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).

This chart shows the total general purpose revenue Piner-Olivet 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 Piner-Olivet Charter School is $2,181,774.00, of which $1,982,197.00 is Local Control Funding Formula (LCFF), $141,091.00 is other state funds, $9,252.00 is local funds, and $49,234.00 is federal funds. Of the $1,982,197.00 in LCFF Funds, $176,983.00 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).
The LCFF gives school districts more flexibility in deciding how to use state funds. In exchange, school districts must work with parents, educators, students, and the community to develop a Local Control and Accountability Plan (LCAP) that shows how they will use these funds to serve students.

This chart provides a quick summary of how much Piner-Olivet 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.

The text description of the above chart is as follows: Piner-Olivet Charter School plans to spend $2,040,052.00 for the 2022 – 23 school year. Of that amount, $1,429,399.00 is tied to actions/services in the LCAP and $610,653.00 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

The total expenditures not included in the LCAP amount include such costs as overhead (ie., utilities, maintenance, legal costs, insurance, etc.), contributions, and mandatory contributions.

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

In 2022 – 23, Piner-Olivet Charter School is projecting it will receive $176,983.00 based on the enrollment of foster youth, English learner, and low-income students. Piner-Olivet Charter School must describe how it intends to increase or improve services for high needs students in the LCAP. Piner-Olivet Charter School plans to spend $227,366.00 towards meeting this requirement, as described in the LCAP.
This chart compares what Piner-Olivet 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 Piner-Olivet 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, Piner-Olivet Charter School's LCAP budgeted $213,464.00 for planned actions to increase or improve services for high needs students. Piner-Olivet Charter School actually spent $188,969.00 for actions to increase or improve services for high needs students in 2021 – 22. The difference between the budgeted and actual expenditures of $24,495.00 had the following impact on Piner-Olivet Charter School's ability to increase or improve services for high needs students:

The 2021-22 LCFF Supplemental Grants was $152,778 with a higher budgeted contribution of $213,464. However, the estimated contributing actions meets the planned percentage of 9.47%. With the implementation of one-time COVID related plans, such as ESSER and ELO-G, additional services for high needs students were provided.
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>Piner-Olivet Charter School</td>
<td>Heather Graham</td>
<td><a href="mailto:hgraham@pousd.org">hgraham@pousd.org</a></td>
</tr>
<tr>
<td></td>
<td>Principal</td>
<td>(707) 522-3310</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).

POUSD School District created a comprehensive engagement process which solicited input from all educational partners in a variety of meaningful ways. Here is a link to all of our plans that outline the engagement process:
[http://www.pousd.org/state--federal-funded-plans.html](http://www.pousd.org/state--federal-funded-plans.html)

Expanded Learning Opportunities (ELO) Grant
ESSER III Funds
Educator Effectiveness Block Grant

In addition, here is a timeline of our partner engagement process which included the following:
Design Team Work for POUSD’s Strategic Plan (2018-2019), (2019-2020)
Admin Team Committee for bridging Strategic Plan to LCAP (2019-2020)
POUSD’s Strategic Plan/LCAP Overview and Input Staff Meeting (April 2021)
LCAP/Learning Recovery Committee (May 2021)
Implementation of Next Steps (2021-2022)
Board Presentation: Learning Recovery Update and Input (November 2021)
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.

POUSD does not receive concentration grant add on to increase the number of staff who provide direct services to students on school campuses with UPP greater than 55%.

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.

Piner-Olivet School District has a meaningful engagement process that consults with educational partners in a variety of ways. Listed below are some of the ways, to date, in which Piner-Olivet School District has specifically targeted the use of one-time funds to support recovery from the COVID pandemic and the impacts of distance learning.

1. The community engagement process the District engaged in through the LCAP development provided information to inform this plan.
2. The District attempted to engage in meaningful consultation with Community Advisory Committee (CAC), Sonoma County Juvenile Probation, and CHIPA (Community Health Initiatives) on September 29, 2021 via email and phone call. In spite of our attempts, the District was unable to connect with representative members from this group.
3. Presentations regarding safety protocols for reopening were discussed during public board meetings, with the opportunity for public comment.
4. There were separate Zoom meetings for parents and staff regarding the Safety Plan and protocols providing more opportunities for input. Feedback from the community was incorporated into this plan.

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.

Piner-Olivet School District will be using the ESSER III funds primarily in 3 fundamental ways as adopted by the board in July 2021. Specific actions related to each area can be found here: http://www.pousd.org/state--federal-funded-plans.html. Listed below are specific successes and challenges, to date, that we have experienced.
Planned Actions:
1. Health Screening  
2. Routine Checking  
3. Classroom Environment and Culture  
4. Routine Cleaning and Disinfection  
5. Dynamic Learning Experiences  
6. Curriculum and Pedagogy

Successes:
1. Health Screening: Happening  
2. Routine Checking: Happening  
3. Classroom Environment and Culture: Teachers welcoming  
4. Routine Cleaning and Disinfection: Happening  
5. Dynamic Learning Experiences: Guided Reading Library and materials accessible  

Challenges:
1. Health Screening: Inconsistent  
2. Routine Checking: Getting results  
3. Classroom Environment and Culture: COVID  
4. Routine Cleaning and Disinfection: Staffing  
5. Dynamic Learning Experiences: COVID  
6. Curriculum and Pedagogy: COVID

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.

Piner-Olivet School District is using the fiscal resources received for the 21-22 school year and aligned with our LCAP. Below is how the additional funding to support LCAP goals:

ESSER III  
Classroom Environment & Culture Provide students with highly qualified teaching staff to support learning and positive school climate/culture, directly support LCAP Action #1 in Goal One of the LCAP.
Dynamic Learning Experiences, Curriculum and Pedagogy, Engage students in dynamic learning experiences aligned with state standards and integrate research-based curriculum and pedagogy aligned to CA State Standards and Framework, directly supports LCAP Action #3, #4, #5 in Goal One of the LCAP.

ELO
1) Extending instructional learning time- After School Tutoring/Intervention//Homework Club; Training provided for paraprofessionals
   Expanded Learning Opportunities Grant Plan for Piner-Olivet Union School District, which directly support LCAP goal #1.
2) Accelerating progress to close learning gaps through the implementation, expansion, or enhancement of learning supports; Coaching and mentoring to provide effective implementation of district curriculum, which directly support LCAP goal #1.
3) Integrated student supports to address other barriers to learning: Differentiated, Responsive Teaching Training for teachers and paraprofessionals to identify and provide targeted support for students. Culturally responsive teaching practices and implicit bias awareness training, which directly support LCAP goals #2 and goal #3.
4) After school enrichment opportunities such as physical education/sports, art, and music, which directly support LCAP goals #2 and goal #3.
5) Supports for credit deficient students to complete graduation or grade promotion requirements and to increase or improve students’ college eligibility, which directly support LCAP goals #1.
6) Additional academic services for students: Diagnostic, Progress Monitoring, and Benchmark Assessments of student learning, which directly support LCAP goal #1.
7) Training for school staff on strategies to engage students and families in addressing students’ social-emotional health and academic needs: Professional Development for teachers, paraprofessionals and parents, which supports LCAP goal #2 and #3.

EEBG
The funds will be used to support professional development for certificated teachers, administrators, and paraprofessional educators/classified staff, which supports LCAP goal #1, #2 and #3.

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>
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</tr>
<tr>
<td></td>
<td>Principal</td>
<td>707-522-3310</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.

Piner Olivet Charter School (POCS) is a collaborative, supportive community which nurtures the academic, social, and emotional growth of the individual through engagement in the process of inquiry-based problem solving, reflection, and communication. POCS serves a student population of about 208 students in grades 7-8. Twenty percent of our students are English Learners, 34% of our students are socio-economically disadvantaged. Piner Olivet Charter School and Piner-Olivet Union School District (POUSD) were seriously impacted by the Northern California wildfires in 2017. The Tubbs Fire destroyed over 5,500 structures and Coffey Park, a neighborhood directly across the street from our district office (one of the most densely populated areas in Santa Rosa affected by the fire). About 1,500 homes were destroyed in the small neighborhood. Many of our students and staff were directly impacted by the fires. Since then we have had Air Quality closure days where we had to close schools, PG&E power shut off days where we have had to close schools, flooding in the near by Russian River (Feb 2019), Kincade Fire (Oct 2019) that devastated a close by community to our north, COVID-19 pandemic (March 2020-ongoing) that resulted in the closure of schools and transition to distance learning and then a transition to hybrid learning, Walbridge Fire (Aug 2020) that impacted another close by community to our north, and Glass Fire (Sept 2020) that devastated a close by community to our east. Our community has been greatly impacted and social-emotional support continues to be a top priority for our district.

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

In June 2022, our school was identified by the CDE as a Pivotal Practice Award Winner (CA Distinguished School's Program) for providing outstanding on-line learning experiences for students during the pandemic. Further, 0 of out 2 grade-levels scored at grade-level on the STAR ELA assessment in Spring 2022 and 2 of out 2 grade-levels scored at grade-level on the STAR Math assessment in Spring 2022. On the 2019 CA Dashboard, the state indicators for which overall performance was in the “Blue” or “Green” performance category were:
Suspension Rate was green for the following subgroups: All Students decreased 3.1%; Hispanic, decreased 3.2%; Socio-economically disadvantaged students decreased by 3.5%; and White students, decreased 10.4%. English Language Arts was "blue" for the following subgroups: All students increased 24.4 points (blue), white students increased 32 points (blue), English Learners increased 19 points (green), Hispanic increased 26 points (green); and Socio-economically disadvantaged increased 19 points (green). English Learner Progress was at the "Very High Level" with 79% of students making progress towards English Language proficiency. All local indicators on the 2019 CA Dashboard "met" the standard. There is no CA Dashboard Data available for 2020 or 2021.

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.

There were no the state indicators on the 2019 CA Dashboard for which overall performance was in the “Red” or “Orange” performance category. There were no local indicators where the LEA received a “Not Met” or “Not Met for Two or More Years” rating. There were no state indicators for which performance for any student group was two or more performance levels below the “all student” performance. There is no CA Dashboard Data available for 2020 or 2021. Chronic Absenteeism in 2019: 10.2%

LCAP Highlights

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

Goal 1: Learning Experiences: Promote learning experiences that inspire inquiry, engagement, collaboration, innovation, and academic achievement.
- Classroom Environment & Culture
- Student Engagement
- Dynamic Learning Experiences
- Curriculum and Pedagogy
- Assessment for Student Learning
- Professional Learning
- Leadership Development
- Family & Community Engagement

Goal 2: Well-Being: Support the social-emotional and physical well-being of all and recognize each person’s inherent value.
- Whole Child Nurturance
- Lifelong Wellness
- Tools for Families
- Safe Environment
Goal 3: Community: Strengthen our community by embracing change and cultivating a growth mindset.
- Community Partnerships
- After School Engagement
- Technology
- School Culture

**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.

N/A

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

N/A

**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.

- The Director of Innovative Learning presented the LCAP to the District English Language Advisory Committee (DELAC) for review and comments in May 2022.
- The principal presented the LCAP to School Site Council (SSC) for review and comments in April 2022. Our SSC includes members of the Teacher's Union, which allow for simultaneous engagement with that bargaining unit regarding the LCAP.
- The superintendent presented the LCAP to the Parent Advisory Committee (known as PTO) for review and comment in May 2021, the superintendent then responded, in writing, to comments received from the parent advisory committee.
- The superintendent presented the LCAP to the English Learner Parent Advisory Committee for review and comment in May 2021, the superintendent then responded, in writing, to comments received from the English Learner Parent Advisory Committee.
- Principal met with ELAC three times during the course of the school year, covering LCAP related items with the ELAC.
- The superintendent notified members of the public of the opportunity to submit written comments regarding the specific actions and expenditures proposed to be included in the LCAP using the most efficient method of notification possible (does not need to be printed or mailed).
- School Plans: N/A the LCAP serves as the School Plan as it is a single school LEA.
- The superintendent consulted with its special education local plan area administrator in May 2021 to determine that specific actions for individuals with exceptional needs are included and are consistent with strategies included in the annual assurances support plan for the education of individuals with exceptional needs.
- At the 2022 April 13, June 8, and June 22 Governing Board Meetings, the LCAP was discussed extensively, with classified and certificated bargain units provided formal opportunity to give input.
- The governing board held one public hearing (June 2, 2021) to solicit the recommendations and comments of members of the public regarding the specific actions and expenditures proposed to be included in the LCAP. (The agenda for the public hearing was posted at least 72 hours before the public hearing and included the location where the local control and accountability plan or annual update to the local control and accountability plan was available for public inspection. The public hearing was held at the same meeting as the public hearing for Budget Adoption).
- The governing board adopted the LCAP in a public meeting (June 16, 2021). This meeting was held after, but not on the same day as, the public hearing. This meeting was the same meeting that the governing board adopted a budget.

*items above are required by CA Education Code 52062

- Design Team (Nov 15-16, 2018; Jan 16-17, 2019; March 28-19, 2019; Sept 26-27, 2019; Nov 8, 2019)
- Teachers provided input on LCAP in the following ways: staff meeting, future-focused professional development process, survey, local bargaining unit (May 2019, April 2021)
- Administrators provided input on the LCAP in the following ways: Leadership Team Meeting, Cabinet Meetings (May 5, 2020; June 5, 2020)
- Students provided input on the LCAP in the following ways: surveys, meetings, discussions.
- Classified provided input on the LCAP in the following ways: surveys, local bargaining unit (May 2019, April 2021)
- Site Councils provided input on the LCAP (April/May 2021)

A summary of the feedback provided by specific educational partners.

The "Design Team" utilized feedback from all stakeholder groups to finalize the goals and actions during the 2019-2020 school year (before COVID). It is important to note that LCAP, Goal 2 " Support the social-emotional and physical well-being of all and recognize each person’s inherent value" of our LCAP is particularly important to our community as we have experienced significant emotional strain over the past 4 years. The goals and actions were then reviewed prior to the 2021-2022 adoption to ensure that these goals and actions continued to be relevant in a post-COVID environment.

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

All LCAP Goals and Actions were revamped during the 2019-2020 school year for the 2020-2021 LCAP cycle. However, these goals and actions were not officially put into place until the 2021-2022 LCAP cycle (current cycle) due to the LCAP cycle being put on pause for the 2020-2021 school year. All stakeholders were important in the development of our goals and actions. Out of extensive future focus professional development and discussion we collaboratively developed the goals and actions listed in this LCAP. All stakeholder groups reviewed and approved the plan.
Goals and Actions

Goal

<table>
<thead>
<tr>
<th>Goal #</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Learning Experiences: Promote learning experiences that inspire inquiry, engagement, collaboration, innovation, and academic achievement.</td>
</tr>
</tbody>
</table>

An explanation of why the LEA has developed this goal.

The goal was developed based on stakeholder input and ensuring state priorities are met. The Design Team developed this goal and actions based on stakeholder feedback. The state of California has set eight priority areas they would like schools to focus on related to a "Whole Child" model (https://www.cde.ca.gov/eo/in/lcff1sys-resources.asp). The following priority areas align with the stakeholder value of exceptional learning experiences: Priority 1 – Basics (Teachers, Instructional Materials), Priority 2 – Implementation of Academic Standards, Priority 4 – Performance on Standardized Tests, Priority 5 – Pupil Engagement , and Priority 7 – Access to a Broad Course of Study. If completed and achieved, the actions and metrics grouped together demonstrate all the component necessary for providing learning experiences that increase students achievement, engagement and preparedness for their future.

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>ELA Academic Indicator</td>
<td>Mid-Year Data 2021-2022: 7th: 36% 8th: 33%</td>
<td>End of Year Data 2021-2022: 7th: 43% 8th: 37%</td>
<td></td>
<td></td>
<td>Each student achieving + 50% STAR grade-level equivalency each school year</td>
</tr>
<tr>
<td>Math Academic Indicator</td>
<td>Mid-Year Data 2021-2022: 7th: 55% 8th: 51%</td>
<td>End of Year Data 2021-2022: 7th: 52% 8th: 59%</td>
<td></td>
<td></td>
<td>Each student achieving + 50% STAR grade-level equivalency each school year</td>
</tr>
<tr>
<td>EL Progress (ELPAC)</td>
<td>Status: 78.6%</td>
<td>Unavailable:</td>
<td></td>
<td></td>
<td>Achieve 5% growth by the end of Year 1</td>
</tr>
<tr>
<td>Metric</td>
<td>Baseline</td>
<td>Year 1 Outcome</td>
<td>Year 2 Outcome</td>
<td>Year 3 Outcome</td>
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<tr>
<td>------------------------------------------------------------------------</td>
<td>------------------------</td>
<td>------------------------------------</td>
<td>----------------</td>
<td>----------------</td>
<td>------------------------------</td>
</tr>
<tr>
<td>Progress Level: Very High</td>
<td>No CA Dashboard Update</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Reclassification Rate</td>
<td>N/A</td>
<td>Unavailable: No CA Dashboard Update</td>
<td></td>
<td></td>
<td>100% of Level 4 students will be RFEP’d within 3 years.</td>
</tr>
<tr>
<td>Standards Aligned Materials % of students with access to their own copies of standards-aligned instructional materials for use at school and at home, including ELs (who have access to standards aligned ELD curriculum)</td>
<td>100%</td>
<td>100%</td>
<td></td>
<td></td>
<td>Continue to reach 100% rate for student access to standards aligned materials</td>
</tr>
<tr>
<td>Facilities in Good Repair (FIT Report)</td>
<td>100%</td>
<td>89%</td>
<td></td>
<td></td>
<td>Work to reach 100% rate for FIT rating</td>
</tr>
<tr>
<td># of Williams Complaints</td>
<td>0</td>
<td>0</td>
<td></td>
<td></td>
<td>Continue to reach 0 Williams Complaints</td>
</tr>
<tr>
<td># instances where facilities do not meet the &quot;good repair&quot; standard</td>
<td>0</td>
<td>89%</td>
<td></td>
<td></td>
<td>Work to reach 100% rate for FIT rating</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>
</table>
| 1.1      | Classroom Environment & Culture            | Provide each student with a highly qualified teaching staff to support learning and positive school climate/culture using appropriate curriculum:  
  - Utilize Pillars of Character Consumable Materials  
  - Director of Special Education (.80 FTE district-wide)  
  - High Qualified Principal Appropriately Assigned  
  - Highly Qualified Teachers Appropriately Assigned  
  Develop a positive, collaborative, innovative learning environment that supports students in being confident to achieve their personal best.  
  - Arrange flexible and choice-driven learning environments so that arrangement of room is conducive to and supports learning.  
  - Classroom systems and routines facilitate student responsibility, ownership, and independence.  
  - Class time is maximized in the service of learning.  
  - Co-create purposeful, relevant, accessible learning resources. Students have access to resources in the environment to support their learning and independence.  
  - Develop and nurture a community of learners.  
  - Classroom norms encourage trust-building, risk-taking, collaboration, and respect for divergent thinking.  
  - Foster collaborative conversation and open discourse. | $1,178,838.00    | No            |
<table>
<thead>
<tr>
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</tr>
</thead>
<tbody>
<tr>
<td>1.2</td>
<td>Student Engagement</td>
<td>Address the needs of English Learners and socioeconomically disadvantaged students by providing:</td>
<td>$189,854.00</td>
<td>Yes</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Classroom interactions reflect high expectations and beliefs about all students’ intellectual capabilities and creates a culture of inclusivity, equity, and accountability for learning.</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td>• Program Assistants for academic support classes</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td>• Provide ELD/Intervention Materials</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td>• ELD instructional materials (National Geographic Materials)</td>
<td></td>
<td></td>
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<tr>
<td></td>
<td></td>
<td>• Professional Development for EL strategies</td>
<td></td>
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<td></td>
<td>Cultivate learning processes and environments that foster deep engagement, intellectual development, and communication.</td>
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<td></td>
<td></td>
<td>• Integrate student voice and choice in learning experiences.</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td>• Students take ownership of their learning to develop, test, and refine their thinking.</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td>• Students’ classroom work embodies substantive intellectual engagement.</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td>• Engagement strategies capitalize and build upon students’ academic background, life experiences, culture, and language to support rigorous and culturally relevant learning.</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td>• Engagement strategies encourage equitable and purposeful student participation and ensure that all students have access to, and are expected to participate in their learning experience.</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td>• Engagement strategies build on students’ strengths and address the needs of English learners and socioeconomically disadvantaged students.</td>
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<tr>
<td>Action #</td>
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<td>Description</td>
<td>Total Funds</td>
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</tbody>
</table>
| 1.3     | Dynamic Learning Experiences         | Engage all students in dynamic learning experiences that align with state standards and embrace competencies such as critical thinking and problem-solving that carry into other domains of life:  
- Rosetta Stone Licenses for EL students  
- Summer School - Program Assistants (June 14 - July 9, 2021)  
- Focus on strategic yearlong planning that informs units and daily lesson plans.  
- Utilize both standards-aligned curriculum and multi-disciplinary projects.  
- Lessons are intentionally linked to other lessons in support of students meeting standards.  
- Lessons are meaningful and relevant beyond the task at hand, and assist students in learning and applying transferable knowledge and skills.  
- Learning targets and criteria for success are clearly articulated, linked to standards, embedded in instruction, and understood by students.  
- Teaching points are based on the teacher's knowledge of students’ learning needs in relation to the learning targets.  
- Create formative learning processes for all students with measurable learning targets.  
- Develop curricular activities that bridge in-class and online learning with real world applications. | $2,200.00   | Yes          |
| 1.4     | Curriculum and Pedagogy              | Integrate research-based curriculum such as Carnegie Math curriculum and pedagogy that are tied to California State Standards and Framework which supports high student achievement and engagement.  
- Provide Professional Development for Certificated and Classified Staff  
- Professional Development consulting services | $9,527.00   | No           |
<table>
<thead>
<tr>
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<th>Contributing</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.5</td>
<td>Assessment for Student Learning</td>
<td>Assessment cycles are continually utilized by educators and students to ensure learning activities lead to student success. Teachers use assessment results to modify curriculum and learning activities to address student needs.</td>
<td>$4,141.00</td>
<td>No</td>
</tr>
<tr>
<td>Action #</td>
<td>Title</td>
<td>Description</td>
<td>Total Funds</td>
<td>Contributing</td>
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<tr>
<td></td>
<td></td>
<td>• Develop systems in which students assess their own learning and the work of their peers in relation to the learning target.</td>
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<td></td>
<td>• Create multiple assessment opportunities and expect all students to demonstrate learning.</td>
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<td></td>
<td></td>
<td>• Assessment methods include a variety of tools and approaches to gather comprehensive and quality information about the learning styles and needs of each student.</td>
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<td></td>
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<td>• Use observable systems and routines for recording and using student assessment data.</td>
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<td></td>
<td>• Assessment criteria, methods, and purposes are transparent and match the learning target.</td>
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<td></td>
<td>Utilize formative assessment data to make in-the-moment instructional adjustments, to modify future lessons, and give targeted feedback to students:</td>
<td></td>
<td></td>
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<tr>
<td></td>
<td></td>
<td>• Benchmark subscriptions - STAR Renaissance</td>
<td></td>
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<tr>
<td>1.6</td>
<td>Professional Learning</td>
<td>Provide professional development workshops for teachers, classified instructional support staff, and principals to better support EL students:</td>
<td>$6,034.00</td>
<td>Yes</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Carnegie Math PD on how to support EL students</td>
<td></td>
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<td></td>
<td>• -Teachers will participate in 1:1 meetings on Student Assessment Team Meetings (Site Based) to review EL data to inform instruction and provide goals for students.</td>
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<td></td>
<td></td>
<td>Ensure every educator is highly effective and ever-developing in their role, and an active member of effective, collaborative teams that engage in future-focused professional learning.</td>
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<tr>
<td></td>
<td></td>
<td>• Include team building activities and norm development in professional development.</td>
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<td></td>
<td>• Provide professional learning on how to build a culture of trust in schools and classrooms.</td>
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<td></td>
<td></td>
<td>Integrate professional development focused on virtual platforms, software, pedagogy, and curriculum within fluid learning environments.</td>
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<td></td>
<td></td>
<td>• Acknowledge and utilize teachers’ strengths.</td>
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<tr>
<td>Action #</td>
<td>Title</td>
<td>Description</td>
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</tbody>
</table>
| 1.7      | Leadership Development | Support leaders in building student-focused, growth-oriented, trust-based cultures where innovation and learning flourish.  
- Develop, support, and acknowledge teacher leaders to build capacity.  
- Plan and schedule leadership retreats, meetings, and collaborative work sessions to focus on the Four Dimensions of Instructional Leadership.  
- Encourage leadership collaboration such as sharing ideas and resources, and analyzing school data.  
- Cultivate relationships to build trust-based culture.  
- Engage in reflection and formative learning cycles. |

- Continue professional development opportunities on equity in education and ensuring all students have access to high-quality learning in a welcoming environment.
- Highlight classrooms that employ formative learning practices.
- Ground professional learning in student performance and formative learning.
- Engage in professional learning experiences to develop district-wide guidelines for implementing research based formative learning practices.
- Participate in cooperative teams and communities of practice to deepen student learning.
- Focus on and utilize the Center for Educational Leadership’s 5 Dimensions of Teaching and Learning to inform daily practice, enhance learning opportunities, and encourage professional growth.
- Create professional development for educators around global awareness and the future world of work.
- Engage in communities of practice to co-create evidence-based teaching practices to deepen student learning.
- Emphasize the formative learning process for students and staff throughout POUSD classrooms, activities, and operations. | No |
<table>
<thead>
<tr>
<th>Action #</th>
<th>Title</th>
<th>Description</th>
<th>Total Funds</th>
<th>Contributing</th>
</tr>
</thead>
</table>
| 1.8      | Family & Community Engagement | • Using Annual subscriptions to WeeblyPro to enhance home-school communication  
• Provide a teacher with extra pay to be the Yearbook Advisor and work on the school yearbook.  
• Provide frequent and clear communication between the school and the broader school community  
• Utilize online educational programs that reinforce and share student learning.  
• Involve families in family nights, games, surveys, interviews, and exhibitions.  
• Communicate student progress, achievements, and struggles through a variety of mediums.  
• Empower students to communicate their success, challenges, and growth through student led conferences.  
• Provide all families and the community with opportunities to engage with curriculum. | $1,827.00 | No |

**Goal Analysis [2021-22]**
An analysis of how this goal was carried out in the previous year. A description of any substantive differences in planned actions and actual implementation of these actions.

This goal was carried out by beginning to implement the 3 year LCAP cycle such as implementing summer school, intervention materials, our math adoption and technology software. There were no substantive differences in the planned actions and actual implementation of actions. The following school year we will be implementing National Geographic Curriculum to support our English Language Learners.
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.

The differences between Budgeted Expenditures and Estimated Actual Expenditures were due to the unpredictability of operating school during a pandemic. At times, a change in plans was necessary to in order to respond to a spike in COVID cases, high staff/student absenteeism, high staff turnover and unfilled positions, a dramatic spike in independent study cases, etc. These impacts are just some of the reasons that, on occasion, we did not fully implement actions and/or estimated actuals were either more or less than budgeted.

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

At this point of time in the LCAP, it is too early to report if the specific actions were effective in making progress towards goal one due to COVID-19 pandemic and using year one as a baseline for the next two years. The State's suspension of the CA School Dashboard and the CAASPP until Spring 2022 curtailed our ability to track student progress via the assessments deemed critical by the State.

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.

There were no changes at this time made to the planned goal, metrics, desired outcomes, or actions for the coming year besides implementing National Geographic Curriculum to support our English Language Learner students during the next school year.

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

#### Goal

<table>
<thead>
<tr>
<th>Goal #</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>Well-Being: Support the social-emotional and physical well-being of all and recognize each person’s inherent value.</td>
</tr>
</tbody>
</table>

An explanation of why the LEA has developed this goal.

The goal was developed based on stakeholder input and ensuring state priorities are met. The Design Team developed this goal and actions based on stakeholder feedback. All of our stakeholders want to prioritize social-emotional support and physical well-being. The state of California has set eight priority areas they would like schools to focus on related to a "Whole Child" model ([https://www.cde.ca.gov/eo/in/lcff1sys-resources.asp](https://www.cde.ca.gov/eo/in/lcff1sys-resources.asp)). The following priority areas align with the stakeholder value of a well rounded educational program: Priority 5 – Pupil Engagement, and Priority 6 – School Climate. If completed and achieved, the actions and metrics grouped together demonstrate all the component necessary for ensuring the healthy well-being of our students.

### 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>Attendance Rate</td>
<td>First 6 months of school 2021-2022: 91%</td>
<td>Aug. 2021- May. 2022: 97.33%</td>
<td></td>
<td></td>
<td>Achieve an attendance rate of 97%+</td>
</tr>
<tr>
<td>Chronic Absenteeism Rate</td>
<td>2019: 10.2%</td>
<td>Unavailable: No CA Dashboard update in 2021</td>
<td></td>
<td></td>
<td>Achieve Chronic Absenteeism rate of 10%-</td>
</tr>
<tr>
<td>Suspension Rate</td>
<td>2019: 2.9%</td>
<td>Unavailable: No CA Dashboard update in 2021</td>
<td></td>
<td></td>
<td>Decline by at least 0.3%, until 1% is reached.</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>
</tr>
<tr>
<td>Expulsion Rate</td>
<td>0%</td>
<td>0%</td>
<td></td>
<td></td>
<td>Maintain a 0% Expulsion Rate</td>
</tr>
<tr>
<td>% feel school is welcoming and friendly</td>
<td>Data Not Available</td>
<td>My school creates a friendly environment: 89% (Youth Truth Survey Results-parent results)</td>
<td></td>
<td></td>
<td>&lt;1% result on subsequent surveys</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>
</table>
| 2.1      | Whole Child Nurturance     | Provide comprehensive student-centered programs that recognize each student’s inherent value, meet the wellness needs of students, and infuse social-emotional learning opportunities into daily experiences  
- Actively seek to create equity-minded schools that recognize and welcome the diverse backgrounds of our students.  
- Develop a sense of community and belonging through active family engagement.  
- Provide a rich Multi-Tiered Systems of Support (MTSS) that addresses the needs of individual students.  
- Provide opportunities to celebrate our differences.  
- Provide counseling for all students as needed.  
- SEL curricula integrated in classroom  
- Encourage site-based focus on Restorative Practices, Toolbox, and Positive Behavioral Interventions and -Supports (PBIS).  
- Assemblies to encourage  
- Assembling a district-wide committee focused on researching, creating, and implementing an improved food-service.  
- Creating opportunities for students to drive their own learning around fitness and nutrition. | $22,500.00 | Yes          |
<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></td>
<td></td>
<td>• Support teachers in integrating nutrition and exercise learning into classroom curricula.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Providing counseling services for foster youth and low-income students as needed.</td>
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</tr>
<tr>
<td>2.2</td>
<td>Lifelong Wellness</td>
<td>Provide opportunities and experiences for staff to understand and support their own and each other’s social, emotional, and physical wellness.</td>
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<tr>
<td></td>
<td></td>
<td>• Create opportunities for staff to engage in healthy activities and develop a growth mindset.</td>
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<td></td>
<td></td>
<td>• Support a healthy and balanced lifestyle.</td>
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<tr>
<td></td>
<td></td>
<td>• Incorporate mindfulness and community-building activities into professional development and other site activities.</td>
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<tr>
<td></td>
<td></td>
<td>• Leverage meetings and day to day connections to build relationships and trust.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.3</td>
<td>Tools for Families</td>
<td>Enhance educational opportunities for all families by providing them with tools and strategies for addressing their student’s emotional, social, and physical needs.</td>
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<td></td>
<td></td>
<td>• Develop a warm and welcoming school environment where families feel welcome.</td>
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<td></td>
<td></td>
<td>• Foster ongoing relationships between families and schools.</td>
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<td></td>
<td></td>
<td>• Strive to cultivate open lines of communication between families and schools.</td>
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<tr>
<td></td>
<td></td>
<td>• Create and communicate a comprehensive list of district, school, and community resources.</td>
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<tr>
<td></td>
<td></td>
<td>• Develop a series of Parent Education Evenings (district wide): parenting, nutrition, MTSS, Parent University.</td>
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<td></td>
<td></td>
<td>• Provide various opportunities, at different times of the day, for parents to participate in school activities.</td>
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</tbody>
</table>
### Action # 2.4 Safe Environment

Support leaders, staff, families, and students in establishing and maintaining a physically safe environment.

- Cultivate a mindset of shared responsibility for school safety among all stakeholders.
- Prioritize and upgrade our facilities plan for older campuses to develop safer and more engaging learning environments.
- Restructure facility operations to develop a more cohesive and streamlined School Safety Plan.
- Communicate School Safety Plan, practice steps outlined in plan, and follow procedures as developed.

Maintenance/custodial staff will be provided with necessary supplies to ensure a safe school environment.

**Total Funds:** $5,000.00

**Contributing:** No

### Goal Analysis [2021-22]

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

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

This goal was carried out by beginning to implement the 3 year LCAP cycle such as working towards equity minded, using SEL curriculum and maintaining a safe environment through our supervision and custodial/maintenance staff.

There were no substantive differences in the planned actions and actual implementation of the actions.

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

Differences between Budgeted Expenditures and Estimated Actual Expenditures were due to several reasons such as not fully implementing actions and/or estimated actuals were either more or less than budgeted.
An explanation of how effective the specific actions were in making progress toward the goal.

<table>
<thead>
<tr>
<th>An explanation of how effective the specific actions were in making progress toward the goal.</th>
<th>At this point of time in the LCAP, it is too early to report if the specific actions were effective in making progress towards goal two due to COVID-19.</th>
</tr>
</thead>
</table>

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.

<table>
<thead>
<tr>
<th>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.</th>
<th>There were minimal changes at this time made to the planned goal, metrics, desired outcomes, or actions for the coming year. One of the metrics we are now using the Youth Truth Survey instead of the My Voice Survey. The new question from families is: My school creates a friendly environment. We are working on making progress on that question through our equity work.</th>
</tr>
</thead>
</table>

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.

<table>
<thead>
<tr>
<th>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.</th>
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</table>
## Goals and Actions

### Goal

<table>
<thead>
<tr>
<th>Goal #</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>Community: Strengthen our community by embracing change and cultivating a growth mindset.</td>
</tr>
</tbody>
</table>

An explanation of why the LEA has developed this goal.

The goal was developed based on stakeholder input and ensuring state priorities are met. The Design Team developed this goal and actions based on stakeholder feedback. All of our stakeholders wanted to prioritize strengthening our community. The state of California has set eight priority areas they would like schools to focus on related to a "Whole Child" model ([https://www.cde.ca.gov/eo/in/lcff1sys-resources.asp](https://www.cde.ca.gov/eo/in/lcff1sys-resources.asp)). The following priority areas align with the stakeholder value community: Priority 3 – Parent Engagement, Priority 5 – Pupil Engagement, and Priority 6 – School Climate. If completed and achieved, the actions and metrics grouped together demonstrate all the component necessary for ensuring a school culture beneficial to our students.

### 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>Parent Engagement (Local Indicator)</td>
<td>&quot;Met&quot; (see local indicators for detailed report)</td>
<td>Baseline: Youth Truth Survey: 66% Family Engagement</td>
<td></td>
<td></td>
<td>Exceed 66% rating on survey for % of students who are engaged with the school community</td>
</tr>
<tr>
<td>% of staff who feel like a valued member of school community</td>
<td>91%</td>
<td>Baseline: Youth Truth Survey: 61% Students Engagement</td>
<td></td>
<td></td>
<td>Exceed 61% rating on survey for % of students who are engaged with the school community</td>
</tr>
<tr>
<td>% of staff who feel PD is important to educational growth</td>
<td>82%</td>
<td>Baseline: Youth Truth Survey: 64% Students Belonging and Peer Collaboration</td>
<td></td>
<td></td>
<td>Exceed 64% rating on survey for % of students who feel belonging and engage in peer collaboration</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>
<td>-------------------------------</td>
</tr>
<tr>
<td>% of staff work in a collaborative manner</td>
<td>91%</td>
<td>Baseline: Youth Truth Survey: 86% Staff Engaged</td>
<td></td>
<td></td>
<td>Exceed 86% rating on survey for % of staff who are engaged with the school community</td>
</tr>
<tr>
<td>% of students have access to a technology device</td>
<td>100%</td>
<td>100%</td>
<td></td>
<td></td>
<td>Maintain 100% regarding % of students have access</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>
</table>
| 3.1      | Community Partnerships | Enhance learning opportunities for students through community partnerships to learn about their world and serve as active participants in their community, ensuring unduplicated students are provided equitable access:  
  - Transportation will be provided for student for Community Building & Incentive Field Trips, with Outreach Workers and/or school staff reaching out to unduplicated students and their families to ensure equitable access.  
  - Provide Career Day Supplies and Materials - Every Other Year, with Outreach Workers and/or school staff reaching out to unduplicated students and their families to ensure equitable access.  
  - Expand partnerships with community agencies for social-emotional needs in all schools, civic engagement, and future focused world experiences.  
  - Integrate civic-minded, future-focused and globally-pertinent activities and projects within our curricula. | $2,700.00 | No           |
<table>
<thead>
<tr>
<th>Action #</th>
<th>Title</th>
<th>Description</th>
<th>Total Funds</th>
<th>Contributing</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>• Enhance curricular learning by connecting students to our broader community.</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td>• Provide opportunities for civic involvement and volunteerism at every age.</td>
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<tr>
<td></td>
<td></td>
<td>• Invite community members to become involved in our school community.</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td>• Leverage community partnerships (e.g. Sonoma County Office of Education) to create stronger school:career connections.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3.2</td>
<td>After School Engagement</td>
<td>Offer engaging and age appropriate enrichment opportunities outside of regular school hours:</td>
<td>No</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Expand after school engagement activities such as assemblies, sports programs, and robotics</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Offer after school tutoring opportunities</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td>• Create and communicate a comprehensive list of district, school, and community resources of after-school enrichment activities.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Coordinate with community organizations and families to increase access to a variety of extracurricular activities.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3.3</td>
<td>Technology</td>
<td>Acquire, maintain, and utilize current technology to increase communication between schools and community, and to improve educational opportunities for students.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Build and maintain technology infrastructure that is reliable and meets the demands of 21st Century technology.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Develop a sustained and reliable social media and website presence.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Provide technology training for teachers and classified staff, particularly around distance learning, technology skills, and online education programs.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Action #</td>
<td>Title</td>
<td>Description</td>
<td>Total Funds</td>
<td>Contributing</td>
</tr>
<tr>
<td>---------</td>
<td>----------------</td>
<td>-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------</td>
<td>-------------</td>
<td>--------------</td>
</tr>
</tbody>
</table>
| 3.4     | School Culture | Co-create a culture of open-hearted and open-minded listening that generates a compassionate and courageous community oriented toward collective action and shared responsibility. Build trust through transparency and honesty.  
- Establish open and direct lines of communication between families and schools, site and district staff, and students and teachers.  
- Develop a culture that assumes positive intent, particularly when working through difficult situations.  
- Promote a growth mindset.  
- Provide professional learning on how to build a culture of trust in schools and classrooms.  
- Provide opportunities to build relationships through sharing of newsletters, celebrations of staff, and community celebrations.  

Utilize Youth Truth Surveys to elicit parent and student feedback and input.  
Nurse Contracted through SCOE | $6,778.00     | Yes           |

**Goal Analysis [2021-22]**

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

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

This goal was carried out by beginning to implement the 3 year LCAP cycle such as improving our district and all school site websites, purchasing multiple software licenses to aid in student learning and conducting the Youth Truth Survey. There were no substantive
differences in the planned actions and actual implementation of the actions except all field trips were on hold due to COVID-19 till the Spring of 2022.

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.

Differences between Budgeted Expenditures and Estimated Actual Expenditures were due to several reasons such as not fully implementing actions and/or estimated actuals were either more or less than budgeted.

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

At this point of time in the LCAP, it is too early to report if the specific actions were effective in making progress towards goal three due to COVID-19.

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.

There were no changes made to the planned goal. However, there were changes made to the metrics and desired outcomes due to a different survey being used. We no longer are using My Voice Survey rather we are now using the county wide YouthTruth Survey results thus, resulting in different metrics and desired outcomes. The new metrics are based on the categories of engagement with students, families, staff and how students are feeling about belonging in their school community. We are using this year as a baseline due to the new survey and will work on increasing the percentages in the next few years based on our equity work.

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>176983</td>
<td>0</td>
</tr>
</tbody>
</table>

**Projected 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>9.80%</td>
<td>0.00%</td>
<td>$0.00</td>
<td>9.80%</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.

**PRINCIPALLY DIRECTED TO SERVE ENGLISH LEARNERS**

Needs, Conditions, Circumstances:
- 20% of our school community are English Language Learners (42 students)
- 88% of the English Learners have a primary language of Spanish.
- 79% of English Learners are making progress towards English Language Proficiency according to the CA 2019 Dashboard.
- On the 2019 CA Dashboard the percent students who were chronically absent decreased by 4.1%,
- 10 out of 42 English Learners were considered LTEL (Long Term English Learner) in 2019-2020.
- We reclassified (RFEP's) 22 students in 2020-2021 and 4 students in 2019-2020 and 7 students in 2021-2022.
- We want to increase the educational outcomes and opportunities of our English Learners

Actions
- Professional development to support providing designated and integrated ELD and to identify and implement a core set of practices based on our curriculum.
- Provide Supplemental Materials and Educational Software
• Provide Curriculum for Newcomer Support
• Targeted 1:1 teacher meetings with administration to analyze data and create targeted goals

Expected Outcomes
• Reclassify 10% of our LTEL (Long Term English Learner) students each year
• At least 65% of students are making making progress on the ELPAC as determined by the "English Learner Progress Indicator"
• Increase in the percent of English Language Learner students who are considered "proficient" according to STAR Reading

PRINCIPALLY DIRECTED TO SERVE LOW-INCOME AND FOSTER YOUTH STUDENTS

Needs, Conditions, Circumstances:
• The demographics of our school community are: 34% low-income (72 students), 1% Foster Youth (20 students)
• On the 2019 CA Dashboard the percent of low-income students suspended decreased by 3.5%, students who were chronically absent decreased by 2.4%
• Low-income students improved 22 points on Mathematics (and were 22 points better than state data for English learners)
• Low-income students improved 19 points on English Language Arts (and were 29 points better than state data for English learners)
• Low-income students were disproportionally impacted by COVID-19
• Low-income students have additional needs related to health and wellness, nutrition, social-emotional wellbeing, and academic support.

Actions
• Provide counseling services: social-emotional, behavioral, self-regulation, and positive social relationships.
• Provide multiple tiers of intervention (academic, behavioral), and Professional development for targeted instruction to build proficiency in CCSS and MTSS support for students who need interventions in academics, emotional and/or behavioral.
• Ensure students have access to technology to develop digital literacy and academic support
• Provide a focus on Responsive Teaching in Literacy and Math.
• Provide Supplemental Materials/Software
• Targeted 1:1 teacher meetings with administration to analyze data and create targeted goals

Expected Outcomes
• Continue to decrease the percent of Low-income students who are chronically absent.
• Increase in the percent of low-income students who are considered "proficient" according to STAR Reading by 5% each year
A description of how services for foster youth, English learners, and low-income students are being increased or improved by the percentage required.

Piner-Olivet Union School District is utilizing LCFF supplemental funds to improve student achievement that principally meets the needs of low income, EL and foster youth at the school site, and ensuring that funds are spent to benefit these subgroups of students. Based on staff and stakeholder feedback and research on effective practices we are implementing more than 10 LCAP Action/Services to improve services for the low income, English learner and foster youth including using a portion of the LCFF Supplemental dollars for site allocations based on the number of unduplicated youth served to allow sites to implement site specific solutions based on unique site needs, and site stakeholder input.

The services for foster youth, low-income and EL students has increased in quality as demonstrated by the following data points:

On the 2019 CA Dashboard: (no CA Dashboard Data available for 2020 or 2021)

- 79% of English learners are making progress towards English Language Proficiency (which is considered "High" and well above the state average of 48%)
- English Learners improved 18 points on English Language Arts (and were 38 points better than state data for English learners)
- English Learners improved 26 points on English Language Arts (and were 32 points better than state data for English learners)
- Low-income students improved 22 points on Mathematics (and were 22 points better than state data for English learners)
- Low-income students improved 19 points on English Language Arts (and were 29 points better than state data for English learners)
- On the 2019 CA Dashboard the percent of low-income students suspended decreased by 3.5%, students who were chronically absent decreased by 2.4%
- The suspension rate of low-income students declined by 3.5%.
- We reclassified 26 students in the past two years and 7 in 2021-2022.

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.

<table>
<thead>
<tr>
<th>Staff-to-student ratios by type of school and concentration of unduplicated students</th>
</tr>
</thead>
<tbody>
<tr>
<td>Schools with a student concentration of 55 percent or less</td>
</tr>
<tr>
<td>Staff-to-student ratio of classified staff providing direct services to students</td>
</tr>
</tbody>
</table>

N/A
<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 certificated staff providing direct services to students</td>
<td>1:22</td>
<td>n/a</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>$1,415,731.00</td>
<td>$13,668.00</td>
<td></td>
<td></td>
<td>$1,429,399.00</td>
<td>$1,381,031.00</td>
<td>$48,368.00</td>
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</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>Classroom Environment &amp; Culture</td>
<td>All</td>
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<tr>
<td>1</td>
<td>1.2</td>
<td>Student Engagement</td>
<td>English Learners Low Income</td>
<td>$189,854.00</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>1.3</td>
<td>Dynamic Learning Experiences</td>
<td>English Learners Low Income</td>
<td>$2,200.00</td>
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<td></td>
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<td></td>
</tr>
<tr>
<td>1</td>
<td>1.4</td>
<td>Curriculum and Pedagogy</td>
<td>All</td>
<td></td>
<td>$9,527.00</td>
<td></td>
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<tr>
<td>1</td>
<td>1.5</td>
<td>Assessment for Student Learning</td>
<td>All</td>
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<td>$4,141.00</td>
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<tr>
<td>1</td>
<td>1.6</td>
<td>Professional Learning</td>
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<tr>
<td>1</td>
<td>1.7</td>
<td>Leadership Development</td>
<td>All</td>
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<td></td>
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</tr>
<tr>
<td>1</td>
<td>1.8</td>
<td>Family &amp; Community Engagement</td>
<td>All</td>
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<td>$1,827.00</td>
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<tr>
<td>2</td>
<td>2.1</td>
<td>Whole Child Nurturance</td>
<td>Foster Youth Low Income</td>
<td>$22,500.00</td>
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<td></td>
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<tr>
<td>2</td>
<td>2.2</td>
<td>Lifelong Wellness</td>
<td></td>
<td></td>
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<td></td>
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<tr>
<td>2</td>
<td>2.3</td>
<td>Tools for Families</td>
<td></td>
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</tr>
<tr>
<td>2</td>
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<td>Safe Environment</td>
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<td>3</td>
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<td>Community Partnerships</td>
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<td>$2,700.00</td>
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<tr>
<td>3</td>
<td>3.2</td>
<td>After School Engagement</td>
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</tr>
<tr>
<td>3</td>
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<td>Technology</td>
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</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>
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</tr>
<tr>
<td>3</td>
<td>3.4</td>
<td>School Culture</td>
<td>Foster Youth, Low Income</td>
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<td>$6,778.00</td>
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</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>1.2</td>
<td>Student Engagement</td>
<td>Yes</td>
<td>LEA-wide</td>
<td>English Learners Low Income</td>
<td>All Schools</td>
<td>$189,854.00</td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>1.3</td>
<td>Dynamic Learning Experiences</td>
<td>Yes</td>
<td>LEA-wide</td>
<td>English Learners Low Income</td>
<td>All Schools</td>
<td>$2,200.00</td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>1.6</td>
<td>Professional Learning</td>
<td>Yes</td>
<td>LEA-wide</td>
<td>English Learners Low Income</td>
<td>All Schools</td>
<td>$6,034.00</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>2.1</td>
<td>Whole Child Nurturance</td>
<td>Yes</td>
<td>LEA-wide</td>
<td>Foster Youth Low Income</td>
<td>All Schools</td>
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<tr>
<td>3</td>
<td>3.4</td>
<td>School Culture</td>
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<td>LEA-wide</td>
<td>Foster Youth Low Income</td>
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<td>$6,778.00</td>
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</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>
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<td>Classroom Environment &amp; Culture</td>
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<td>1.8</td>
<td>Family &amp; Community Engagement</td>
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<td>1809</td>
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<td>Lifelong Wellness</td>
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</tbody>
</table>

Totals

| Totals | $1,161,994.00 | $1,236,518.00 |

2022-23 Local Control Accountability Plan for Piner-Olivet Charter School
<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>2</td>
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<td>Tools for Families</td>
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<td>2</td>
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<tr>
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<td>Technology</td>
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</tr>
<tr>
<td>3</td>
<td>3.4</td>
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<td>$800.00</td>
<td>6913</td>
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## 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>
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<tr>
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<td>Student Engagement</td>
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<tr>
<td>3</td>
<td>3.4</td>
<td>School Culture</td>
<td>Yes</td>
<td>$800.00</td>
<td>6913</td>
<td>0</td>
<td>0</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)</th>
<th>4. Total Planned Contributing Expenditures (LCFF Funds)</th>
<th>7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)</th>
<th>Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)</th>
<th>5. Total Planned Percentage of Improved Services (%)</th>
<th>8. Total Estimated Percentage of Improved Services (%)</th>
<th>Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)</th>
</tr>
</thead>
<tbody>
<tr>
<td>152778</td>
<td>$213,464.00</td>
<td>$188,969.00</td>
<td>$24,495.00</td>
<td>0.00%</td>
<td>0.00%</td>
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</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 Estimated 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>1612602</td>
<td>152778</td>
<td>0</td>
<td>9.47%</td>
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<td>0.00%</td>
<td>11.72%</td>
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</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/](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 LEAs percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year, as calculated pursuant to 5 CCR Section 15496(a)(7).

**Required Descriptions:**

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

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

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

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

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

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

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

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

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

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

**For School Districts Only:**

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Complete the table as follows:

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

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

**Action Tables**

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

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

- Table 1: Total Planned Expenditures Table (for the coming LCAP Year)
• Table 2: Contributing Actions Table (for the coming LCAP Year)

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

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

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

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

Data Entry Table

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

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

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

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

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

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

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

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

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

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

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

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

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

- If “Yes” is entered into the Contributing column, then complete the following columns:
  
  - **Scope**: The scope of an action may be LEA-wide (i.e., districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.

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

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

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

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

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

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

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

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

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

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

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

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

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

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**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 if it had 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

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

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

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

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

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

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

**LCFF Carryover Table**

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

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

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

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

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

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