1 Year,” or “2 Years,” or “6 Months.”
- **Total Personnel:** Enter the total amount of personnel expenditures utilized to implement this action.
- **Total Non-Personnel:** This amount will be automatically calculated based on information provided in the Total Personnel column and the Total Funds column.
- **LCFF Funds:** Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA’s total LCFF target (i.e., base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).
  - **Note:** For an action to contribute towards meeting the increased or improved services requirement it must include some measure of LCFF funding. The action may also include funding from other sources, however the extent to which an action contributes to meeting the increased or improved services requirement is based on the LCFF funding being used to implement the action.
- **Other State Funds:** Enter the total amount of Other State Funds utilized to implement this action, if any.
- **Local Funds:** Enter the total amount of Local Funds utilized to implement this action, if any.
- **Federal Funds:** Enter the total amount of Federal Funds utilized to implement this action, if any.
- **Total Funds:** This amount is automatically calculated based on amounts entered in the previous four columns.
- **Planned Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis to unduplicated students, and that does not have funding associated with the action, enter the planned quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%). A limited action is an action that only serves foster youth, English learners, and/or low-income students.

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

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

## Contributing Actions Table

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

## Annual Update Table

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

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

## Contributing Actions Annual Update Table

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

- **6. Estimated Actual LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on of the number and concentration of unduplicated students in the current school year.
- **Estimated Actual Expenditures for Contributing Actions:** Enter the total estimated actual expenditure of LCFF funds used to implement this action, if any.

- **Estimated Actual Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis only to unduplicated students, and that does not have funding associated with the action, enter the total estimated actual quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%).
  - Building on the example provided above for calculating the Planned Percentage of Improved Services, the LEA in the example implements the action. As part of the annual update process, the LEA reviews implementation and student outcome data and determines that the action was implemented with fidelity and that outcomes for foster youth students improved. The LEA reviews the original estimated cost for the action and determines that had it hired additional staff to collect and analyze data and to coordinate supports for students that estimated actual cost would have been \$169,500 due to a cost of living adjustment. The LEA would divide the estimated actual cost of \$169,500 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Estimated Actual Percentage of Improved Services for the action.

## LCFF Carryover Table

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

## Calculations in the Action Tables

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

### ***Contributing Actions Table***

- 4. Total Planned Contributing Expenditures (LCFF Funds)
  - This amount is the total of the Planned Expenditures for Contributing Actions (LCFF Funds) column
- 5. Total Planned Percentage of Improved Services
  - This percentage is the total of the Planned Percentage of Improved Services column
- Planned Percentage to Increase or Improve Services for the coming school year (4 divided by 1, plus 5)



- This percentage is calculated by dividing the Total Planned Contributing Expenditures (4) by the Projected LCFF Base Grant (1), converting the quotient to a percentage, and adding it to the Total Planned Percentage of Improved Services (5).

### ***Contributing Actions Annual Update Table***

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

- 6. Estimated Actual LCFF Supplemental and Concentration Grants
  - This is the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on of the number and concentration of unduplicated students in the current school year.
- 4. Total Planned Contributing Expenditures (LCFF Funds)
  - This amount is the total of the Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)
- 7. Total Estimated Actual Expenditures for Contributing Actions
  - This amount is the total of the Estimated Actual Expenditures for Contributing Actions (LCFF Funds)
- Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)
  - This amount is the Total Estimated Actual Expenditures for Contributing Actions (7) subtracted from the Total Planned Contributing Expenditures (4)
- 5. Total Planned Percentage of Improved Services (%)
  - This amount is the total of the Planned Percentage of Improved Services column
- 8. Total Estimated Actual Percentage of Improved Services (%)
  - This amount is the total of the Estimated Actual Percentage of Improved Services column
- Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)
  - This amount is the Total Planned Percentage of Improved Services (5) subtracted from the Total Estimated Actual Percentage of Improved Services (8)

## ***LCFF Carryover Table***

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

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

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

California Department of Education  
January 2022