

LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Tehama eLearning Academy

CDS Code: 52 10520 6119671

School Year: 2022-23

LEA contact information:

Michelle Barnard

Principal

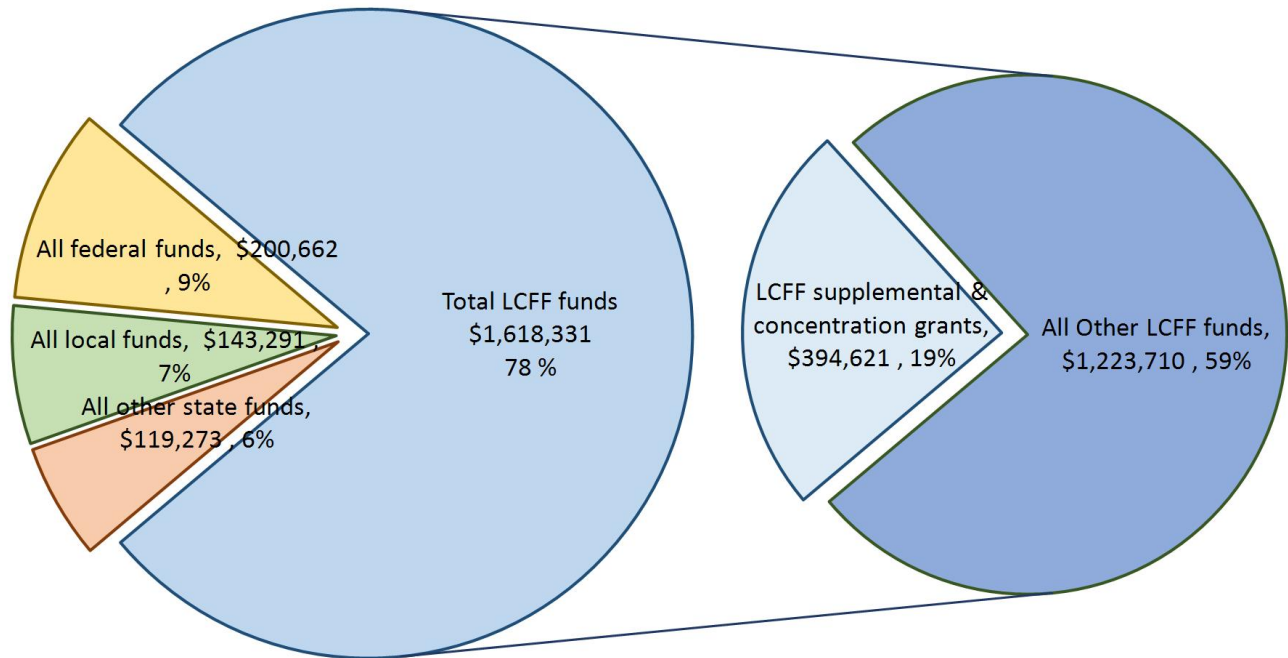
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School districts receive funding from different sources: state funds under the Local Control Funding Formula (LCFF), other state funds, local funds, and federal funds. LCFF funds include a base level of funding for all LEAs and extra funding - called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

Budget Overview for the 2022-23 School Year

Projected Revenue by Fund Source



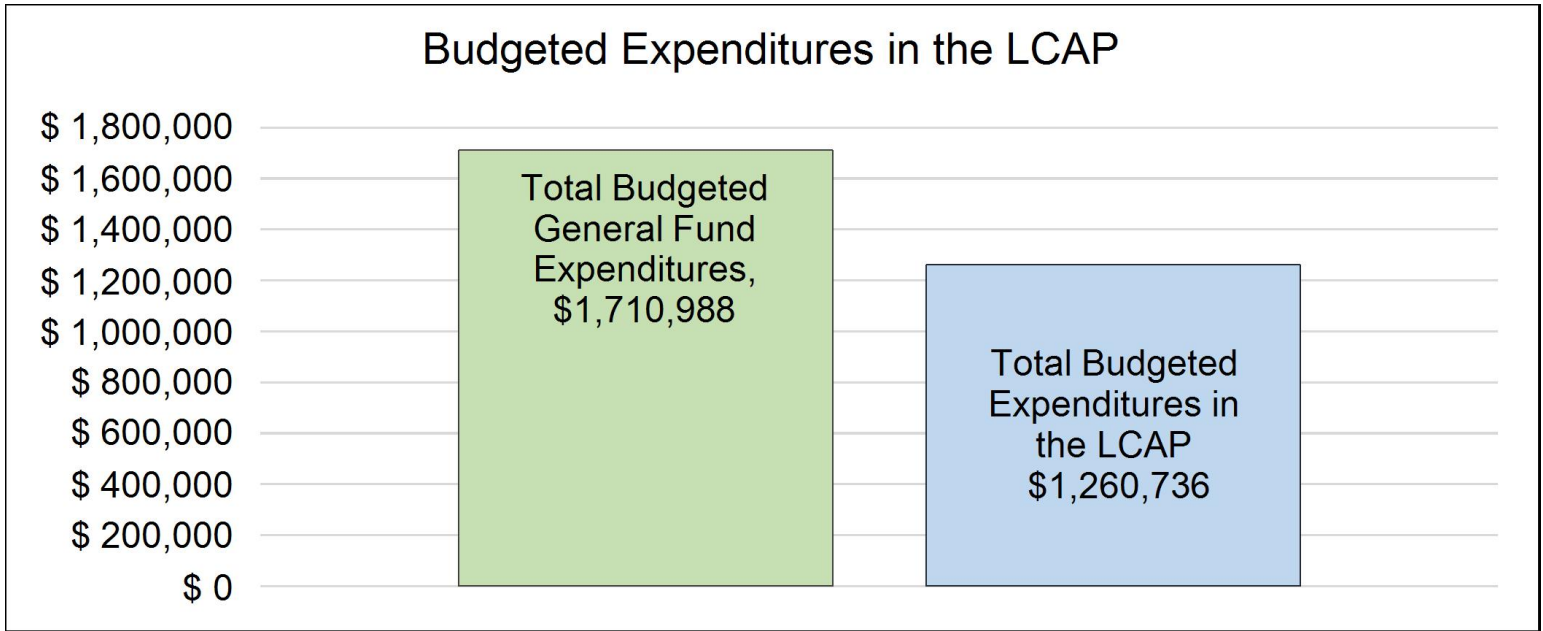
This chart shows the total general purpose revenue Tehama eLearning Academy expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Tehama eLearning Academy is \$2,081,557, of which \$1,618,331 is Local Control Funding Formula (LCFF), \$119,273 is other state

funds, \$143,291 is local funds, and \$200,662 is federal funds. Of the \$1,618,331 in LCFF Funds, \$394,621 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

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



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

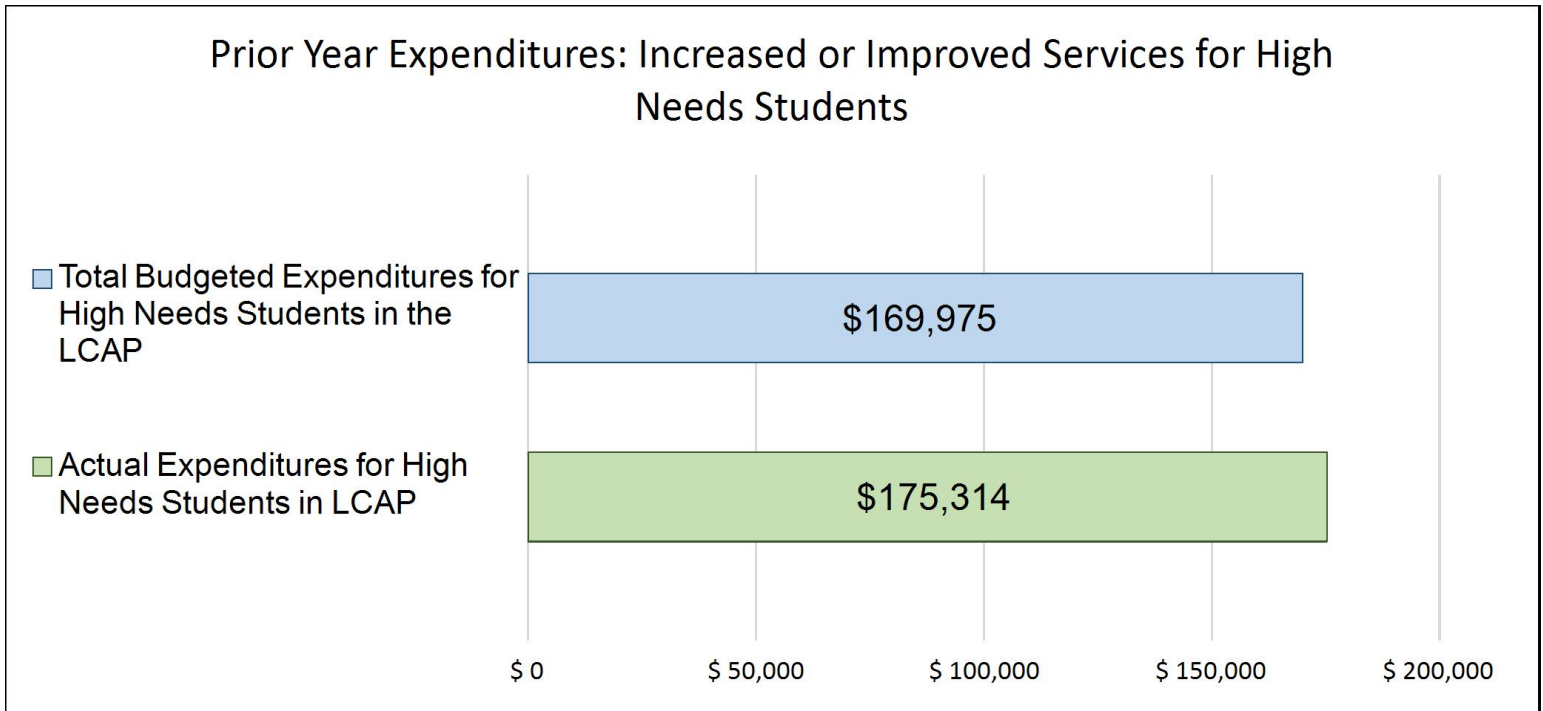
The text description of the above chart is as follows: Tehama eLearning Academy plans to spend \$1,710,988 for the 2022-23 school year. Of that amount, \$1,260,736 is tied to actions/services in the LCAP and \$450,252 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

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

In 2022-23, Tehama eLearning Academy is projecting it will receive \$394,621 based on the enrollment of foster youth, English learner, and low-income students. Tehama eLearning Academy must describe how it intends to increase or improve services for high needs students in the LCAP. Tehama eLearning Academy plans to spend \$189,219 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

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



This chart compares what Tehama eLearning Academy budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what Tehama eLearning Academy estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

The text description of the above chart is as follows: In 2021-22, Tehama eLearning Academy's LCAP budgeted \$169,975 for planned actions to increase or improve services for high needs students. Tehama eLearning Academy actually spent \$175,314 for actions to increase or improve services for high needs students in 2021-22.

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Tehama eLearning Academy	Michelle Barnard Principal	mbarnard@tehamaschools.org 5305270188

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

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

TeLA stakeholders for the 2021-2022 LCAP update included parents, guardians and families, students, staff, governance committee, and educational partners.

Parents guardians and families are invited to participate in the instructional focus and program. This is done through parent meetings, orientation and enrollment meetings, focus groups, weekly communication with teachers, parent surveys, student surveys, and teachers surveys. An ongoing need for increased access to counseling services for students was identified from educational partner feedback. An MOU was created with a local Mental Health service provider to provide student counseling services at school.

Additional educational partner feedback was gathered regarding the updating of the COVID 19 Return to School Plan. This plan was created with input from parents, students, teachers, and school staff as well as Public Health. The plan was approved by our County Public Health Officer on July 28, 2020, and most recently updated in January 2022 prior to staff or students returning to our school site.

Staff is involved with LCAP activities and services on a daily basis. Staff meets every Friday morning for instructional planning and monitoring of LCAP actions and services.

The Governance Committee meets every other month to provide direction and address LCAP implementation.

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

Tehama eLearning Academy received an additional \$38,320 in add-on funding. We have recently added several new positions to support students including the Engagement Specialist position to support attendance and engagement, and the MTSS Coordinator to support students in meeting academic goals and increasing effective supports for all students. Both of these positions support our LCAP goals and utilize the additional funds provided to our school for this purpose. Additional support for staff including an emphasis on Social Emotional learning, and Professional Development opportunities are being implemented to increase staff wellness and staff retention.

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

Teachers and School Staff meet weekly throughout the school year. Student needs are identified and documented. Parents, students, and teachers are surveyed twice yearly and given the opportunity to give input on the needs of students and how we can improve our school. The most recent surveys were completed in August 2021 and October 2021.

The Governance Committee regularly reviews data including student achievement data, attendance data, and survey data to decide on how resources will be utilized to best meet the needs of our students.

The development of the spending plans for One-time Federal Funds to support recovery from the COVID-19 pandemic included input from all educational partners. Feedback gathered included the need for students to have opportunities for credit recovery. The School team continues to plans for a comprehensive summer school program and intervention opportunities. Students who are in need of credits to stay on track for graduation are identified for participation by the teacher and school counselor. Students who may also benefit from additional social and emotional support were also identified. Both certificated and classified staff were included to ensure student needs are addressed. The staff and Governance Committee will continue to meet regularly to evaluate the program offerings and needs over the next two years. A parent survey was created by the School Counselor and sent home to get input regarding summer school support necessary and provide an opportunity for feedback on needs. This information was and will continue to be utilized in our planning process moving forward.

Tehama eLearning Academy received the following funds;

ESSER I/Learning Loss	\$16154
ESSER II	\$14375
ESSER III	\$9371
GEER II	\$3299

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

Tehama eLearning Academy had a successful summer session at the end of the 20/21 school year. 30% of students attended the summer session and made academic progress. Because of the summer session, there was a 13% increase in the number of students who met course completion targets. The team will continue to provide comprehensive summer sessions during the next two summers to support student credit recovery and learning loss. Our MOU with a local Mental Health Provider has been successful in providing mental health support to all students who have requested counseling. Additionally, the roll-out of Sown to Grow was better than anticipated. Within the first 2 weeks, already 70% of invited students have engaged and voluntarily participated in weekly check-ins and by completing the SEL assessment. Students seem to be eager to engage and share feedback with teachers. We look forward to engaging the remaining 30% of students over the next several weeks. We have hired an MTSS Coordinator and she will be starting serving our students soon. This hiring took some time so these services have not begun as quickly as we had hoped. We have staff attending Conferences and Professional Development opportunities to support their learning development. We continue to have challenges with students who need the support and services refusing or being resistant to engagement. Many students and families are struggling with basic life stress but choose not to utilize the help that is available. We continue to work to engage those difficult to engage students.

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

The 2021-22 school year has been a year of many plans, and our district has worked diligently to ensure that all plans are aligned and all funds can be maximized to support student outcomes. As noted throughout this document, our district has received one-time state and federal funds that are geared toward keeping our schools safely open while preventing the spread of COVID-19 and accelerating student learning recovery.

Safe Return to In-Person Instruction can be found at the following link. https://www.tehamaschools.org/documents/Board/State--Federal-Postings/Tehama%20County%20LEA%20COVID%20Safety%20Plan%20Final_01_25_2021%20-1-.pdf

Tehama eLearning Academy continues to work hard to provide safe, in-person learning opportunities for students and staff. For medically fragile students we have had good success with weekly virtual tutoring. By providing a virtual option for families, we have actually increased engagement for students who do not feel safe out in the community. Virtual counseling sessions have also been provided to improve student mental health access. By following all safety protocols we have been able to have very few exposure incidences on campus. Staff and students have access to PPE, social distancing, increased sanitation along rapid testing, which has further increased staff confidence in a safe work environment. Weekly individual tutoring sessions for all students have been a positive change that is increasing student success and engagement. This engagement and tutoring align with the LCAP in increasing student achievement by improving math and reading scores. Continued success in providing onsite, in-person elective classes aligns with the LCAP in continuing to provide strategies for students to complete credits needed toward graduation requirements, engage in enriching learning opportunities, feel more connected, and increase social opportunities for students at school.

ESSER III Plan https://www.telacademy.org/documents/2021_ESSER_III_Expenditure_Plan_Tehama_eLearning_Academy_20211011-1.pdf
We continue to work to improve student achievement in math and reading. In alignment with our LCAP, we have increased student use of research-based tools to support student learning. We are working to hire an MTSS Coordinator to coordinate MTSS services to provide all students the support needed for growth and accelerated learning. Expanded learning, with the provision of the summer learning sessions, has also provided an opportunity for credit recovery and lost learning recovery for students. Additionally, in alignment with our LCAP, we have used funds to increase student access to Mental Health services to further support student wellness and learning.

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

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

Introduction

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

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

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

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

- The 2022–23 Budget Overview for Parents
- The 2021–22 Supplement

- The 2022–23 LCAP
- The Action Tables for the 2022–23 LCAP
- The Instructions for the LCAP Template

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

Instructions

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

California Department of Education
November 2021

Local Control Accountability Plan

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Tehama eLearning Academy	Michelle Barnard Principal	mbarnard@tehamaschools.org (530) 527-0188

Plan Summary [2022-23]

General Information

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

Mission: Mission Statement To provide a flexible, online, standards-based education and data-driven onsite instruction for students in Tehama and adjacent counties. To prepare students for college, career and future endeavors, we foster a supportive learning environment through parent partnership and relationship building with our students.

Tehama eLearning Academy (TeLA), previously named eScholar Academy, officially became a charter school in 2002. Due to the closing of its previous school district (Mineral), TCDE assumed charter oversight in 2012-13. TeLA was granted initial WASC accreditation in 2008, and six year accreditation in June, 2014, and July 2020. TeLA uses the latest in computer technology to deliver Common Core aligned, relevant, mastery-based online curriculum that is accessible to students at any time.

TeLA's Expected Schoolwide Learning Results (ESLR's) state that students will learn to be: self-directed learners, effective communicators, demonstrate the ability to think critically giving the skills to become contributing members of society.

The school's approach to teaching/learning provides a unique opportunity for students who have been unsuccessful in a traditional school setting.

Many students report enrolling at TeLA because of previous school failure, attendance challenges at previous schools, difficulty with anxiety or other mental health challenges, social difficulties such as bullying or other behavior challenges, or because they want to accelerate their education and have the opportunity to work or attend college while going to school online. TeLA students have the opportunity accelerate their course completion and graduate early.

Students complete core courses online. Students appreciate the flexibility of the curriculum being available to them anywhere they have internet access and 24 hours per day. Students are assigned onsite intervention classes or individual or small group tutoring based on the individual need of the student. All students complete reading and math assessments at entry and their program is planned according to their academic levels and previous school achievement along with student and parent input and choice. Enrichment and social opportunities as well as onsite tutoring is available to all students. Teachers, tutors, as well as counseling staff are available to students virtually or in person on our school campus every school day.

TeLA is governed by a Governance Committee whose membership is established within the Charter. The Governance Committee meets every other month to review school business and monitor LCAP goals, actions and services.

Reflections: Successes

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

Our school is a non-classroom based online Charter. As such, all core courses, including elective and vocational courses are available to students in their online curriculum. During the 2021-2022 school year, TeLA operated as normal with very little modifications needed due to the pandemic. All students were offered and assigned weekly check in meetings with their teacher. This meeting could be virtual or in-person. Onsite small group tutoring for students who were struggling with engagement or with making adequate progress were also available. In person support sessions were scheduled for students with disabilities, foster youth, English learners, and other students who have previously demonstrated the need for extra support. Home visits are also being utilized for students who are disengaged.

TeLA is continuing to grow, we have increased student enrollment and improved ADA. We have reached our cap on enrollment of 130 and have needed to utilize the lottery system for enrollment as outlined in our Charter. We continue to strive to create a safe environment for all students enrolled. Student surveys and student and parent feedback continue to show that students feel safe physically and emotionally at our school and parents are highly satisfied with our learning environment and communication with teachers.

For 2020/2021, the dashboard indicated a decrease in our graduation rate to around 70%. This was due to many students electing to graduate at the Adult School program. These students did get a High School diploma, so they not count in our drop-out rate, but they did not count in our graduation rate. We continue to work on drop-out prevention and in finding ways to retain students in danger of drop out. The dashboard also indicates a decline in our Chronic Absenteeism rate to 5% which is significantly below the State average of 10%. We continue to have a suspension rate of 0%.

We have fully implemented the use of our updated, Common Core aligned online curriculum. With the addition of this curriculum, we now offer a complete a-g pathway for students, as well as college-preparatory content and a wide variety of interesting elective and vocational courses. Local assessment data shows that most students are showing growth in reading and math. During the 2019/2020 school year, 81% of students demonstrated growth in math and 71% demonstrated growth in reading over the previous school years scores. Additionally we

demonstrated growth in our CAASPP testing with 29.8% meeting expectations in Language Arts, up from 16.3% the previous year. In math, 8.5% met expectations, up from 4.1% the previous year.

We have improved several indicators that we anticipate will improve our College and Career Indicator on the dashboard. CTE program participation has increased as following; In 2017/2018, 5.9% of students completed a CTE course, in 2018/2019, 18.7% of students completed a CTE course and in 2019/2020, 50.9% of students completed a CTE course, and 4 students graduated with a CTE pathway completed. In 2021, 23.3% of students graduated with a CTE Pathway completed.

We have also increased student completion of a-g courses as follows; In 2017/2018, 6% of students completed an a-g course, in 2018/2019, 25% completed an a-g course and in 2019/2020, 44.8% of students completed an a-g course. We have added a School Counselor to our staff and hope her support will assist our students with academic performance and College and career planning.

We continue to focus on Social and Emotional Learning. Over the past year, we have focused on Adult Social and Emotional Learning and have contracted to have an outside agency provide monthly Professional Learning to our entire staff on Trauma Informed School practices. We have implemented the Sown to Grow program to support student Social-Emotional learning. We continue to ensure students feel safe, both physically and emotionally at our school and with our school staff.

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.

CA Schools Dashboard indicates Red performance in the area of reading and math. Typical students come to our school, most during high school, and 85% of incoming high school students come to us 3 or more grade levels below their current grade. 100% of 7th grade students began school 3 or more grade levels below. (evidence=STAR Assessment data) We are well aware that many of our students lack the skills to show proficiency on standardized tests.

- Continued math intervention is needed (evidence= STAR assessment data))
- Continued ELA and writing intervention is needed (evidence= STAR assessment data, and Curriculum-Based assessment)

The increased rigor of our new standards-based curriculum should improve student learning in math and reading. We continue to assign onsite, in person intervention and in-person and small group tutoring to every student who is not performing at grade level or who is credit deficient or in danger of drop out. Continued increases in student completion of CTE courses, a-g courses, concurrent enrollment in college and increasing student completion of of dual enrolled college courses should increase our number of students meeting the College and Career Readiness indicator. We have hired an MTSS Coordinator who is developing school-wide systems of support for students and providing small group intervention classes for students in need of this support.

Student and parent surveys continue to express a need and desire for in-person socialization opportunities. We have offered opportunities for onsite social and enrichment on a voluntary basis beginning during the 2021-2022 school year and all events have been well-attended by students. We have added an enrichment opportunity for summer school students and will continue to offer enriching social opportunities during the coming school year. We continue to see a need for student counseling and emotional support. We have contracted with a local Mental Health Service agency for onsite school counseling and will continue this service to students during the summer as well as next school year. We have a full-time School Counselor to assist with improving college and career readiness and provide crisis counseling. We continue to focus on Social and Emotional Learning. We have hired an engagement specialist to provide direct mentoring, and support to help re-engage students who have struggled emotionally during the past year. We will continue to focus on social-emotional learning for all adults and students. We have added an assessment component to our SEL strategies to get baseline data on the status of Social emotional health of our students and give us direction to the largest areas of need, as well as be able to demonstrate improvement. Next school year, we will add an academic goal setting and reflection opportunity to our weekly check-ins with students.

LCAP Highlights

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

This LCAP provides for supporting student needs. This plan provides attention to support for Academic Assessment and intervention utilizing Renaissance Star Assessments and Freckle intervention. The MTSS Coordinator will provide small group intervention and support for assessment and course planning. Individual tutoring sessions and relationship building with teaching staff will support increased engagement with students. The addition of an Engagement Specialist and an online SEL Curriculum will focus effort on supporting student engagement and building social-emotional skills. The School Counselor will support our students in 4 year planning and life planning to keep them engaged in their educational process and encouraging students to set and reach goals. Enriching electives will provide opportunities for our students to develop social relationships and practice social skills while engaging in supportive learning environments being exposed to a broad course of study.

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.

TeLA was not identified for CSI

Support for Identified Schools

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

TeLA was not identified for CSI

Monitoring and Evaluating Effectiveness

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

TeLA was not identified for CSI

Engaging Educational Partners

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

Students; Students given a survey in the Fall of 2021 and Spring of 2022.

Middle School Luncheon; 93% of 8th graders report they want to attend TeLA for High School. Middle School students report that they would like to go on more field trips.

Students enjoy the student socials, and awards night

The only category that students indicated they felt unsafe in was “Natural Disasters”

92.9% Feel encouraged by their teacher to do their best

85.8% Feel connected to their teacher

100% reported that they are able to get help from their teacher when needed

85.7% understand how important it is to do well in their classes

Students requested not to have family nights. They like social opportunities at school without their families.

They would like to have more hands-on electives (bowling, fire fighting, ceramic, welding, auto, metal fab, 3D printing, and robotics).

Students requested more opportunities for social interaction

35.7% have a difficult time trying hard on their assignments

7.1% feel they only matter slightly to their teacher

14.3% feel it is only slightly important to do well in their classes

We have added some new elective classes including Gym, Leadership, Board Games, and bowling, to provide more social opportunities for students.

Parents: Parents given a survey in the Fall of 2021 and the Spring of 2022. A Governance Committee serves as the role of our Parent Advisory Committee. This committee meets quarterly.

Governance Committee reviewed midterm data from LCAP; they appreciated the growth of the school and improvement in CAASPP scores. They liked that 90% of enrolled students had participated on campus in some way. They appreciated that our College and Career Readiness Indicator had increased. Concern was expressed regarding the decrease in the graduation rate due to more students making the decision to graduate from the Adult School. Concern was expressed regarding course completion rate. Plans are being put in place for credit recovery opportunities during summer session to address students needs who are not on track to graduate.

Staff: A staff meeting was held on December 3rd to review mid term LCAP data; conversations were held regarding concerns about student course completion rate. Staff were excited about increases in CAASPP scores and discussion followed about continuing this trend. At the staff meeting on May 13, 2022. We decided to focus on a root cause analysis on why more students are not completing CTE pathways, college classes and a-g courses. Some of findings included; Teachers are not consistently promoting programs, or understanding and communicating the value of the program with students and parents. Students and parents are not understanding the value of participation in the program. We will continue to work on how we educate stakeholders and promote the program school-wide including increasing visibility

of the program on our website, in our building, in the student handbook, staff handbook, counseling department, school events. We will provide more education and professional development for staff to better understand the value of these programs.

During the May 6, 2022 All staff meeting we discussed the Healthy Kids Survey results. Staff were surprised by the percentage (25%) reporting that they speak Spanish at home as well as 31% of parents did not complete high school. Staff were highly concerned that 56% of 11th graders report a chronic sad or hopeless feeling the past 12 months and 25% have seriously considered attempting suicide in the past 12 months. Also, 44% of 11th graders, and 20% of 9th graders have used vape products. Due to this information, we will increase student education around suicide prevention, emotional wellness resources and the dangers of vaping. We will be developing our tobacco free policy and publishing on our website along with cessation opportunities.

Parents guardians and families are invited to participate in the instructional focus and program. This is done through parent meetings, orientation and enrollment meetings, focus groups, weekly communication with teachers, parent surveys, student surveys, and teachers surveys.

During the 2021-22 school year TeLA stakeholders reviewed the following data sets:

Priority 1:

~ SARC for facilities, status and repair, teacher credentials and mis-assignments, and text book sufficiency

Priority 2:

~ Common Core Standards Professional Development records and instructional program alignment to CCSS

Priority 3:

~ Parent surveys, student surveys, teacher surveys

Priority 4:

~ Student achievement data to include SBAC baseline, I-Ready assessment scores, Curriculum-based assessments, and Star math and reading. Also addressed were student records toward course completion.

Priority 5:

~ Attendance data, graduation and drop-out history

Priority 6:

~ Parent/student/community surveys and SARB data

Priority 7:

~ On campus and off campus student to device ratio and access to curriculum.

Priority 8:

~ CTE course participation; concurrent enrollment in Shasta College; data now posted in the National Student Clearinghouse.

A summary of the feedback provided by specific educational partners.

Students: Student achievement on the 2020 SBAC and 2021-22 STAR Assessments indicated a clear need for continued ELA/Reading and Math instruction and tutoring. On the student survey 93% of 8th graders reported that they desire to attend TeLA for high school. Students shared they enjoy the socials and awards night. 93% feel encouraged by their teachers to do their best, 86% feel connected to their teacher, 100% report they are able to get help from their teacher when needed, and 86% report they understand how important it is to do well in class. Students report they would like to have more hands-on electives (bowling, fire fighting, ceramics, welding, auto, metal fab, 3D printing, and robotics). Students requested more opportunities for social interactions. 36% of students state they have a difficult time trying hard on their assignments.

Parents: 2. Parents report high levels of satisfaction. They have requested additional tutoring and support for students needing help with online classes and additional social opportunities for students.

Staff: Staff has reported a need for professional development in the area of supporting students with anxiety and depression or other mental health challenges as well as additional training on supporting students with previous trauma.

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

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Student: we will continue to schedule events that allow students to socialize and engage with each other. Tutoring through paraprofessionals will continue and we will explore more options for hands-on electives.

Staff: Professional development will continue in the area of trauma-informed practices that support and enhance the instructional offerings for students. We will also maintain our supports for students through a counselor and mental health clinician. Social Emotional Learning will be a focus for staff learning as well as utilizing assessments that assist in monitoring and supporting students in their academic learning and SEL skill development.

Parents: Tutoring and social opportunities for students will continue through staffing and scheduling of activities that bring student together. We will balance these offerings that include parents with offerings that are just for the students.

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Parents and students identified the need for more tutoring and direct support for student learning. This input led to each student being assigned a weekly check in session with their teacher. This gives students the opportunity to check in, either virtually or in person, for relationship building and one on one tutoring. Small group interventions sessions are being provided as appropriate with our MTSS Coordinator. We are also extending our Learning session by offering six weeks of summer school. During this time, in person individual and small group tutoring will be assigned to every student as well as providing the opportunity for students to come on campus more frequently if needed for additional help or access to the internet, a computer, or a quiet place to work. During these sessions, students will be provided

with a healthy nutritional meal or snack. We will also provide an enrichment opportunity this summer for students to participate together at the local gym for healthy, group interaction and exercise sessions.

Due to Parent and Teacher and student input, we developed and held a Vocational Fair for our students in Spring 2022. We provided students with a visit and information from several career clusters available in our community for hands-on demonstrations. This event also provided an opportunity for students to socialize in small groups and make connections with peers in a meaningful and productive way. 27 students, along with some parents participated and expressed high levels of engagement and learning. Presenters also voiced that they were pleased with the level of participation and interaction with the students. We will continue to provide this Vocational Fair and possibly expand it to serve other local charter schools for the 22-23 school year.

Goals and Actions

Goal

Goal #	Description
1	TeLA will provide secondary education in a non-traditional format that prepares our students for post-secondary success.

An explanation of why the LEA has developed this goal.

Our student achievement indicators continue to show that our students need high levels of support to improve their basic reading and math levels to be better prepared for college or career success. Parents continue to express a need for their student to have additional supports to improve their academic skills. We will focus on improving College and Career Readiness of our students by supporting students to make progress in improving their academic, vocational and social skills.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Staff development in mandated and request trainings	100% of staff participate in mandated and requested trainings	100% of staff participated in mandated trainings as well as Trauma Informed Schools Training			Staff will utilize Evaluation and Student needs to set goals for Professional Development and participate in learning that improves skills of educators to better meet the needs and improve outcomes for our students.
Student attendance rates will increase.	Student Attendance Rate is 92.79% Truancy rate is 5%	Student Attendance rate as of April 15, 2022 is 96% with an ADA of 114.41			Student Attendance rate remain above 95%, Turancy rate below 5%
CAASPP Participation	CAASPP Participation is at 95%	CAASPP Participation is 95%			Participation will remain above 95%.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Local Indicators of Student Achievement	I Ready/Renaissance Scores for 68% demonstrate growth in Reading and 73% demonstrate growth in Math	STAR assessment 53% of students increased STAR Reading score, 67% of students increased STAR Math score			75% of students will demonstrate yearly growth in both math and reading
Curriculum based assessments will be utilized	Cari scores for writing 50% demonstrate growth in writing	Cari writing scores Fall writing assessment October 2021 and May 2022. 63% Demonstrated growth			70% of students will demonstrate growth in writing
High School Graduation Rate will increase	High School Graduation Rate 80%	2021 High School Graduation rate 67.4%			Graduation rate will remain above 80%
College and Career Readiness indicator will increase	College and Career Readiness Indicator 3% graduate Prepared in 2019/2020	College and Career Readiness Indicator 20% of students graduated prepared in 2021			More than 50% of Graduates are "Prepared" on the Dashboard
College Going Rate will increase	College Going Rate- 21% of class of 2020 attend college after high school	24% of class of 2021 attend college after high school			35% of graduates will attend college after high school
The number of students completing concurrent/dual enrollment will increase	3 students completed Concurrent/Dual enrollment in 2019/2020, 9 students completed at least one concurrent/dual enrolled course during 2020/21	25 students completed a dual/concurrent enrolled course in 21/22			15 students per year will complete at least one concurrent/dual enrolled course

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Percentage of students completing a CTE course will increase	23% of students completed a CTE course in 2019/2020	23% of students completed a CTE course in 20/21			50% of students will have completed a CTE course
Percentage of students completing A-G courses will increase	23% of students completed an a-g course in 2019/2020	21% of students completed an a-g course in 20/21			30% of students will complete an a-g course
Student ELA mean scale scores will increase.	97.6 points below standard (16.3% met/exceeded standard)	29.79% met/exceeded standard			Scores will improve by 25 points in both ELA
Student Math mean scale scores will increase	171.2 points below standard (4.1% met/exceeded standard)	8.51% met/exceeded standard			Scores will improve by 25 points in Math
Student suspension and expulsion rate will remain below 5%	0 suspensions or expulsions	0 suspensions or expulsions			Suspension rate will remain below 5%
Student drop-out rates will decrease	Drop out rate for 2019-2020 was 23.3%	Drop out rate for 2020-2021 was 4.65%			Drop out rate will remain below state average.

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Highly Qualified Staff	Recruit, Hire and Retain Highly Qualified Certificated and Classified Staff	\$682,775.00	No

Action #	Title	Description	Total Funds	Contributing
1.2	Professional Development and Training for Staff	Training for staff on engagement, trauma informed care, equity and inclusion	\$23,714.00	Yes
1.3	Support Positive Student Attendance	Provide support via Engagement Specialist and Utilize SARB when needed to support positive student attendance	\$1,371.00	Yes
1.4	Academic Learning Loss assessment and Intervention	Utilize Renaissance and I Ready for assessment and intervention [Using STAR Assessments and not iReady]	\$2,475.00	Yes
1.5	Improve Academic Indicators	Utilize standard-based, online curriculum	\$15,600.00	No
1.6	Support for Special Education Students		\$38,358.00	No
1.7	Provide support for Adult Diploma Program needs		\$104,689.00	No
1.8	Community Awareness of Educational Choices	Advertise and Promote school	\$2,000.00	No

Goal Analysis [2021-22]

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

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

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

Action 1.4: We are now using Renaissance Star Assessments in place of I Ready for student assessment and growth monitoring.

Action 1.8: Advertising costs were lower than anticipated.

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

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

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

Goals and Actions

Goal

Goal #	Description
2	TeLA will provide all supportive services needed to support student learning including positive school culture, social emotional learning and wellness, and family, student and community engagement.

An explanation of why the LEA has developed this goal.

Based on community input, student survey, and staff our families continue to demonstrate a high need of support for success. This includes taking an approach to address the whole child/family in order to impact overall wellness and academics. Our students continue to perform below grade level and often come to us after many years of school failure in other systems.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Student use of SEL skills and strategies will increase	Piloting SEL programs for school-wide use. No specific program selected.	Implement Sown to Grow schoolwide. 95% of students are actively participating in program including weekly emotional check-ins. During Spring semester the average student response was positive in nature.			Students will demonstrate an increase in SEL skills and strategies.
Parents participation will increase	19 parents completed a Fall survey,	40 parents participated in the Fall survey and 10 participated in the Spring survey. 3 Families attended Spring Family Night.			Increased number of parents will participate in family nights, completion of parent surveys

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		28 Families attended Spring Awards night.			
Student use and development of a 4 year education plan will increase	Limited number of students with four year educational plans	100% of students have a 4 year plan			All students will have a 4 year educational plan
The reclassification rates of ELL students will increase	1 reclassification during the 18/19 school year. 100% of EL students completed ELPAC summative assessment	0 reclassification during the 20/21 100% of EL students completed ELPAC summative assessment			
ELL student will increase their proficiency levels					

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	Social Emotional Learning	Utilize Panorama SEL assessment and Materials and TUF Life Skills for staff and student learning [SOWN to Grow is being utilized and not Panorama)	\$3,250.00	Yes
2.2	School Counselor	Develops Education Plans and Goals with students, Supports College and Career Transitions	\$100,498.00	Yes
2.3	Engagement Specialist	Supports and mentors disengaged students, Provides resources to families	\$60,685.00	Yes

Action #	Title	Description	Total Funds	Contributing
2.4	College Concurrent/Dual Enrollment	Support students in Dual and Concurrent enrollment at local Community Colleges (Counselor. Pay for expenses for students to enroll in courses. Provide staff to guide and support students throughout the enrollment process and provide tutoring)	\$3,000.00	No
2.5	Vocational Fair	Provide Vocational Fair/Leadership Conference for students (how much spend)?		No
2.6	Family Nights/Student Social Nights	Provide social and learning opportunities to students and families	\$1,500.00	Yes
2.7	College & Other Community Field Trips	Provide enriching outings and field trips including opportunities to learn more about local colleges	\$1,500.00	No
2.8	In Person Elective Courses	Provide Drivers Training, Robotics, Art, Yearbook and other enriching elective classes [Didn't do robotics, hands-on Science Lab, Culinary Arts, Career Exploration, Interior Design, Gym, Drivers Training, Work Skills Development, Photography]	\$7,500.00	No
2.9	Paraeducators	Additional support for learning recovery and acceleration.	\$75,475.00	Yes
2.10	Mental Health Clinician	School Based Mental Health Clinician to address needs of all students with a focus on our EL, Foster Youth and Low income [Contract with Empower Tehama]	\$12,540.00	Yes

Goal Analysis [2021-22]

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

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

We continue to build on previous success and refine actions to increase effectiveness. We have piloted Panorama products and decided to utilize Sown to Grow for school-wide SEL Learning. The program implementation has been highly successful with more than 90% of students actively engaging with the platform on a weekly basis. Teachers appreciate gaining valuable insight on the social-emotional state of their students and topics and life events that students are concerned about or are causing stress for our students. This program has significantly helped with relationship building even during the time of COVID and continued reluctance of many for close contact.

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

Action 2.1: Sown to Grow is being utilized for our SEL school-wide learning platform rather than Panorama.

Action 2.4: We had less students interested in Concurrent enrollment at the local Community College than anticipated. Additionally, many courses offer free materials and students were not required to purchase textbooks for their courses.

Action 2.6: Families are still reluctant to come to group social events. Because of low numbers and low levels of interest of parents attending events, the costs anticipated with providing these events were lower. We are looking for ways to provide this parent engagement and social opportunities in ways that is comfortable to parents and families.

Action 2.7: The cost of field trips was lower than anticipated because the college provided a free lunch at some of our trips. This was unexpected.

Action 2.8: Onsite elective classes were taught by existing teachers rather than contracting with outside people to teach these courses. Due to this change in staffing, the cost was already a part of regular staff salaries.

Action 2.10: Because it took some time to find a suitable counselor for our need, and wait for them to receive fingerprint clearance, the counselor did not start until later in the year, thus lowering this year's cost. She will continue with us when school resumes so the cost estimate will be more accurate for next school year.

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

On-site social opportunities including elective classes and student socials have been highly effective. Services provided by the School Counselor have been so important for student success. Paraeducators have provided one-on-one tutoring to allow students to make gains in learning and progress in their assigned courses. Counseling services on campus have not been utilized to the full extent that we had hoped but for the students utilizing them, they are extremely important and necessary to support them and allow them to engage in their education. We have increased student participation in college courses and hope to continue to increase participation and success to help raise the college going rate of our students. Our Engagement Specialist has been great to provide support to struggling families to ensure good attendance and engagement. Our attendance rate has climbed to over 97% this school year.

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

No changes will be made to this goal. We will continue to try to increase participation in concurrent college enrollment success for students as well as increase parent participation in Family Night.

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

Goals and Actions

Goal

Goal #	Description
3	Provide technology, hardware, software and infrastructure required to receive and deliver instruction and support local and statewide assessments.

An explanation of why the LEA has developed this goal.

As an independent virtual non-classroom based school, it is imperative that our students have technology that allows them access to their instructional materials. In addition, to support engagement with families, providing hardware as well as training to increase their knowledge and use of technology supports student progress as they are able to work collaboratively with staff in monitoring academics and interventions.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
The percentage of students meeting course completion targets will increase	86% of students met course completion targets in 2019/2020 (30 credits per semester) 60% of students met course completion targets in 2020	___ of students met course completion targets in 2020/2021			90% of students meet course completion targets
Student absenteeism rates will decrease	2020/2021 ADA: 92.79% (105.84)	2021/2022 ADA: 97.7% 90% of students participated in onsite elective courses or tutoring sessions during the school year.			75% of all students participate in onsite when enrolled or as assigned to classes

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Parents will report a positive sense of school safety and connectedness.	90% of Parents surveyed respond as "Satisfied or Very Satisfied with the overall School Program	100% of Parents surveyed stated that our school has an excellent learning environment.			Satisfaction rating remains at or above 90%
Students will report a positive sense of school safety and connectedness	90% Students surveyed respond as "Satisfied or Very Satisfied with the overall School Program	93.6% students surveyed reported satisfied or very satisfied with the overall school program			Satisfaction rating remains at or above 90%

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	Student Information System	Aeries software and training for staff	\$3,206.00	No
3.2	Student & Teacher devices	Regular replacement schedule of student and teacher devices	\$11,500.00	No
3.3	Access to reliable Technology support	An online school must provide reliable technology support	\$9,100.00	No
3.4	School Site is Professional, Safe, and reflects a positive learning environment		\$100,000.00	No
3.5	VAPING	Provide education around reduction of VAPING for students.		

Goal Analysis [2021-22]

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

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

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

Action 3.3:

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

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

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

Goals and Actions

Goal

Goal #	Description
4	

An explanation of why the LEA has developed this goal.

Measuring and Reporting Results

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

Actions

Action #	Title	Description	Total Funds	Contributing

Goal Analysis [2021-22]

An analysis of how this goal was carried out in the previous year.
 A description of any substantive differences in planned actions and actual implementation of these actions.

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.

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

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

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

Goals and Actions

Goal

Goal #	Description
5	

An explanation of why the LEA has developed this goal.

Measuring and Reporting Results

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

Actions

Action #	Title	Description	Total Funds	Contributing

Goal Analysis [2021-22]

An analysis of how this goal was carried out in the previous year.
 A description of any substantive differences in planned actions and actual implementation of these actions.

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.

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

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

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

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

Projected LCFF Supplemental and/or Concentration Grants	Projected Additional LCFF Concentration Grant (15 percent)
\$348,806	\$45,815

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
21.55%	7.47%	\$77,739.34	29.02%

The Budgeted Expenditures for Actions identified as Contributing may be found in the Contributing Actions Table.

Required Descriptions

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

Actions 1.3, 2.3: As identified by our staff, students, and parents and through an analysis of surveys, observations, and academic performance, we have identified that our EL, FY, and LI students have lower school stability due to frequent moves and lower positive attitudes and perspectives on schooling. To address this need we have established an engagement specialist whose role is to monitor student attendance and establish positive communication with the students and their families in order to identify the root causes for students inconsistent attendance and attention to completing work.

Actions 2.1, 2.2, 2.10: As identified by our staff and students and through an analysis of staff observations and student survey (verbal and written), we have identified that our EL, FY, and LI students have experiences higher rates of trauma and stresses, have less persistence, and higher levels of self-regulating skills due to their home environment. To address this need, we have hired a counselor and a mental health clinician to work specifically with these students to help them address their mental and behavioral needs. We have also incorporated the use of SEL assessment tools and curriculum that inform staff and students of their progress in developing effective social and emotional skills that are stand alone and embedded within the curriculum and work our staff does with the students.

Actions 1.2, 1.4, 2.9: As identified by staff and through an analysis of student assessment results, an observation of their work, and the performance of students in completing work, we have identified the need for strategically-focused staff development for our staff in trauma informed instruction, equity, and inclusion. In addition, we have identified the need for additional small group support by paraeducators that can provide individualized instruction and support to our unduplicated students.

Action 2.6: As identified by staff, students, and parents and through an analysis of parent participation rates and the ability of parents to support their students, we have identified a need to engage parents in school-related activities as well as providing parents with the training, tools and support they need to help their student in the area of academics, work completion, and social/emotional growth.

21/22*****

The Tehama eLearning Academy has considered all of our learners and noted that our foster youth, English learners, and low-income students often have additional needs that go unmet which impact their ability to be successful at school. In our actions, we have identified several additional supports for these students to meet their academic as well as social-emotional needs. This includes an increase in staffing. We have hired an Engagement Specialist, School Counselor, and are hiring for an additional Social Emotional Counselor to support students and families through a tiered system of support and re-engagement opportunities. In addition, we have designated days for students to come onto campus to meet with their teachers of record for additional instructional support as well as enrichment opportunities. In addition to staffing, we have allocated funds to support intervention to address learning loss and acceleration. Additional instructional software will be utilized to provide a broader scope of support for those students who may be falling behind and not making adequate progress.

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

Action 1.3, 2.3: We anticipate the attendance rate of our unduplicated students will increase greater than that of their peers due to the positive/personal connection with a school staff member and the development of an attendance plan that addresses the needs of each student.

Actions 2.1, 2.2, 2.10: We anticipate the academic and school connectedness levels of our unduplicated students will increase at a far greater rate than their peers as these students receive the individualized supports they need to address their social and emotional needs.

Actions 1.2, 1.4, 2.9: We anticipate the academic success of our unduplicated students will increase faster than their peers as they receive targeted and individualized supports by staff who are skilled in lesson development/presentation that is trauma informed and is tailored to meeting the needs of students.

Action 2.6: We anticipate the academic success of our unduplicated students will increase faster than their peers as they receive support from their parents as they engage in learning. We also know that parents who are more connected with the school are able to support the entire school environment that then helps their child to be more engaged as they see the value placed on the school setting by their parents.

21/22*****

Tehama eLearning Academy (TeLA) is an online non-classroom-based independent study program designed to meet the learning needs of non-traditional secondary (grades 7-12) students. The school has a free/reduced student percentage of over 60%. The district and its stakeholders believe the most effective use of LCFF funds is to improve the educational program for all students through a district/school-wide service model rather than a targeted service model. This decision is based upon the high at-risk nature of the TeLA student population and the individualized features of curriculum and instructional delivery. Historically, TeLA students have benefited from focused, individualized instruction beyond traditional classroom grouped instruction. Additionally, district/school-wide services will avoid the potential negative stigma from a traditional targeted or pull out program and will allow students access to services without interruption. Supplemental Funds will be used on a school-wide basis to increase technology-based course access and offerings, academic support and interventions, and other student support services such as counseling and parent engagement activities. The 2021-22 LCAP identifies the following increased services for foster youth, English Learners, and low-income students; on-site supplemental instruction core academic areas, (salary, software, and materials) provided beyond the regularly offered staffing and curriculum; parent engagement activities and training, college/career individual and group intervention and counseling, and intervention assessment, diagnosis and tutoring (salary and materials) for identified at-risk students.

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.

TeLA receives an additional \$45,815 from the 15% concentration grant add-on. These funds are utilized to hire additional paraprofessionals and support the professional development of these paraprofessionals and the staff.

Staff-to-student ratios by type of school and concentration of unduplicated students	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of classified staff providing direct services to students		3:130
Staff-to-student ratio of certificated staff providing direct services to students		9:130

2022-23 Total Expenditures Table

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	\$880,236.00	\$254,954.00		\$125,546.00	\$1,260,736.00	\$1,019,799.00	\$240,937.00

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1.1	Highly Qualified Staff	All	\$533,853.00	\$45,916.00		\$103,006.00	\$682,775.00
1	1.2	Professional Development and Training for Staff	English Learners Foster Youth Low Income	\$7,600.00	\$6,114.00		\$10,000.00	\$23,714.00
1	1.3	Support Positive Student Attendance	English Learners Foster Youth Low Income	\$1,371.00				\$1,371.00
1	1.4	Academic Learning Loss assessment and Intervention	English Learners Foster Youth Low Income	\$2,475.00				\$2,475.00
1	1.5	Improve Academic Indicators	All		\$15,600.00			\$15,600.00
1	1.6	Support for Special Education Students	All	\$38,358.00				\$38,358.00
1	1.7	Provide support for Adult Diploma Program needs	All		\$104,689.00			\$104,689.00
1	1.8	Community Awareness of Educational Choices	All	\$2,000.00				\$2,000.00
2	2.1	Social Emotional Learning	English Learners Foster Youth Low Income	\$1,800.00	\$1,450.00			\$3,250.00
2	2.2	School Counselor	English Learners Foster Youth Low Income	\$100,498.00				\$100,498.00
2	2.3	Engagement Specialist	English Learners Foster Youth		\$60,685.00			\$60,685.00

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
			Low Income					
2	2.4	College Concurrent/Dual Enrollment	All	\$3,000.00				\$3,000.00
2	2.5	Vocational Fair	All					
2	2.6	Family Nights/Student Social Nights	English Learners Foster Youth Low Income		\$1,500.00			\$1,500.00
2	2.7	College & Other Community Field Trips	All	\$1,000.00	\$500.00			\$1,500.00
2	2.8	In Person Elective Courses	All	\$1,000.00	\$6,500.00			\$7,500.00
2	2.9	Paraeducators	English Learners Foster Youth Low Income	\$75,475.00				\$75,475.00
2	2.10	Mental Health Clinician	English Learners Foster Youth Low Income				\$12,540.00	\$12,540.00
3	3.1	Student Information System	All	\$2,706.00	\$500.00			\$3,206.00
3	3.2	Student & Teacher devices	All		\$11,500.00			\$11,500.00
3	3.3	Access to reliable Technology support	All	\$9,100.00				\$9,100.00
3	3.4	School Site is Professional, Safe, and reflects a positive learning environment	All	\$100,000.00				\$100,000.00
3	3.5	VAPING						

2022-23 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
\$1,618,331	\$348,806	21.55%	7.47%	29.02%	\$189,219.00	0.00%	11.69 %	Total:	\$189,219.00
								LEA-wide Total:	\$189,219.00
								Limited Total:	\$0.00
								Schoolwide Total:	\$0.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1.2	Professional Development and Training for Staff	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$7,600.00	
1	1.3	Support Positive Student Attendance	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$1,371.00	
1	1.4	Academic Learning Loss assessment and Intervention	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$2,475.00	
2	2.1	Social Emotional Learning	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$1,800.00	
2	2.2	School Counselor	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$100,498.00	
2	2.3	Engagement Specialist	Yes	Schoolwide	English Learners Foster Youth Low Income			

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
2	2.6	Family Nights/Student Social Nights	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		
2	2.9	Paraeducators	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$75,475.00	
2	2.10	Mental Health Clinician	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		

2021-22 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	\$1,313,253.00	\$1,109,096.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1.1	Highly Qualified Staff	No	\$642,987.00	\$581,672
1	1.2	Professional Development and Training for Staff	Yes	\$11,114.00	\$8,706
1	1.3	Support Positive Student Attendance	Yes	\$1,371.00	\$1,371
1	1.4	Academic Learning Loss assessment and Intervention	Yes	\$3,500.00	\$6,322
1	1.5	Improve Academic Indicators	No	\$15,600.00	\$15,375
1	1.6	Support for Special Education Students	No	\$36,359.00	\$32,832
1	1.7	Provide support for Adult Diploma Program needs	No	\$86,268.00	\$97,419
1	1.8	Community Awareness of Educational Choices	No	\$1,000.00	\$2,574
2	2.1	Social Emotional Learning	Yes	\$1,800.00	\$3,250
2	2.2	School Counselor	Yes	\$94,556.00	\$102,013

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
2	2.3	Engagement Specialist	Yes	\$44,923.00	\$48,156
2	2.4	College Concurrent/Dual Enrollment	No	\$3,000.00	\$261
2	2.5	Vocational Fair	No Yes		
2	2.6	Family Nights/Student Social Nights	Yes	\$1,500.00	\$430
2	2.7	College & Other Community Field Trips	No	\$1,500.00	\$685
2	2.8	In Person Elective Courses	No	\$93,000.00	\$5,893
2	2.9	Paraeducators	Yes	\$67,248.00	\$73,047
2	2.10	Mental Health Clinician Contract	Yes	\$98,056.00	\$15,000
3	3.1	Student Information System	No	\$2,706.00	\$2,700
3	3.2	Student & Teacher devices	No	\$10,165.00	\$13,834
3	3.3	Access to reliable Technology support	No	\$6,600.00	\$7,556

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
3	3.4	School Site is Professional, Safe, and reflects a positive learning environment	No	\$90,000.00	\$90,000

2021-22 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
\$327,865	\$169,975.00	\$175,314.00	(\$5,339.00)	0.00%	7.19%	7.00%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.2	Professional Development and Training for Staff	Yes	\$5,000.00	\$2,210		
1	1.3	Support Positive Student Attendance	Yes	\$1,371.00	\$1,371		
1	1.4	Academic Learning Loss assessment and Intervention	Yes				
2	2.1	Social Emotional Learning	Yes	\$1,800.00	\$1,800		
2	2.2	School Counselor	Yes	\$94,556.00	\$96,456		
2	2.3	Engagement Specialist	Yes				4.6
2	2.5	Vocational Fair	Yes				1.44
2	2.6	Family Nights/Student Social Nights	Yes		\$430		
2	2.9	Paraeducators	Yes	\$67,248.00	\$73,047		
2	2.10	Mental Health Clinician Contract	Yes				1.15

2021-22 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
\$1,040,496	\$327,865		31.51%	\$175,314.00	7.19%	24.04%	\$77,739.34	7.47%

Instructions

[Plan Summary](#)

[Engaging Educational Partners](#)

[Goals and Actions](#)

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

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

Introduction and Instructions

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

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

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

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

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

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

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

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

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

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

Engaging Educational Partners

Purpose

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

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

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

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

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

Requirements and Instructions

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

Local Control and Accountability Plan:

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

- a) Presented the local control and accountability plan to the parent advisory committee in accordance with Education Code section 52062(a)(1) or 52068(a)(1), as appropriate.
- b) If applicable, presented the local control and accountability plan to the English learner parent advisory committee, in accordance with Education Code section 52062(a)(2) or 52068(a)(2), as appropriate.

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

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

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

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

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

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

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

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

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

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

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

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

Focus Goal(s)

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

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

Broad Goal

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

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

Maintenance of Progress Goal

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

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

Required Goals

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

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

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

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

- **Goal Description:** Describe the outcomes the LEA plans to achieve to address the needs of, and improve outcomes for, the student group or groups that led to the LEA's eligibility for Differentiated Assistance.
- **Explanation of why the LEA has developed this goal:** Explain why the LEA is required to develop this goal, including identifying the student group(s) that lead to the LEA being required to develop this goal, how the actions and associated metrics included in this goal differ from previous efforts to improve outcomes for the student group(s), and why the LEA believes the actions, metrics, and expenditures included in this goal will help achieve the outcomes identified in the goal description.

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

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

Measuring and Reporting Results:

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

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

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

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

Complete the table as follows:

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

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

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

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

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

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

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

Goal Analysis:

Enter the LCAP Year.

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

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

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

Purpose

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

Requirements and Instructions

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

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

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

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

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

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

Required Descriptions:

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

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

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

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

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

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

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

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

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

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

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

For School Districts Only:

Actions Provided on an LEA-Wide Basis:

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

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

Actions Provided on a Schoolwide Basis:

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

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

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

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

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

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

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

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

Provide the following descriptions, as applicable to the LEA:

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

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

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

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

Complete the table as follows:

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

Action Tables

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

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

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

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

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

Data Entry Table

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

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

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

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

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

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

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

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