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

Budget Overview for the 2022-23 School Year

This chart shows the total general purpose revenue Harmony Union Elementary: Pathways Charter School expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Harmony Union Elementary: Pathways Charter School is $5,000,955, of which $4,221,210 is Local Control Funding Formula (LCFF),
$487,071 is other state funds, $0 is local funds, and $292,674 is federal funds. Of the $4,221,210 in LCFF Funds, $338,924 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 Harmony Union Elementary: Pathways Charter School plans to spend for 2022-23. It shows how much of the total is tied to planned actions and services in the LCAP.

<table>
<thead>
<tr>
<th>Amount</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>$5,000,000</td>
<td>Total Budgeted General Fund Expenditures, $4,636,828</td>
</tr>
<tr>
<td>$4,500,000</td>
<td></td>
</tr>
<tr>
<td>$4,000,000</td>
<td></td>
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<tr>
<td>$3,500,000</td>
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<td>$3,000,000</td>
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<td>$2,500,000</td>
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<td>$1,500,000</td>
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<tr>
<td>$1,000,000</td>
<td></td>
</tr>
<tr>
<td>$500,000</td>
<td></td>
</tr>
<tr>
<td>$0</td>
<td>Total Budgeted Expenditures in the LCAP $4,636,828</td>
</tr>
</tbody>
</table>

The text description of the above chart is as follows: Harmony Union Elementary: Pathways Charter School plans to spend $4,636,828 for the 2022-23 school year. Of that amount, $4,636,828 is tied to actions/services in the LCAP and $0 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, Harmony Union Elementary: Pathways Charter School is projecting it will receive $338,924 based on the enrollment of foster youth, English learner, and low-income students. Harmony Union Elementary: Pathways Charter School must describe how it intends to increase or improve services for high needs students in the LCAP. Harmony Union Elementary: Pathways Charter School plans to spend $905,061 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 Harmony Union Elementary: Pathways Charter School budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what Harmony Union Elementary: Pathways Charter School estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

The text description of the above chart is as follows: In 2021-22, Harmony Union Elementary: Pathways Charter School's LCAP budgeted $623,000 for planned actions to increase or improve services for high needs students. Harmony Union Elementary: Pathways Charter School actually spent $1,032,219 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

<table>
<thead>
<tr>
<th>Local Educational Agency (LEA) Name</th>
<th>Contact Name and Title</th>
<th>Email and Phone</th>
</tr>
</thead>
<tbody>
<tr>
<td>Harmony Union Elementary: Pathways Charter School</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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).

Pathways created a comprehensive engagement process which solicited input from our educational partners in a variety of meaningful ways. This included:

- Data walk and discussion with staff in January 2021
- Staff meeting discussions in Jan-March 2021
- Parent survey on needs in distance learning three times during the 2020-21 schoolyear
- Parent survey plans for spring 2021 adjustments
- Administrative team retreat to integrate WASC Action plan and LCAP goals and reflect on progress and needs in both August 2020 and January 2021
- Staff meeting and staff survey on areas of greatest needs and actions/services
- Board presentation and option for input in spring and fall 2021
- Parent advisory council meetings in spring 2021
- Annual parent survey & parent survey about safe return to schools and priority conditions in spring 2021.
- Finance Committee meetings monthly in fall 2021 to draft ESSER III and ELO plans

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.
n/a our LEA did not receive these funds

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.

Pathways created a comprehensive engagement process which solicited input from our educational partners in a variety of meaningful ways. This included the steps below some of which specifically targeted the use of COVID specific funding such as ESSER and ELO. The engagement by our parent community was almost entirely virtual due to the fact that parents expressed no interest in in-person events.

- Data walk and discussion with staff in January 2021
- Staff meeting discussions in Jan-March 2021
- Parent survey on needs in distance learning three times during the 2020-21 schoolyear
- Parent survey plans for spring 2021 adjustments
- Administrative team retreat to integrate WASC Action plan and LCAP goals and reflect on progress and needs in both August 2020 and January 2021
- Staff meeting and staff survey on areas of greatest needs and actions/services
- Board presentation and option for input in spring and fall 2021 on LCAP
- Parent advisory council meetings in spring 2021
- Annual parent survey & parent survey about safe return to schools and priority conditions in spring 2021.
- Finance Committee meetings monthly in fall 2021 to draft ESSER III and ELO plans
- Board presentations on draft and final versions of ELO and ESSER III plans in fall 2021

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.

Pathways will use the ESSER III funds in three primary areas as approved in our Board adopted plan:
(1) **Covid mitigation** with the focus on improving ventilation and air filtration and the balanced directed towards other supports such as PPE. The HVAC improvements at the Rohnert Park and Vallejo sites were completed by December 2021 and the air analysis tests were done in fall 2020 and then rechecked after the completion of the HVAC work in January 2022.

(2) **Academic supports** will be divided between social-emotional supports and direct academic interventions and support with a focus on ELA and math which supports LCAP goal #1. These programs have yet to be implemented. It is planned to begin both of these services in 2022-23. For mental health, in 2022-23 we will continue our higher level of mental health supports started this year under ELO funding using these ESSER II dollars. The portion related to adding in new academic interventions will also begin in 2022-23 and are still being developed by region teaching staff but may include summer programs and intensive block workshop style session during the schoolyear.

(3) **Increase connectivity** through the purchase of more student technology devices and on-going support for wifi hotspots which supports LCAP goal #2. These funds have not yet been expended because the school had access to funds through the e-rate program Emergency Connectivity Fund so we are therefore saving these funds to use later in the grant cycle once these newly purchased machines begin to fail.

We were very successful in our implementation of our HVAC and ventilation work. We were able to secure bids and get board approval in early fall and all of the on-site work was completed by December 2021. We will have a final air flow evaluation done by Instrinic in January 2022 to ensure that the work perform did indeed enhance the ventilation as anticipated.

The Academic supports have been more challenging to implement primarily due to staff being stretched very thin. In January 2022, we were able to launch the working group for the new Tk-3 daily online classes which will start in fall 2022. The other planned work in grades 7-12 has been delayed due to staffing and the resignation of the Executive Director.

Finally the technology funds were intentionally set aside to replace failing machines which we anticipate we will use near the end of the term of the grant.

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.

Pathways was mindful of the commitments made in our LCAP, Expanded Learning Opportunities Board approved plan, our ESSER II board approved plan and our Safe Return to In-Person Instruction Continuity of Services Plan.

Pathways is using the additional funding to support LCAP goals as follows:

**ESSER III**
Ventilation work allow safe learning to occur at learning centers. A large portion of these classes are math and English, as well as ELD services, which supports LCAP goals #1 and #4.

Academic Enrichment funds and programs directly support LCAP goals #1 and #4 on math and ELA.
Increased connectivity supports LCAP goal #2 on mobility by keeping students connected to the school.

ELO
(1.) Extended Instructional Time: Supports the two academic area LCAP goals (1 and 4) as well as the CCI goal #3 by helping students complete series of coursework
(2.) Accelerating progress: Math Tutor supports our focus LCAP goal #1 on math
(3.) Integrated Supports: Social Emotion Contract with Keystone Therapy Services supports both academic goals by helping students being prepared to learn as well as LCAP goal #2 on mobility by helping kids feel safe at school
(4.) Supports for credit deficient students support LCAP goal #3 on CCI

These funds were also used to support our Safe Return to In-Person Instruction Continuity of Services Plan as their usage is in alignment with the needs identified by our Re-Opening Committee. This committee consists of administrative staff from all three regions, classified staff, HR coordinator and a parent. This group has met monthly to monitor Covid Data, draft Covid Safety Plans for Board adoption and help to implement State and Local Health orders. The use of ESSER funds supported this plan in providing funding for Covid mitigation measures such as PPE, HEPS filters and the HVAC work to improve ventilation at learning centers.

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.

<table>
<thead>
<tr>
<th>Local Educational Agency (LEA) Name</th>
<th>Contact Name and Title</th>
<th>Email and Phone</th>
</tr>
</thead>
<tbody>
<tr>
<td>Harmony Union Elementary: Pathways Charter School</td>
<td>Barbara Bickford Interim Executive Director</td>
<td><a href="mailto:Barbara.Bickford@pathwayscharter.org">Barbara.Bickford@pathwayscharter.org</a> 707-585-6513</td>
</tr>
</tbody>
</table>

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.

Pathways Charter School is a non-classroom based program operating in Sonoma, Marin, Napa, and Solano Counties using the model of independent study. We are committed to providing a high-quality education to our diverse student body. We achieve this goal through a challenging curriculum, quality teachers, and an atmosphere that emphasizes communication and cooperation. Together, these elements create a safe and engaging learning environment in which all students can excel. The Mission of Pathways Charter School is to facilitate the growth of students to become educated, participating citizens in today's world. We provide a rigorous, standards-based program, utilize a variety of instructional delivery models, and foster a team approach. Students thrive at Pathways because we are dedicated to building strong relationships among school personnel, parents, and students; and are committed to the vision that all students benefit from personalized attention to their educational needs. Our program is founded on the model of the educational team, which is a partnership between the student, parent or guardian (as the day-to-day teacher), and the Pathways independent study teacher. Together this team will select materials and methods that best fit the student’s needs and support the completion of the state standards. After discussing the child's previous learning environment, current performance levels in the core subjects, and desired learning formats and learning styles, the teacher will help design a learning plan which will include a combination of the following:

- Credentialed teacher support
- Online curriculum and classes
- Classes at a regional learning center (Rohnert Park, Vallejo and San Rafael)
- Curriculum from our resource library
- New educational materials purchased through our catalog vendors
- Activities with vendors in the community
- Field trips, workshops, co-ops, etc.
- Intervention and support for struggling students
In 2021-22, our average enrollment was 366 for grades Tk-12. By grades this breaks down to: TK-2nd: 45.5, 3rd-5th: 54.3, 6th-8th: 106 and 9th-12th:162.9. Significant subgroups are: low income at 44% and special education students at 13%. Our elementary grades population is very diverse. Some students have been schooling at home for all of their educational years, while others have newly joined our program. Our teachers strive to support all of these families in a manner that fits with the educational approach of the family and still ensures compliance with state standards and other independent study regulations. In the secondary grades, it is typical that the parent/guardian begins to take on more of a monitoring role and less of a direct teaching role. The student and teacher will meet more often to select courses and determine methods of study (curriculum, classes at learning centers, online classes, junior college, etc.). It is common for students in these grades to have a blended schedule, a mixture of time at a learning center and/or junior college along with days at home to complete independent study coursework and homework from classes.

**Reflections: Successes**

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

Pathways has all state indicators in orange or above and we met all local indicators. No indicators are in the red. Our EL performance level is medium. Our CCI indicator increased slightly by 4 points and our chronic absenteeism reduced by almost a point. We have maintained our graduation rate. Finally our suspension and expulsion rates remain extremely low and in the blue indicator.

**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.

Through review of our dashboard scores and local data, it is evident that our greatest area of need is in math performance. In particular, we need to provide more support to our EL and SED populations in math as their performance rate is below that of our all student cohort and places these subgroups into the red indicator. Another need is to stabilize our student population in order to provide more consistent academic delivery to students. Our ELA performance rate slipped this year and we need to give more concentrated focus to supporting SED and EL students who place in the orange in this academic indicator. All of these areas are addressed in our focus and broad goals below. We continue need to strengthen our A-G and CTE completion rates for all students. We only have one indicator in which some student subgroups fall into the red which is math for Hispanic students and low socio-economic students. This is addressed in one of our Focus Goals in this LCAP.

**LCAP Highlights**

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

Given these areas of success and areas of on-going need, we have established the following five goals:
Math: **FOCUS:** By 2023, increase math performance in grades 3rd-11th by 40 points measured on the SBAC for EL and Low Income students and 25 points for the all student group.

Mobility: **FOCUS:** By 2023, through offering quality instruction/materials informed by UDL, a range of programs outcomes (alt course of study) and an increase in accessibility for remote students in an IS model, we will improve the performance of students in their 1st or 2nd year of enrollment at Pathways.

CCI: **BROAD:** By 2023, PCS will strengthen guidance and support services (adding and refining CTE pathways, improving guidance services, JC Jumpstart) to maintain an overall dashboard status of “prepared” and local measures, through access to a to g, CTE pathways and dual enrollment while still fitting within our IS model and school’s defined mission.

ELA: **BROAD:** By 2023, PCS will raise the ELA proficiency of all students by 25 points as measured by SBAC scores. In addition, for EL and Low Income students their scores will improve by at least 25 points as a subgroup.

Pathways has all state indicators in orange or above and we met all local indicators. No indicators are in the red. Our EL performance level is medium. Our CCI indicator increased slightly by 4 points and our chronic absenteeism reduced by almost a point. We have maintained our graduation rate. Finally our suspension and expulsion rates remain extremely low and in the blue indicator.

Maintenance Goal: The district will continue to monitor all of the indicators listed below, however, currently they are not determined to be the greatest area of need through our stakeholder engagement process. These areas continue to be evaluated annually to monitor maintenance of these metrics. Should any priority area change significantly, consideration will be given to moving that priority into another goal area.

---

**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.

| none |
### Support for Identified Schools

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

Pathways is not in comprehensive and improvement.

### Monitoring and Evaluating Effectiveness

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

n/a
Engaging Educational Partners

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

<table>
<thead>
<tr>
<th>Pathways created a comprehensive engagement process which solicited input from all stakeholders in a variety of meaningful ways. This included:</th>
</tr>
</thead>
<tbody>
<tr>
<td>November, 2021 data walk and discussion with staff; November 2022 review of programs, progress, and planning with all staff. December 2021 staff meeting discussions; December 2022 staff meeting discussions. January 2021 administrative team retreat to integrate WASC Action plan, and LCAP goals and reflect on progress and needs. March 2021 and 2022 staff meeting and staff survey on areas of greatest needs and actions/services. February 2022 Board presentation and option for input. February 2022, Whole community survey on desired characteristics for new Executive Director. March-April 2021 and 2022 annual parent survey. May 18, 2022 Board Public Hearing. June 15, 2022, Board Approval of LCAP.</td>
</tr>
</tbody>
</table>

A summary of the feedback provided by specific educational partners.

| All stakeholders groups concur with math to continue being the priority area. However the specific requests or recommendations for specific actions and services do vary somewhat by stakeholder groups. Staff had more specific requests regarding existing offerings and improvements that they wanted to see made, while parents tended to mostly request specific program offerings such as classes and tutoring. The Board concurred with the analysis and recommendations of the admin team. |

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

| The input from parents and staff directly impacted the specific actions and service aligned with all four of our major goals. Math rises to the top of identified needs from all stakeholders. Both parents and staff want to see continued offerings at regional learning centers and expansion of technology resources and intervention services. Goal #2 on mobility has been a staff and administration identified need since our last WASC self study visit and is now being integrated into our LCAP plan. This need is supported by our Parsec data dashboard which demonstrates that in any given year over the past 7 years approximately half of the students are in their first or second year at Pathways and struggle to settle into our independent study model. Our CCI goal supports our growing high school population and the dual need to prepare students for career and college. In ELA, we see consistent evidence that our non English speaking families would benefit from more outreach and support and all parents report wanting more access to classes and support services. Finally, the sorting of the goals into the 3 goals types was influenced by parent, staff and board input after reviewing data. |

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2022-23 Local Control Accountability Plan for Harmony Union Elementary: Pathways Charter School  
Page 16 of 67
Goals and Actions

Goal

<table>
<thead>
<tr>
<th>Goal #</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>FOCUS: By 2023, increase math performance in grades 3rd-11th by 40 points for EL and Low Income students as measured on the SBAC and by 25 points for the all student group.</td>
</tr>
</tbody>
</table>

An explanation of why the LEA has developed this goal.

Over the past three years, our math performance level and distance from 3 is continuing to decrease and the gap between our all student group and SED and EL subgroups continues to widen. Input received from stakeholders through the LCAP development process indicates a desire to improve math achievement for all students. We plan to improve math performance through actions that support and improve student learning and will measure progress towards our goal using the metrics identified below.

Measuring and Reporting Results

<table>
<thead>
<tr>
<th>Metric</th>
<th>Baseline</th>
<th>Year 1 Outcome</th>
<th>Year 2 Outcome</th>
<th>Year 3 Outcome</th>
<th>Desired Outcome for 2023–24</th>
</tr>
</thead>
<tbody>
<tr>
<td>Implementation of standards (local indicator 2)</td>
<td>Local rating tool: Met</td>
<td>Local rating tool: Met</td>
<td></td>
<td></td>
<td>Maintain met</td>
</tr>
<tr>
<td>Ren percentage of EL student either above proficient or meeting SGP target of 35</td>
<td>44% based on Ren in May 2021</td>
<td>Midyear assessment 40%</td>
<td></td>
<td></td>
<td>50%</td>
</tr>
<tr>
<td>CAASPP (math) all students</td>
<td>Dashboard 2019: 76.2 points below standard</td>
<td>Dashboard 2019: 76.2 points below standard</td>
<td></td>
<td></td>
<td>-50 points from 3</td>
</tr>
</tbody>
</table>
# 2022-23 Local Control Accountability Plan for Harmony Union Elementary: Pathways Charter School

## Metrics and Outcomes

<table>
<thead>
<tr>
<th>Metric</th>
<th>Baseline</th>
<th>Year 1 Outcome</th>
<th>Year 2 Outcome</th>
<th>Year 3 Outcome</th>
<th>Desired Outcome for 2023–24</th>
</tr>
</thead>
<tbody>
<tr>
<td>CAASPP (math) EL students</td>
<td>Dashboard 2019: 162.1 points below standard</td>
<td>Dashboard 2019: 162.1 points below standard</td>
<td></td>
<td></td>
<td>-122 points from 3</td>
</tr>
<tr>
<td>CAASPP (math) Low Income students</td>
<td>Dashboard 2019 104.4 points below standard</td>
<td>Dashboard 2019 104.4 points below standard</td>
<td></td>
<td></td>
<td>-80 points from 3</td>
</tr>
<tr>
<td>Ren percentage of student either above proficient or meeting SGP target of 35</td>
<td>74% based on Ren in May 2021</td>
<td>40%</td>
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<td></td>
<td>76%</td>
</tr>
</tbody>
</table>

## Actions

<table>
<thead>
<tr>
<th>Action #</th>
<th>Title</th>
<th>Description</th>
<th>Total Funds</th>
<th>Contributing</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.1</td>
<td>Technology access and support</td>
<td>Provide chromebooks and hot spots to students to use at home, priority to low income and EL, in order to increase access to and time on math at home.</td>
<td>$10,920.00</td>
<td>Yes</td>
</tr>
<tr>
<td>1.2</td>
<td>Instructional support</td>
<td>Provide instructional support through learning center classes, online classes, online curriculum (IXL and Manga High) and interventions. Increase access to tutorial support through the Title 1 Math Tutor in the form of on-site pull out and online sessions. Align skills courses in IXL to Pre IM1 and IM1 content. This year this includes a new position of the math tutor, additional online math classes and expanded on-site classes (ex IM3 twice per week)</td>
<td>$267,155.00</td>
<td>Yes</td>
</tr>
<tr>
<td>1.3</td>
<td>Family support</td>
<td>Create a Math Coach position, for grades 3-5 primarily, to support families with implementation of math curriculum at home esp. math programs aligned with our preferred texts. Expand support of orientation week. Increase number of pacing guides developed for</td>
<td>$16,535.00</td>
<td>Yes</td>
</tr>
</tbody>
</table>
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.

All planned actions were achieved. Instructional support was provided and math coach/tutor hired.

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

No material differences.

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

Students participating in the additional support programs are demonstrating improved performance in math practice and assessment.

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.

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

<table>
<thead>
<tr>
<th>Goal #</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>Mobility: FOCUS: By 2023, through offering quality instruction/materials informed by UDL, a range of programs outcomes (alt course of study), expanded social-emotional supports and an increase in accessibility for remote students in an IS model, we will improve the performance of Year 1 &amp; 2 students</td>
</tr>
</tbody>
</table>

An explanation of why the LEA has developed this goal.

Our student enrollment continues to fluctuate and our Parsec Data Dashboard clearly shows that over the past seven years, annually at least 50% of our student body has only been enrolled with Pathways for 1 or 2 years. This means that these students are still settling into our independent study model and their academic progress suffers from frequent school transitions. Furthermore, we have seen the profound impact that the pandemic has had on student and staff mental health. Analysis of engagement tracking, behavioral data, survey data of students, parents, teachers, and staff and data collected as part of wellness checks have identified that approximately third of students and majority of staff need targeted or intensive support in the areas of social emotional well-being and mental health. Based on neuroscience and developmental research, we know that stress and adversity can impact the learning center or limbic system of our brains, making it hard for staff and students to focus, self-regulate, and thrive. We will use the data sources identified above to monitor the social emotional well-being and mental health of students and staff are supported and to ensure that the number of students and staff in need of Tier 2 and Tier 3 supports are decreasing.

Measuring and Reporting Results

<table>
<thead>
<tr>
<th>Metric</th>
<th>Baseline</th>
<th>Year 1 Outcome</th>
<th>Year 2 Outcome</th>
<th>Year 3 Outcome</th>
<th>Desired Outcome for 2023–24</th>
</tr>
</thead>
<tbody>
<tr>
<td>HS dropout and graduation rate</td>
<td>dashboard 2019: Maintained -.3 points</td>
<td>Maintained</td>
<td></td>
<td></td>
<td>Maintain above 75%</td>
</tr>
<tr>
<td>Mobility rate</td>
<td>2019-20 44.5%</td>
<td>Maintained</td>
<td></td>
<td></td>
<td>Reduce below 40%</td>
</tr>
<tr>
<td>Distance from 3 of Year 1 Students</td>
<td>Parsec data: In ELA first year students scored on average 10 points lower than all students and in math</td>
<td>Parsec data: In ELA first year students scored on average 10 points lower than all students and in math</td>
<td></td>
<td></td>
<td>Narrow the gap by at least 5 points in math</td>
</tr>
<tr>
<td>Metric</td>
<td>Baseline</td>
<td>Year 1 Outcome</td>
<td>Year 2 Outcome</td>
<td>Year 3 Outcome</td>
<td>Desired Outcome for 2023–24</td>
</tr>
<tr>
<td>--------</td>
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<td>----------------</td>
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<td>-------------------------------</td>
</tr>
<tr>
<td>Credit completion rate of students at PCS/others schools</td>
<td>18 points lower than all students.</td>
<td>18 points lower than all students.</td>
<td>Parsec data: Credit completion rate for grades 9-12th at Pathways is above 90% and averages around 80% for prior schools.</td>
<td>Parsec data: Credit completion rate for grades 9-12th at Pathways is above 90% and averages around 80% for prior schools.</td>
<td>Maintain credit completion rate at 90% or above</td>
</tr>
<tr>
<td>Chronic absenteeism</td>
<td>Dashboard 2019: Declined .7 points</td>
<td>11%</td>
<td></td>
<td></td>
<td>Maintain below 5%</td>
</tr>
<tr>
<td>Suspension Rate</td>
<td>Dashboard 2019: Blue</td>
<td>0%</td>
<td></td>
<td></td>
<td>Keep below 5%</td>
</tr>
<tr>
<td>Expulsion rate</td>
<td>Dashboard 2019: Blue</td>
<td>0%</td>
<td></td>
<td></td>
<td>Keep below 5%</td>
</tr>
<tr>
<td>Middle School Drop Out rate</td>
<td>2019-20 Calpads 0</td>
<td>1.6%</td>
<td></td>
<td></td>
<td>Keep below 10%</td>
</tr>
<tr>
<td>School attendance rate</td>
<td>ADA 98.12% and chronic absenteeism is 4.2%</td>
<td>Attendance 96.3%</td>
<td></td>
<td></td>
<td>Maintain ADA above 95% and chronic absenteeism below 5%</td>
</tr>
</tbody>
</table>

### Actions

<table>
<thead>
<tr>
<th>Action #</th>
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<th>Description</th>
<th>Total Funds</th>
<th>Contributing</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.1</td>
<td>Improve coursework content and delivery</td>
<td>Continue a PD focus on engagement and add emphasis on student talk. Launch courses developed using UDL principles and continue to develop new courses to expand student interest and sources of input and options for output. Provide access to alternative course of study diploma or CA Alternative Minimum. Continue to provide access to technology at home via chromes and hotspots.</td>
<td>$100,000.00</td>
<td>Yes</td>
</tr>
<tr>
<td>Action #</td>
<td>Title</td>
<td>Description</td>
<td>Total Funds</td>
<td>Contributing</td>
</tr>
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<td>-----------------------------------------------------------------------</td>
<td>---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------</td>
<td>----------------</td>
<td>--------------</td>
</tr>
<tr>
<td>2.2</td>
<td>Support new families in our program</td>
<td>Improve orientation week, refine systems and procedures to provide targeted support to Year 1 and 2 families, conduct outreach to EL and SED families, Spanish translation services for meetings, consider a &quot;buddy program&quot; to match new parents with veteran parents, Improve parent orientation and support including offering regular opportunities for parents to interact with Principals. Provide bus passes and higher access to food on campus. Improve two way communication program and language options.</td>
<td>$44,000.00</td>
<td>Yes</td>
</tr>
<tr>
<td>2.3</td>
<td>Expand access for all community members to social-emotional supports and wellness</td>
<td>Expand access for students, parents and staff to social emotional supports (Keystone and other providers) in an integrated wrap around model</td>
<td>$158,000.00</td>
<td>Yes</td>
</tr>
</tbody>
</table>

**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.

Course content and delivery was improved with a focus on increased support for new families. Keystone counselors were in all regional centers at least once a week.

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

No material differences.

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

The actions were very effective to engage students in online and in person classes and supporting more than 55 students with counseling support. Staff received training in SEL as well.
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.

The Keystone contract will be reduced by 50% due to declining enrollment. All other metrics and outcomes remain as planned.

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

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<tr>
<th>Goal #</th>
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</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>CCI: BROAD: By 2023, PCS will strengthen guidance and support services (adding and refining CTE pathways, improving guidance services, expand outreach and support to students in Dual Enrollment, including students with disabilities (SWD)) to maintain an overall dashboard status of “prepared” and local measures, through access to A to G, CTE pathways and dual enrollment while still fitting within our IS model and school’s defined mission.</td>
</tr>
</tbody>
</table>

An explanation of why the LEA has developed this goal.

Our A-G and CTE completion rate is still quite low and is a continued area of need and we have a desire to expand these programs while still upholding our mission and vision.

Measuring and Reporting Results

<table>
<thead>
<tr>
<th>Metric</th>
<th>Baseline</th>
<th>Year 1 Outcome</th>
<th>Year 2 Outcome</th>
<th>Year 3 Outcome</th>
<th>Desired Outcome for 2023-24</th>
</tr>
</thead>
<tbody>
<tr>
<td>Percentage of pupils who have successfully completed A-G Dashboard CCI</td>
<td>Dashboard 2019 CCI increased +3.9 points</td>
<td>Dashboard 2019 CCI increased +3.9 points</td>
<td></td>
<td></td>
<td>Lower &quot;not prepared&quot; percentage to less than 50% on CCI</td>
</tr>
<tr>
<td>Percentage of pupils who have successfully completed CTE Dashboard CCI</td>
<td>Dashboard 2019 CCI increased +3.9 points</td>
<td>Dashboard 2019 CCI increased +3.9 points</td>
<td></td>
<td></td>
<td>Lower &quot;not prepared&quot; percentage to less than 50% on CCI</td>
</tr>
<tr>
<td>Number of student participating in dual</td>
<td>2020-21. 28 students. (approx. 15%)</td>
<td>15%</td>
<td></td>
<td></td>
<td>Increase to 20%</td>
</tr>
</tbody>
</table>
## Actions

<table>
<thead>
<tr>
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<th>Contributing</th>
</tr>
</thead>
<tbody>
<tr>
<td>3.1</td>
<td>CTE support and programs</td>
<td>Improve all three current CTE Pathways through refinement of curriculum and online delivery model. Recruit interest in new pathways from teachers. Refine job shadow program and leadership course. Conduct more outreach to student body.</td>
<td>$150,000.00</td>
<td>No</td>
</tr>
<tr>
<td>3.2</td>
<td>Guidance Coordinator support and programs</td>
<td>Refine Dual Enrollment program, conduct more student outreach and training to staff. Continue with expansion of support through Student Services Generalist, continue a-g watch list, continue seeking new online platforms for a-g course offerings.</td>
<td>$45,000.00</td>
<td>No</td>
</tr>
<tr>
<td>3.3</td>
<td>Articulation/development 21st century skills for students</td>
<td>Form a study group to investigate 21st century skills, determine best course placement for these skills, determine impact on CCR and Leadership, prepare to launch revised courses in 2022-23.</td>
<td>$30,000.00</td>
<td>No</td>
</tr>
</tbody>
</table>
### 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.**

All actions in progress as stated. Increased CTE pathways and enrollment.

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

No material differences.

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

Students show deeper awareness of CTE course availability and dual enrollment options.

**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.

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

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<tr>
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</tr>
</thead>
<tbody>
<tr>
<td>4</td>
<td>ELA: BROAD: By 2023, PCS will raise the ELA proficiency of all students, including SWD, by 25 points as measured by SBAC scores. In addition, for EL, RFEP and Low Income students their scores will improve by at least 25 points as a subgroup.</td>
</tr>
</tbody>
</table>

An explanation of why the LEA has developed this goal.

Our overall ELA score on the dashboard fell for the first time in several years and we continue to see a gap in achievement for SED and EL students. While our EL population is quite small, less than 5%, our RFEP and FEP are more substantial and are in need of additional support. Input received from stakeholders through the LCAP development process indicates a desire to improve ELA achievement for all students. We plan to improve ELA performance through actions that support and improve student learning and will measure progress towards our goal using the metrics identified below.

### Measuring and Reporting Results

<table>
<thead>
<tr>
<th>Metric</th>
<th>Baseline</th>
<th>Year 1 Outcome</th>
<th>Year 2 Outcome</th>
<th>Year 3 Outcome</th>
<th>Desired Outcome for 2023–24</th>
</tr>
</thead>
<tbody>
<tr>
<td>Statewide Assessments: SBAC, CAASPP(All)</td>
<td>Dashboard 2019: 12.6 points below standard</td>
<td>Dashboard 2019: 12.6 points below standard</td>
<td></td>
<td></td>
<td>+12.5 points above 3</td>
</tr>
<tr>
<td>Statewide Assessments: SBAC, CAASPP (EL)</td>
<td>Dashboard 2019: 102.6 points below standard</td>
<td>Statewide Assessments: SBAC, CAASPP (EL)</td>
<td></td>
<td></td>
<td>-77 points below 3</td>
</tr>
<tr>
<td>Statewide Assessments: SBAC, CAASPP (Low Income)</td>
<td>Dashboard 2019: 47.7 points below standard</td>
<td>Statewide Assessments: SBAC, CAASPP (Low Income)</td>
<td></td>
<td></td>
<td>-23 points below 3</td>
</tr>
<tr>
<td>Metric</td>
<td>Baseline</td>
<td>Year 1 Outcome</td>
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<td>Desired Outcome for 2023–24</td>
</tr>
<tr>
<td>------------------------------------------------------------------------</td>
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<td>----------------------------------</td>
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<td>-----------------------------</td>
</tr>
<tr>
<td>Local: Ren percentage above proficient or meeting SGP target of 35 (ALL)</td>
<td>77% Ren May 2021</td>
<td>April 2022 Ren Data 65%</td>
<td></td>
<td></td>
<td>Keep above 75%</td>
</tr>
<tr>
<td>Local: Ren percentage above proficient or meeting SGP target of 35 (EL)</td>
<td>65% Ren May 2021</td>
<td>April 2022 Ren Data 40%</td>
<td></td>
<td></td>
<td>Move up to 70%</td>
</tr>
<tr>
<td>Implementation of standards (local indicator 2) ELA</td>
<td>Local tool: Met</td>
<td>Local Tool: Met</td>
<td></td>
<td></td>
<td>Maintain met</td>
</tr>
<tr>
<td>Percentage of EL making progress toward English proficiency as measured by ELPAC</td>
<td>Dashboard 2019 52.9 making progress towards English Proficiency, performance level medium</td>
<td>Dashboard 2019 52.9 making progress towards English Proficiency, performance level medium</td>
<td></td>
<td></td>
<td>Maintain level of Medium (45-55%)</td>
</tr>
<tr>
<td>English Learner reclassification rate</td>
<td>2019-20: 3.85%</td>
<td>27%</td>
<td></td>
<td></td>
<td>Increase to 5%</td>
</tr>
<tr>
<td>Implementation of standards (local indicator 2) ELD</td>
<td>Local tool: Almost met</td>
<td>Local tool: Almost Met</td>
<td></td>
<td></td>
<td>Improve to met</td>
</tr>
<tr>
<td>How the programs and services will enable English learners to access the CCSS and the ELD standards for purposes of gaining academic content knowledge and</td>
<td>Local tool: Almost met</td>
<td>Local tool: Almost Met</td>
<td></td>
<td></td>
<td>Improve to met</td>
</tr>
<tr>
<td>Metric</td>
<td>Baseline</td>
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<td>-----------------------------</td>
</tr>
<tr>
<td>English language proficiency.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Actions

<table>
<thead>
<tr>
<th>Action #</th>
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<th>Total Funds</th>
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</tr>
</thead>
<tbody>
<tr>
<td>4.1</td>
<td>Instructional Support + ELD Expansion</td>
<td>Provide instructional support through learning center classes, online classes, online curriculum, interventions and tutorials as well as expanded Designated ELD service time. Expand curriculum aligned to UDL principles through curriculum development project. Form data teams of the EL teachers to review periodic Renaissance benchmark testing. Develop plans to address areas of need and communicate these with ISTs and classroom teachers.</td>
<td>$167,700.00</td>
<td>Yes</td>
</tr>
<tr>
<td>4.2</td>
<td>Parent engagement and support</td>
<td>New ELD Chair to work on promoting parent engagement. Conduct periodic outreach, translation, and interpretation services. This area may also include an informal mini-DELAC group to help increase stakeholder input; as well as parent training to facilitate independent study support for their children</td>
<td>$86,000.00</td>
<td>Yes</td>
</tr>
<tr>
<td>4.3</td>
<td>Teacher training and support with focus on student talk</td>
<td>Continue to draw upon professional development framework from Center for Educational Leadership and the 5D framework. Implement trainings with staff and embed into annual PD cycles. Add the role of ELD Chair including her work to support integrated ELD. Provide PD training which may include cultural familiarization to facilitate assets-oriented approach.</td>
<td>$54,750.00</td>
<td>Yes</td>
</tr>
</tbody>
</table>
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.

EL Coordinator supporting teachers and EL students/families very effectively. Professional Development in EL occurs at staff inservice meetings. Tutoring and small group support classes ongoing.

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

No material difference.

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

EL Students showing good progress on REN assessment in reading and improvements in ELPAC socres.

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 planned changes.

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

<table>
<thead>
<tr>
<th>Goal #</th>
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</tr>
</thead>
</table>
| 5      | Maintenance Goal  
The district will continue to monitor all of the indicators listed below, however, currently they are not determined to be the greatest area of need through our stakeholder engagement process. These areas continue to be evaluated annually to monitor maintenance of these metrics. Should any priority area change significantly, consideration will be given to moving that priority into another goal area. |

An explanation of why the LEA has developed this goal.

The school must continue to operate and monitor all state priorities.

Measuring and Reporting Results

<table>
<thead>
<tr>
<th>Metric</th>
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</tr>
</thead>
<tbody>
<tr>
<td>Percentage of properly credentialed teachers</td>
<td>SARC 100% credentialed but 2 missing EL certifications</td>
<td>SARC 100% credentialed but 2 missing EL certifications</td>
<td></td>
<td></td>
<td>Maintain above 90%</td>
</tr>
<tr>
<td>Student access to standards-aligned instructional materials</td>
<td>Parent Annual Survey Spring 2021 at 90% above a 4 on a point 5 scale</td>
<td>100% of students have access to standards aligned materials</td>
<td></td>
<td></td>
<td>maintain above 85%</td>
</tr>
<tr>
<td>Facilities in good repair</td>
<td>Staff and Parent Annual Survey Spring 2021 and staff inspection at 93% safe</td>
<td>Facilities in very good repair.</td>
<td></td>
<td></td>
<td>Maintain above 90%</td>
</tr>
<tr>
<td>Metric</td>
<td>Baseline</td>
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<td>Year 2 Outcome</td>
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<td>-----------------------------------------------------------------------</td>
<td>--------------------------------------------------------------------------</td>
<td>-------------------------------------------------------------------------------</td>
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<td>----------------</td>
<td>---------------------------------------------</td>
</tr>
<tr>
<td>Implementation of the academic content and performance standards</td>
<td>Local tool: 4 of 7 met. (not met: science, health and VPA)</td>
<td>Academic content and performance standards are being implemented</td>
<td></td>
<td></td>
<td>Improve to 5/7 with science moving into met</td>
</tr>
<tr>
<td>adopted by the state board (not including ELA and math covered above)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Efforts the school district makes to seek parent input in making</td>
<td>Parent Annual Survey Spring 2021 report 90% a 4 or higher on a five point</td>
<td>Parents report inclusion in decision making.</td>
<td></td>
<td></td>
<td>maintain above 85%</td>
</tr>
<tr>
<td>decisions for the school district and each individual school site</td>
<td>scale.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>How the school district will promote parental participation in</td>
<td>Parent Annual Survey Spring 2021 report 90% a 4 or higher on a five point</td>
<td>Parents of students with exceptional needs report a high level of participation,</td>
<td></td>
<td></td>
<td>maintain above 85%</td>
</tr>
<tr>
<td>programs for individuals with exceptional needs.</td>
<td>scale.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Percentage who pass AP exam with score of 3 or higher (mention that</td>
<td>AP 0. We monitor enrollment in Community College courses- see goal #3.</td>
<td>AP 0 Dual enrollment in Community College courses.</td>
<td></td>
<td></td>
<td>See goal 3</td>
</tr>
<tr>
<td>we advise CC in lieu of AP).</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Participation and demonstration of</td>
<td>Very low. We monitor enrollment in</td>
<td>Low. Monitored through community</td>
<td></td>
<td></td>
<td>See goal 3</td>
</tr>
<tr>
<td>Metric</td>
<td>Baseline</td>
<td>Year 1 Outcome</td>
<td>Year 2 Outcome</td>
<td>Year 3 Outcome</td>
<td>Desired Outcome for 2023–24</td>
</tr>
<tr>
<td>-----------------------------------------------------------------------</td>
<td>---------------------------------------------------------------------------</td>
<td>--------------------------</td>
<td>----------------</td>
<td>----------------</td>
<td>-----------------------------</td>
</tr>
<tr>
<td>college preparedness (eg EAP)</td>
<td>Community College courses- see goal #3.</td>
<td>college dual enrollment.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Parent and staff survey feedback on safety and connectedness</td>
<td>Parent Annual Survey Spring 2021 safety: 93%, Connectedness 70%, Staff safety at 90%. All at or above a 4 on a 5 point scale</td>
<td>Students and parents report feeling connected and safe at school.</td>
<td></td>
<td></td>
<td>Maintain safety at 85% or higher. Improve connectedness to 80% +</td>
</tr>
<tr>
<td>Broad course of study that includes all the subject areas described in 51210 and 51220(a)(i) as applicable: Course catalog open to all students.</td>
<td>Local Indicator Goal 7: Met</td>
<td>Local Indicator Goal 7: Met</td>
<td></td>
<td></td>
<td>Stay at &quot;met&quot; or above</td>
</tr>
<tr>
<td>Programs and services developed and provided to students with exceptional needs</td>
<td>Local Indicator Goal 7: Met</td>
<td>Local Indicator Goal 7: Met</td>
<td></td>
<td></td>
<td>Stay at &quot;met&quot; or above</td>
</tr>
</tbody>
</table>

**Actions**

<table>
<thead>
<tr>
<th>Action #</th>
<th>Title</th>
<th>Description</th>
<th>Total Funds</th>
<th>Contributing</th>
</tr>
</thead>
<tbody>
<tr>
<td>5.1</td>
<td>Continue all other aspects of program operation</td>
<td>Staffing, learning centers, utilities, books and supplies, operational costs.</td>
<td>$3,506,767.00</td>
<td>No</td>
</tr>
</tbody>
</table>
## 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.

All areas of program operations, staffing, books, supplies, facilities, operational costs were completed as planned.

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

No material differences.

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

Pathways has a proven operations management system with all support staff and admin team implementing their roles with fidelity. Highly qualified teachers are committed to student engagement and learning success.

### 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 planned changes.

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]

<table>
<thead>
<tr>
<th>Projected LCFF Supplemental and/or Concentration Grants</th>
<th>Projected Additional LCFF Concentration Grant (15 percent)</th>
</tr>
</thead>
<tbody>
<tr>
<td>$338,924</td>
<td>0</td>
</tr>
</tbody>
</table>

Required Percentage to Increase or Improve Services for the LCAP Year

<table>
<thead>
<tr>
<th>Projected Percentage to Increase or Improve Services for the Coming School Year</th>
<th>LCFF Carryover — Percentage</th>
<th>LCFF Carryover — Dollar</th>
<th>Total Percentage to Increase or Improve Services for the Coming School Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>9.10%</td>
<td>0.00%</td>
<td>$0.00</td>
<td>9.10%</td>
</tr>
</tbody>
</table>

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

Required Descriptions

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

After assessing the needs, conditions, and circumstances of our low-income students and EL students, we learned that our both groups are under performing in math and ELA. These needs helped to drive to goals, actions and services set in this LCAP. Low income and EL students are named in the goals, metrics and given priority access in the actions and services as needed. In order to address this condition of our low-income and EL students, we will develop, implement and improve our student support services in math and ELA which are designed to address some of the major causes under performance include access to technology, targeted academic support time, more time for ELS support services, translation services and mental health supports. Goal 1 and actions 1,2,3 provide higher access to technology, increase students support services and classes in math as a districtwide educational campaign. In Goal 2 and actions 1 and 2, the school will provide professional development and student support services to provide a higher level of support for new students enrolling n the program as a means to address the high mobility rate. Finally, in Goal 4 actions 1,2,3 the school will provide increased students support services and classes in ELA and a new ELD Department Chair staff member as a districtwide educational campaign.

These actions are being provided on an LEA-wide basis and we expect/hope that all students with below proficient in math and/or ELA benefit. However, because of the significantly lower achievement rate of low-income and EL students, and because the actions meet needs
most associated with the chronic stresses and experiences of a socio-economically disadvantaged and EL status, we expect that the proficiency rate for our low-income and EL students will increase significantly more than the average performance rate of all other students.

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

The actions and services listed in these goals are expected to both increase and improve services to our low income and EL students. The services which will be increased are: Goal 1 action 2 specifically the new Math Tutor staff member, Goal 2 new student support services targeted at students in the first or second year of enrollment and in Goal 4 the new ELD Department Chair Role. The services which will be improved are: Goal 1 expanded technology access, expanded learning center classes in math and expanded access to the math coach, in Goal 2 through expanded professional development related to student engagement and in Goal 4 through expanded learning center and online classes in ELA. We expect these services to result in proportional increase or improved services for the unduplicated pupils because these actions were driven by parent, student and staff input and have systems designed to prioritize access for unduplicated pupils (for cases in which the full demand cannot be met).

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.

Pathways does not receive concentration grant funding.

<table>
<thead>
<tr>
<th>Staff-to-student ratios by type of school and concentration of unduplicated students</th>
<th>Schools with a student concentration of 55 percent or less</th>
<th>Schools with a student concentration of greater than 55 percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Staff-to-student ratio of classified staff providing direct services to students</td>
<td>2:26</td>
<td></td>
</tr>
<tr>
<td>Staff-to-student ratios by type of school and concentration of unduplicated students</td>
<td>Schools with a student concentration of 55 percent or less</td>
<td>Schools with a student concentration of greater than 55 percent</td>
</tr>
<tr>
<td>---</td>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td>Staff-to-student ratio of certificated staff providing direct services to students</td>
<td>8:26</td>
<td></td>
</tr>
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</table>
### 2022-23 Total Expenditures Table

<table>
<thead>
<tr>
<th>Totals</th>
<th>LCFF Funds</th>
<th>Other State Funds</th>
<th>Local Funds</th>
<th>Federal Funds</th>
<th>Total Funds</th>
<th>Total Personnel</th>
<th>Total Non-Personnel</th>
</tr>
</thead>
<tbody>
<tr>
<td>Totals</td>
<td>$3,857,082.00</td>
<td>$487,071.00</td>
<td>$292,674.00</td>
<td>$4,636,827.00</td>
<td>$3,471,423.00</td>
<td>$1,165,404.00</td>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Goal</th>
<th>Action #</th>
<th>Action Title</th>
<th>Student Group(s)</th>
<th>LCFF Funds</th>
<th>Other State Funds</th>
<th>Local Funds</th>
<th>Federal Funds</th>
<th>Total Funds</th>
<th>Total Personnel</th>
<th>Total Non-Personnel</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>1.1</td>
<td>Technology access and support</td>
<td>English Learners Foster Youth Low Income</td>
<td>$10,920.00</td>
<td>$10,920.00</td>
<td></td>
<td></td>
<td></td>
<td>$10,920.00</td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>1.2</td>
<td>Instructional support</td>
<td>English Learners Foster Youth Low Income</td>
<td>$187,523.00</td>
<td>$79,632.00</td>
<td></td>
<td></td>
<td></td>
<td>$267,155.00</td>
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</tr>
<tr>
<td>1</td>
<td>1.3</td>
<td>Family support</td>
<td>English Learners Foster Youth Low Income</td>
<td>$16,535.00</td>
<td>$16,535.00</td>
<td></td>
<td></td>
<td></td>
<td>$16,535.00</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>2.1</td>
<td>Improve coursework content and delivery</td>
<td>English Learners Foster Youth Low Income</td>
<td>$100,000.00</td>
<td>$100,000.00</td>
<td></td>
<td></td>
<td></td>
<td>$100,000.00</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>2.2</td>
<td>Support new families in our program</td>
<td>English Learners Foster Youth Low Income</td>
<td>$44,000.00</td>
<td>$44,000.00</td>
<td></td>
<td></td>
<td></td>
<td>$44,000.00</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>2.3</td>
<td>Expand access for all community members to social-emotional supports and wellness</td>
<td>English Learners Foster Youth Low Income</td>
<td>$158,000.00</td>
<td>$158,000.00</td>
<td></td>
<td></td>
<td></td>
<td>$158,000.00</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>3.1</td>
<td>CTE support and programs</td>
<td>All</td>
<td>$100,000.00</td>
<td>$50,000.00</td>
<td></td>
<td></td>
<td></td>
<td>$150,000.00</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>3.2</td>
<td>Guidance Coordinator support and programs</td>
<td>All</td>
<td>$45,000.00</td>
<td>$45,000.00</td>
<td></td>
<td></td>
<td></td>
<td>$45,000.00</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>3.3</td>
<td>Articulation/development 21st century skills for students</td>
<td>All</td>
<td>$30,000.00</td>
<td>$30,000.00</td>
<td></td>
<td></td>
<td></td>
<td>$30,000.00</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>4.1</td>
<td>Instructional Support + ELD Expansion</td>
<td>English Learners Low Income</td>
<td>$167,700.00</td>
<td>$167,700.00</td>
<td></td>
<td></td>
<td></td>
<td>$167,700.00</td>
<td></td>
</tr>
<tr>
<td>Goal</td>
<td>Action #</td>
<td>Action Title</td>
<td>Student Group(s)</td>
<td>LCFF Funds</td>
<td>Other State Funds</td>
<td>Local Funds</td>
<td>Federal Funds</td>
<td>Total Funds</td>
<td></td>
<td></td>
</tr>
<tr>
<td>------</td>
<td>----------</td>
<td>--------------------------------------------------------</td>
<td>-------------------------</td>
<td>------------</td>
<td>-------------------</td>
<td>-------------</td>
<td>---------------</td>
<td>-------------</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>4.2</td>
<td>Parent engagement and support</td>
<td>English Learners</td>
<td>$86,000.00</td>
<td></td>
<td></td>
<td></td>
<td>$86,000.00</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>4.3</td>
<td>Teacher training and support with focus on student talk</td>
<td>English Learners</td>
<td>$29,500.00</td>
<td>$25,250.00</td>
<td></td>
<td></td>
<td>$54,750.00</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>5.1</td>
<td>Continue all other aspects of program operation</td>
<td>All</td>
<td>$2,881,904.00</td>
<td>$411,821.00</td>
<td>$213,042.00</td>
<td></td>
<td>$3,506,767.00</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
## 2022-23 Contributing Actions Table

<table>
<thead>
<tr>
<th>Goal</th>
<th>Action #</th>
<th>Action Title</th>
<th>Contributing to Increased or Improved Services?</th>
<th>Scope</th>
<th>Unduplicated Student Group(s)</th>
<th>Location</th>
<th>Planned Expenditures for Contributing Actions (LCFF Funds)</th>
<th>Planned Percentage of Improved Services (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>1.1</td>
<td>Technology access and support</td>
<td>Yes</td>
<td>LEA-wide</td>
<td>English Learners, Foster Youth, Low Income</td>
<td>All Schools</td>
<td>$10,920.00</td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>1.2</td>
<td>Instructional support</td>
<td>Yes</td>
<td>LEA-wide</td>
<td>English Learners, Foster Youth, Low Income</td>
<td>All Schools</td>
<td>$187,523.00</td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>1.3</td>
<td>Family support</td>
<td>Yes</td>
<td>LEA-wide</td>
<td>English Learners, Foster Youth, Low Income</td>
<td></td>
<td>$16,535.00</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>2.1</td>
<td>Improve coursework content and delivery</td>
<td>Yes</td>
<td>LEA-wide</td>
<td>English Learners, Foster Youth, Low Income</td>
<td>All Schools</td>
<td>$100,000.00</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>2.2</td>
<td>Support new families in our program</td>
<td>Yes</td>
<td>LEA-wide</td>
<td>English Learners, Foster Youth, Low Income</td>
<td>All Schools</td>
<td>$44,000.00</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>2.3</td>
<td>Expand access for all community members to social-emotional supports and wellness</td>
<td>Yes</td>
<td>LEA-wide</td>
<td>English Learners, Foster Youth, Low Income</td>
<td></td>
<td>$158,000.00</td>
<td></td>
</tr>
</tbody>
</table>

### Totals

<table>
<thead>
<tr>
<th>Totals by Type</th>
<th>Total LCFF Funds</th>
</tr>
</thead>
<tbody>
<tr>
<td>LEA-wide Total</td>
<td>$714,178.00</td>
</tr>
<tr>
<td>Limited Total</td>
<td>$86,000.00</td>
</tr>
<tr>
<td>Schoolwide Total</td>
<td>$0.00</td>
</tr>
</tbody>
</table>

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2022-23 Local Control Accountability Plan for Harmony Union Elementary: Pathways Charter School
<table>
<thead>
<tr>
<th>Goal</th>
<th>Action #</th>
<th>Action Title</th>
<th>Contributing to Increased or Improved Services?</th>
<th>Scope</th>
<th>Unduplicated Student Group(s)</th>
<th>Location</th>
<th>Planned Expenditures for Contributing Actions (LCFF Funds)</th>
<th>Planned Percentage of Improved Services (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
<td>4.1</td>
<td>Instructional Support + ELD Expansion</td>
<td>Yes</td>
<td>LEA-wide</td>
<td>English Learners Low Income</td>
<td>All Schools</td>
<td>$167,700.00</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>4.2</td>
<td>Parent engagement and support</td>
<td>Yes</td>
<td>Limited to Unduplicated Student Group(s)</td>
<td>English Learners</td>
<td>All Schools</td>
<td>$86,000.00</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>4.3</td>
<td>Teacher training and support with focus on student talk</td>
<td>Yes</td>
<td>LEA-wide</td>
<td>English Learners Low Income</td>
<td>All Schools</td>
<td>$29,500.00</td>
<td></td>
</tr>
</tbody>
</table>
## 2021-22 Annual Update Table

<table>
<thead>
<tr>
<th>Last Year's Goal #</th>
<th>Last Year's Action #</th>
<th>Prior Action/Service Title</th>
<th>Contributed to Increased or Improved Services?</th>
<th>Last Year's Planned Expenditures (Total Funds)</th>
<th>Estimated Actual Expenditures (Input Total Funds)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>1.1</td>
<td>Technology access and support</td>
<td>Yes</td>
<td>$19,500.00</td>
<td>$103,778.00</td>
</tr>
<tr>
<td>1</td>
<td>1.2</td>
<td>Instructional support</td>
<td>Yes</td>
<td>$156,000.00</td>
<td>$245,647.00</td>
</tr>
<tr>
<td>1</td>
<td>1.3</td>
<td>Family support</td>
<td>Yes</td>
<td>$17,500.00</td>
<td>$16,448.00</td>
</tr>
<tr>
<td>2</td>
<td>2.1</td>
<td>Improve coursework content and delivery</td>
<td>Yes</td>
<td>$103,500.00</td>
<td>$101,984.00</td>
</tr>
<tr>
<td>2</td>
<td>2.2</td>
<td>Support new families in our program</td>
<td>Yes</td>
<td>$44,000.00</td>
<td>$41,267.00</td>
</tr>
<tr>
<td>2</td>
<td>2.3</td>
<td>Expand access for all community members to social-emotional supports and wellness</td>
<td>No</td>
<td>$221,500.00</td>
<td>$242,384.00</td>
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<tr>
<td>3</td>
<td>3.1</td>
<td>CTE support and programs</td>
<td>No</td>
<td>$150,000.00</td>
<td>$150,000.00</td>
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<tr>
<td>3</td>
<td>3.2</td>
<td>Guidance Coordinator support and programs</td>
<td>No</td>
<td>$45,000.00</td>
<td>$45,341.00</td>
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<tr>
<td>3</td>
<td>3.3</td>
<td>Articulation/development 21st century skills for students</td>
<td>No</td>
<td>$26,250.00</td>
<td>$29,780.00</td>
</tr>
<tr>
<td>4</td>
<td>4.1</td>
<td>Instructional Support + ELD Expansion</td>
<td>Yes</td>
<td>$166,000.00</td>
<td>$173,388.00</td>
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</table>

<table>
<thead>
<tr>
<th>Totals</th>
<th></th>
<th>Total Estimated Expenditures (Total Funds)</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Totals</td>
<td></td>
<td>$4,825,760.00</td>
<td>$4,679,923.00</td>
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</tr>
<tr>
<td>Last Year's Goal #</td>
<td>Last Year's Action #</td>
<td>Prior Action/Service Title</td>
<td>Contributed to Increased or Improved Services?</td>
<td>Last Year's Planned Expenditures (Total Funds)</td>
</tr>
<tr>
<td>-------------------</td>
<td>----------------------</td>
<td>----------------------------------------------------------------</td>
<td>-----------------------------------------------</td>
<td>-----------------------------------------------</td>
</tr>
<tr>
<td>4</td>
<td>4.2</td>
<td>Parent engagement and support</td>
<td>Yes</td>
<td>$75,000.00</td>
</tr>
<tr>
<td>4</td>
<td>4.3</td>
<td>Teacher training and support with focus on student talk</td>
<td>Yes</td>
<td>$41,500.00</td>
</tr>
<tr>
<td>5</td>
<td>5.1</td>
<td>Continue all other aspects of program operation</td>
<td>No</td>
<td>$3,760,010.00</td>
</tr>
</tbody>
</table>
### 2021-22 Contributing Actions Annual Update Table

<table>
<thead>
<tr>
<th>Last Year’s Goal #</th>
<th>Last Year’s Action #</th>
<th>Prior Action/Service Title</th>
<th>Contributing to Increased or Improved Services?</th>
<th>Last Year’s Planned Expenditures for Contributing Actions (LCFF Funds)</th>
<th>Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)</th>
<th>Planned Percentage of Improved Services</th>
<th>Estimated Actual Percentage of Improved Services (Input Percentage)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>1.1</td>
<td>Technology access and support</td>
<td>Yes</td>
<td>$19,500.00</td>
<td>$43,964.00</td>
<td>0.00%</td>
<td>0.00%</td>
</tr>
<tr>
<td>1</td>
<td>1.2</td>
<td>Instructional support</td>
<td>Yes</td>
<td>$120,000.00</td>
<td>$52,288.00</td>
<td>0.00%</td>
<td>0.00%</td>
</tr>
<tr>
<td>1</td>
<td>1.3</td>
<td>Family support</td>
<td>Yes</td>
<td>$17,500.00</td>
<td>$16,448.00</td>
<td>0.00%</td>
<td>0.00%</td>
</tr>
<tr>
<td>2</td>
<td>2.1</td>
<td>Improve coursework content and delivery</td>
<td>Yes</td>
<td>$103,500.00</td>
<td>$101,984.00</td>
<td>0.00%</td>
<td>0.00%</td>
</tr>
<tr>
<td>2</td>
<td>2.2</td>
<td>Support new families in our program</td>
<td>Yes</td>
<td>$39,000.00</td>
<td>$41,267.00</td>
<td>0.00%</td>
<td>0.00%</td>
</tr>
<tr>
<td>4</td>
<td>4.1</td>
<td>Instructional Support + ELD Expansion</td>
<td>Yes</td>
<td>$166,000.00</td>
<td>$173,388.00</td>
<td>0.00%</td>
<td>0.00%</td>
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<tr>
<td>4</td>
<td>4.2</td>
<td>Parent engagement and support</td>
<td>Yes</td>
<td>$45,000.00</td>
<td>$71,991.00</td>
<td>0.00%</td>
<td>0.00%</td>
</tr>
<tr>
<td>4</td>
<td>4.3</td>
<td>Teacher training and support with focus on student talk</td>
<td>Yes</td>
<td>$41,500.00</td>
<td>$35,331.00</td>
<td>0.00%</td>
<td>0.00%</td>
</tr>
</tbody>
</table>
### 2021-22 LCFF Carryover Table

<table>
<thead>
<tr>
<th>9. Estimated Actual LCFF Base Grant (Input Dollar Amount)</th>
<th>6. Estimated Actual LCFF Supplemental and/or Concentration Grants</th>
<th>LCFF Carryover — Percentage (Percentage from Prior Year)</th>
<th>10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)</th>
<th>7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)</th>
<th>8. Total Estimated Actual Percentage of Improved Services (%)</th>
<th>11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)</th>
<th>12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)</th>
<th>13. LCFF Carryover — Percentage (12 divided by 9)</th>
</tr>
</thead>
<tbody>
<tr>
<td>$3,246,130</td>
<td>$275,987.00</td>
<td>0</td>
<td>8.50%</td>
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</tr>
</tbody>
</table>


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/](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.
<table>
<thead>
<tr>
<th>Metric</th>
<th>Baseline</th>
<th>Year 1 Outcome</th>
<th>Year 2 Outcome</th>
<th>Year 3 Outcome</th>
<th>Desired Outcome for Year 3 (2023–24)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Enter information in this box when completing the LCAP for 2021–22.</td>
<td>Enter information in this box when completing the LCAP for 2021–22.</td>
<td>Enter information in this box when completing the LCAP for 2022–23. Leave blank until then.</td>
<td>Enter information in this box when completing the LCAP for 2023–24. Leave blank until then.</td>
<td>Enter information in this box when completing the LCAP for 2024–25. Leave blank until then.</td>
<td>Enter information in this box when completing the LCAP for 2021–22 or when adding a new metric.</td>
</tr>
</tbody>
</table>

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 LEA’s percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year, as calculated pursuant to 5 CCR Section 15496(a)(7).

Required Descriptions:

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

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

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

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

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

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

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

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

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

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

**For School Districts Only:**

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

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

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

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

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

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

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

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

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

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

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

Provide the following descriptions, as applicable to the LEA:
An LEA that does not receive a concentration grant or the concentration grant add-on must indicate that a response to this prompt is not applicable.

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

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

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

Complete the table as follows:

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

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

**Action Tables**

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

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

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

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

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

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

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

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

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

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

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

• **Total Percentage to Increase or Improve Services for the Coming School Year**: This percentage will not be entered; it is calculated based on the Projected Percentage to Increase or Improve Services for the Coming School Year and the LCFF Carryover —
Percentage. This is the percentage by which the LEA must increase or improve services for unduplicated pupils as compared to the services provided to all students in the coming LCAP year.

- **Goal #:** Enter the LCAP Goal number for the action.
- **Action #:** Enter the action’s number as indicated in the LCAP Goal.
- **Action Title:** Provide a title of the action.
- **Student Group(s):** Indicate the student group or groups who will be the primary beneficiary of the action by entering “All,” or by entering a specific student group or groups.
- **Contributing to Increased or Improved Services?:** Type “Yes” if the action is included as contributing to meeting the increased or improved services; OR, type “No” if the action is not included as contributing to meeting the increased or improved services.

If “Yes” is entered into the Contributing column, then complete the following columns:

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

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

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

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

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

- **Total Non-Personnel:** This amount will be automatically calculated based on information provided in the Total Personnel column and the Total Funds column.
• **LCFF Funds**: Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA’s total LCFF target (i.e., base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).

  o **Note**: For an action to contribute towards meeting the increased or improved services requirement it must include some measure of LCFF funding. The action may also include funding from other sources, however the extent to which an action contributes to meeting the increased or improved services requirement is based on the LCFF funding being used to implement the action.

• **Other State Funds**: Enter the total amount of Other State Funds utilized to implement this action, if any.

• **Local Funds**: Enter the total amount of Local Funds utilized to implement this action, if any.

• **Federal Funds**: Enter the total amount of Federal Funds utilized to implement this action, if any.

• **Total Funds**: This amount is automatically calculated based on amounts entered in the previous four columns.

• **Planned Percentage of Improved Services**: For any action identified as contributing, being provided on a Limited basis to unduplicated students, and that does not have funding associated with the action, enter the planned quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%). A limited action is an action that only serves foster youth, English learners, and/or low-income students.

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

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

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

**Annual Update Table**

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

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

**Contributing Actions Annual Update Table**

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

- **6. Estimated Actual LCFF Supplemental and/or Concentration Grants**: Provide the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on 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 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
  o This amount is the total of the Estimated Actual Expenditures for Contributing Actions (LCFF Funds)

• Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)
  o This amount is the Total Estimated Actual Expenditures for Contributing Actions (7) subtracted from the Total Planned Contributing Expenditures (4)

• 5. Total Planned Percentage of Improved Services (%)
  o This amount is the total of the Planned Percentage of Improved Services column

• 8. Total Estimated Actual Percentage of Improved Services (%)
  o This amount is the total of the Estimated Actual Percentage of Improved Services column

• Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)
  o This amount is the Total Planned Percentage of Improved Services (5) subtracted from the Total Estimated Actual Percentage of Improved Services (8)

**LCFF Carryover Table**

• 10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)
  o This percentage is the Estimated Actual LCFF Supplemental and/or Concentration Grants (6) divided by the Estimated Actual LCFF Base Grant (9) plus the LCFF Carryover – Percentage from the prior year.

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

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

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