LCFF Budget Overview for Parents

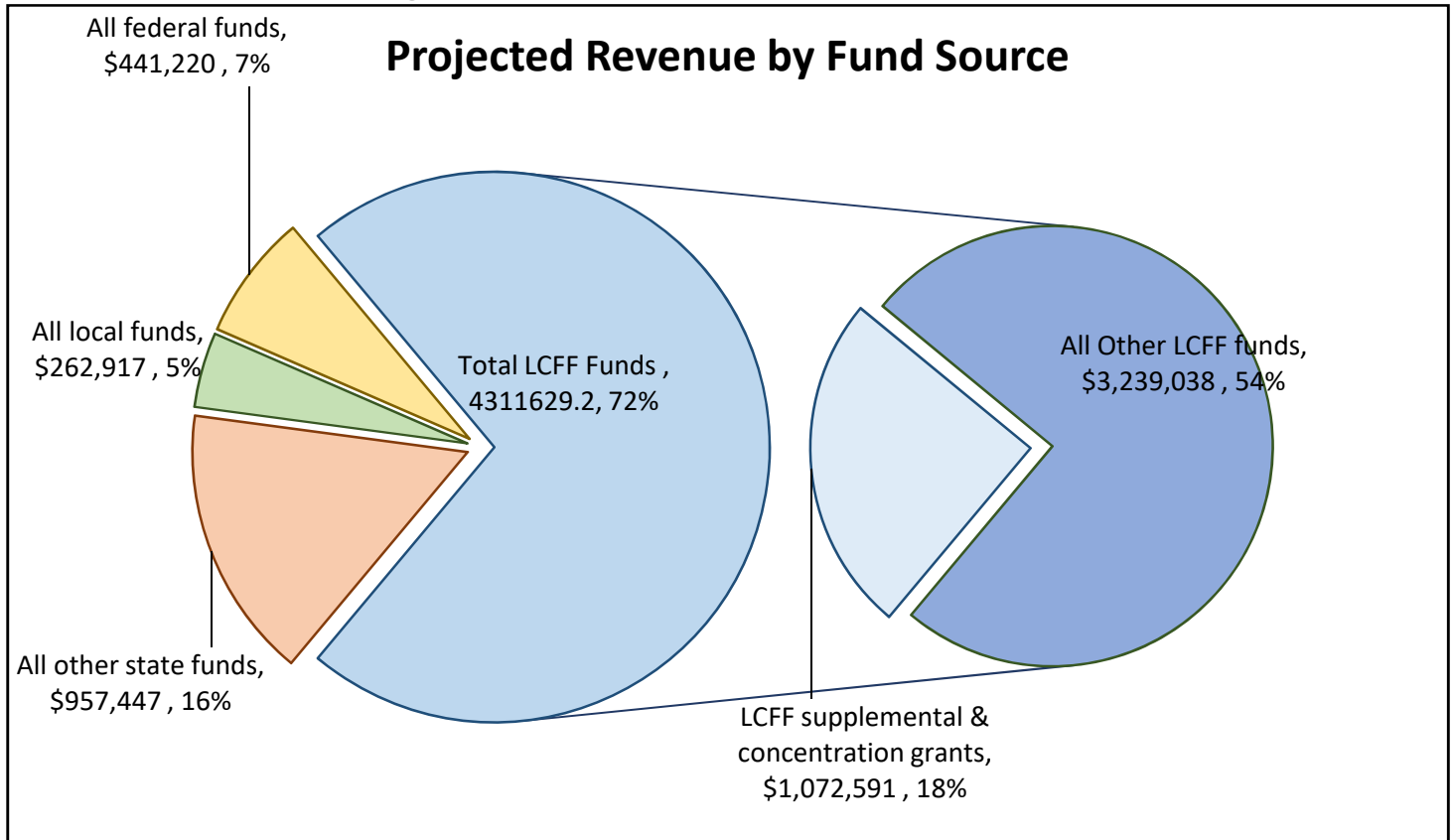Local Educational Agency (LEA) Name: Soleil Academy

CDS Code: 19 10199 0137166

School Year: 2023-24

LEA contact information: Beatriz Gutierrez bgutierrez@soleilacademy.org, 323-409-0801

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

Budget Overview for the 2023-24 School Year

Projected Revenue by Fund Source

All federal funds, $441,220 , 7%

All local funds, $262,917 , 5%

All other state funds, $957,447 , 16%

Total LCFF Funds , 4311629.2, 72%

All Other LCFF funds, $3,239,038 , 54%

LCFF supplemental & concentration grants, $1,072,591 , 18%
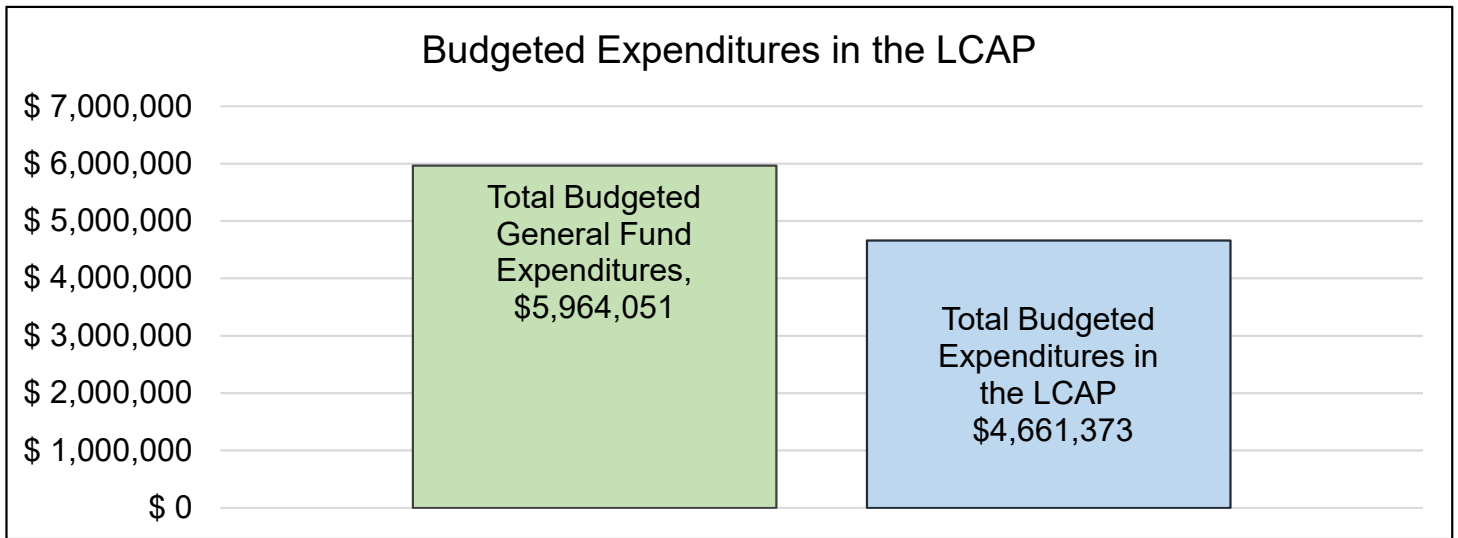
This chart shows the total general purpose revenue Soleil Academy expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Soleil Academy is $5,973,212.42, of which $4,311,629.20 is Local Control Funding Formula (LCFF), $957,446.60 is other state funds, $262,916.80 is local funds, and $441,219.83 is federal funds. Of the $4,311,629.20 in LCFF Funds, $1,072,590.72 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

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

Budgeted Expenditures in the LCAP

Total Budgeted General Fund Expenditures, $5,964,051	Total Budgeted Expenditures in the LCAP $4,661,373

Y-axis values: $ 7,000,000 / $ 6,000,000 / $ 5,000,000 / $ 4,000,000 / $ 3,000,000 / $ 2,000,000 / $ 1,000,000 / $ 0

This chart provides a quick summary of how much Soleil Academy plans to spend for 2023-24. 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: Soleil Academy plans to spend $5,964,051.37 for the 2023-24 school year. Of that amount, $4,661,372.56 is tied to actions/services in the LCAP and $1,302,678.81 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:
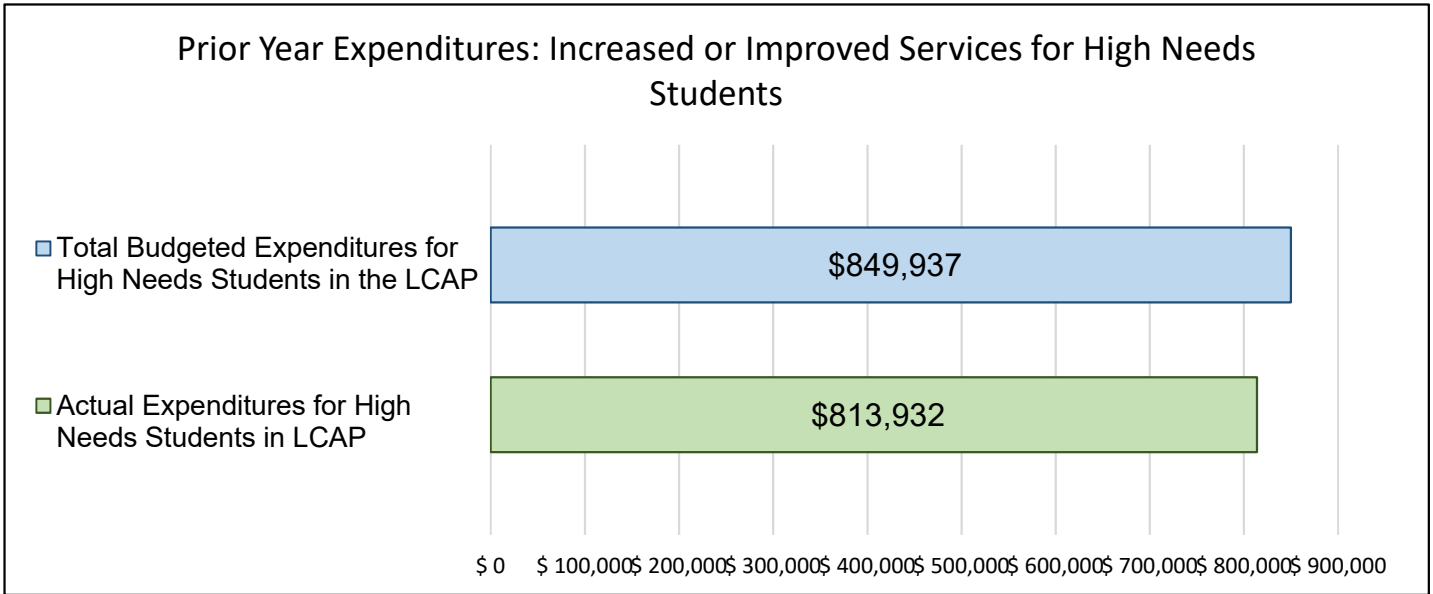
Operations and Office staff, Custodial Supplies, Staff and Student recruitement cost, Audit expenses, cleaning and sanitation costs, nutrition, consultants along with other expenses not limited to this list.

Increased or Improved Services for High Needs Students in the LCAP for the 2023-24 School Year

In 2023-24, Soleil Academy is projecting it will receive $1,072,590.72 based on the enrollment of foster youth, English learner, and low-income students. Soleil Academy must describe how it intends to increase or improve services for high needs students in the LCAP. Soleil Academy plans to spend $1,072,590.72 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2022-23

Prior Year Expenditures: Increased or Improved Services for High Needs Students

□ Total Budgeted Expenditures for High Needs Students in the LCAP — $849,937

□ Actual Expenditures for High Needs Students in LCAP — $813,932

$ 0 $ 100,000 $ 200,000 $ 300,000 $ 400,000 $ 500,000 $ 600,000 $ 700,000 $ 800,000 $ 900,000

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

The text description of the above chart is as follows: In 2022-23, Soleil Academy's LCAP budgeted $849,936.56 for planned actions to increase or improve services for high needs students. Soleil Academy actually spent $813,932.00 for actions to increase or improve services for high needs students in 2022-23. The difference between the budgeted and actual expenditures of $36,004.56 had the following impact on Soleil Academy's ability to increase or improve services for high needs students:

[Respond to the prompt here; if there is no prompt, a response is not required.]

Local Control and Accountability Plan

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Soleil Academy Charter	Beatriz Gutierrez, Executive Director	bgutierrez@soleilacademy.org (323) 409-0801

Plan Summary 2023-24

General Information

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

Soleil Academy provides an academically challenging, disciplined, and jubilant elementary school in which all members of the school community - board members, leaders, teachers, families, and scholars - understand and are driven by the mission of Soleil Academy, rooted in the belief that the path to college for all scholars begins in elementary school.

We devote the majority of our financial, temporal, and curricular resources towards powerful literacy acquisition for our scholars; we provide a unique and comprehensive focus on the development of oral language as the hallmark of our school wide enrichment program; and we measure scholars' academic progress on growth, comparative, and absolute terms.

Soleil Academy currently serves 268 students in grades TK-5. Our school provides all students with a standards-aligned educational program. Our student demographics include: 93% Hispanic, 5% African American, 1% White, and 1% Pacific Islander, 26% English Learners (EL); 10% Students with Disabilities, 1% Foster Youth; and 77% Socio-economically Disadvantaged.

Mission Statement

Through academic rigor, character development, and a structured learning environment, Soleil Academy Charter School ensures that every transitional kindergarten through 5th grade scholar has the foundation necessary for college success and a future bright with opportunity.

Vision Statement

"In my life, education has been the great equalizer that allowed me to overcome humble beginnings. I want the same opportunities for all of California's kids." – Tony Thurmond, California State Superintendent of Public Instruction.

Reflections: Successes

A description of successes and/or progress based on a review of the California School Dashboard (Dashboard) and local data.
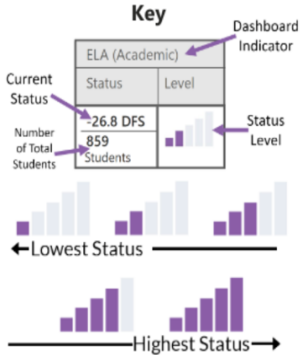
The following chart reflects Soleil Academy's performance on the 2022 CA School Dashboard by indicator and student group:

Dashboard Student Group Report

Soleil Academy Charter

The Fall 2022 Dashboard includes Status only; it is anticipated that Status and Change will return for the Fall 2023 Dashboard

Key

Dashboard Indicator

ELA (Academic)

Current Status → Status | Level

Number of Total Students → -26.8 DFS / 859 Students → Status Level

← Lowest Status —————

————— Highest Status →

Lowest Status Cutoffs

Indicator	TK-12	Elementary	High School
English Learner Progress	34.9% or lower	34.9% or lower	34.9% or lower
Academic - ELA	-70.1 DFS or lower	-70.1 DFS or lower	-45.1 DFS or lower
Academic - Math	-95.1 DFS or lower	-95.1 DFS or lower	-155.1 DFS or lower
Suspension	8.1% or greater	6.1% or greater	9.1% or greater
Chronic Absenteeism (TK-8)	20.1% or greater	20.1% or greater	N/A
Graduation Rate	67.9% or lower	N/A	67.9% or lower
CCI (Not availble for 2022)	N/A	N/A	N/A

Report designed by:

Student Group	Pupil Achievment						School Climate		Pupil Engagement			
	ELPI		ELA (Academic)		Math (Academic)		Suspension Rate		Chronic Absenteeism		Graduation Rate	
	Status	Level	Status	Level	Status	Level	Status	Level	Status	Level	Status	Level
All Students	55.8% n=43		-37.6 dfs n=68		-58.9 dfs n=68		0% n=242		27.9% n=229			
Student Program												
English Learner	55.8% n=43		-37.9 dfs n=28		-58.8 dfs n=28		0% n=74		28.2% n=71			
Foster Youth							n=4		n=4			
Homeless Youth			n=1		n=1		n=2		n=2			
Socioeconomically Disadvantaged			-42.8 dfs n=56		-62.4 dfs n=56		0% n=192		31.9% n=185			
Students with Disabilities			n=10		n=10		0% n=26		28% n=25			
Student Race/Ethnicity												
Black/African American			n=4		n=4		0% n=17		46.7% n=15			
American Indian or Alaska Native												
Asian												
Filipino												
Hispanic			-35.8 dfs n=62		-57.5 dfs n=62		0% n=216		26.2% n=206			
Pacific Islander							n=1		n=1			
White			n=1		n=1		n=4		n=4			
Multiple Races/Two or More							n=4		n=3			

Soleil Academy is proud of its performance on the 2022 CA School Dashboard for the following indicators:

- "High" performance level for the English Learner Progress Indicator (ELPI): 55.58%

- "Very High" performance level for the suspension rate indicator for all students (0%) and all student groups.

- All Local Indicators earned a "Standards met" on the 2022 CA School Dashboard.

Soleil Academy provides a comprehensive three-week teacher training program during the summer. This training encompasses a wide range of essential topics, including curriculum modifications for English Learners, lesson planning strategies for diverse learners, including various aspects related to culture. It is our fundamental belief that all scholars are entitled to a secure and nurturing learning environment. To that end, we place significant emphasis on equipping our teachers with the skills necessary to effectively redirect students while maintaining a positive and supportive atmosphere. This approach involves explicitly teaching our educators how to frame redirections in a constructive manner and affording students ample opportunities to make improved choices.

Furthermore, we have established a system of Tier 2 interventions that supplements the efforts of our teachers. Dedicated Interventionists are available to provide additional support to scholars, ensuring that their individual needs are addressed beyond the regular classroom setting.

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.

Soleil Academy has identified the following areas of need for significant improvement based on a review of the Dashboard and local data:

- "Low" performance level for the English Language Arts (ELA) Academic Indicator all students (-37.6dfs); and the following student groups: Socioeconomically Disadvantaged (-42.8dfs); and Hispanic (-35.8dfs). dfs = distance from standard as measured by scale scores

- "Low" performance level for the Math Academy Indicator all students (-58.9dfs); and the following student groups: Socioeconomically Disadvantaged (-62.4dfs); and Hispanic (-57.5dfs).

- "Very Low" performance for the Chronic Absenteeism Rate Indicator for all students (27.9%), and the following student groups: English Learners (28.2%), Socioeconomically Disadvantaged (31.9%); and Hispanic (26.2%)

Impacts of the pandemic on student academic and social-emotional needs: Since the pandemic, we have evidenced an influx in scholar absences. At Soleil Academy, chronic absenteeism stems from a recent shift in mindset of what should constitute a scholar absence. Moreover, absences paired with learning gaps that have significantly widened post-pandemic, leading to severe academic impacts in scholar outcomes.

To continue to address chronic absenteeism, Soleil Academy will be adding an additional staff (new position) to target, monitor, track and reduce chronic absenteeism, the Operations Specialist. This role will include collaborating and building relationships with families and coordinating activities including parent education workshops on strategies to ensure their child attends school daily and ready to learn.

This past year, Soleil Academy developed a tiered approach to addressing truancy, but it was clear that an additional position would need to be added because of the continued increase rates. Members of our leadership held meetings with families when students exceeded 3/6, then 9 absences. During these meeting, a root causes analysis took place, an action plan, that included resources (if needed) to collaboratively address the barriers to daily attendance. These included weekly check-ins, and assistance with transportation. For the upcoming school year, we will include student achievement data and how it is linked to absenteeism rates.

Our analysis of chronic absenteeism rates identified the highest rates among students in grades TK-3, which we will target using positive reinforcement. This year, we had attendance incentives for scholars with a week of perfect attendance, by visiting the treasure box during lunch on Fridays. We also hosted a pizza party with the principal. For the 2023-24 school year we will expand incentives to include families as they are essential to ensuring their child arrives at school daily and on time.

For our scholars in grades 4-5, they were incentive with an additional recess block on Fridays, a popcorn/movie pass to name a few.

For the 2023-24 school year, we will provide parent education workshops; and Cafecitos, to change the mindset of parents and students alike regarding attendance.

ELA & Math Academic Indicators: An analysis of our local assessment data has identified the lack of foundational basic skills among TK/K; while students in grades 1-4, lacking foundational ELA and Math skills, with some performing two years below grade level. This year the Interventionist targeted these scholars for daily Tier 3 support. For the upcoming 2023-24 school year, the Instructional Aides will receive extensive training on evidence-based high dosage tutoring and Tiered intervention, to strengthen their skill set.

As part of Soleil Academy's schoolwide MTSS Comprehensive training and implementation, we will design a schoolwide tiered intervention system to align to the schoolwide resources available and the identified needs of our scholars.

Annually Soleil Academy conducts a comprehensive needs assessment collecting, disaggregating, reviewing, and analyzing multiple types of state, and local data to assess and evaluate our schoolwide practices, conduct progress monitoring, and program evaluation. Findings from the needs assessment are used to assess and ensure the use of federal, including Title Funds, federal and state one-time funds, state (LCFF funds) are addressing the needs of our scholars and identified needs with a focus on its impact on student outcomes and schoolwide goals. Throughout this process, we solicit input from our educational partners in the annual review of the LCAP; with the development of the 2023-24 LCAP; and use of federal, state, and local funds.

We assess the evidence-based practices, tiered intervention programs, and evidence based strategies and use data to evaluate areas of strength, areas for growth, including whether programs/services were effectively implemented with fidelity to achieve the intended goal.

Through the use of multiple types of formative and summative data, teachers are able to make data-driven decisions including changes to their lessons, delivery of instruction, including the use of support staff and/or intervention programs/materials. .

The findings from the comprehensive needs assessment have been embedded throughout the goals and actions in this LCAP, along with the use of state and federal funds to address overall schoolwide, and student needs. The 2023-24 LCAP addresses 8 state indicators, 2022 CA School Dashboard findings, LCAP goals, and actions, integrating SPSA requirements into one document for transparency and accessibility for our educational partners.

LCAP Highlights

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

Soleil Academy will continue to expand and strengthen its Multi-tiered System of Supports (MTSS). MTSS is a systemic, continuous-improvement framework in which data-based problem solving and decision-making is practiced across all levels of the school's system for supporting students. This comprehensive framework focuses on the Common Core Sate Standards, core instruction, differentiated learning, student-centered learning, individualized student needs and the alignment of systems necessary for all students' academic, behavioral, and social success. MTSS has a broader scope than does Response to Intervention (RtI), because MTSS includes focusing on aligning the entire system of initiatives, supports, and resources and systematically addressing support for all students, including gifted and high achievers.

MTSS enables a paradigm shift for providing support and setting higher expectations for all students through intentional design and redesign of integrated services and supports, rather than selection for few components of RtI and intensive interventions. It endorses Universal Design for Learning Instructional strategies so all students have opportunities for learning through differentiated content, processes, and product. MTSS integrates instructional and intervention support so that systemic changes are sustainable and based on the Common Core State Standards aligned classroom instruction.

As the recipient of the MTSS SUMS Grant, school leaders, educators, and support staff will participate in extensive ongoing professional learning on strengthening and re-assessing the school's Multi-Tiered System of Supports.

Highlights of the 2023-24 LCAP include:

- In order to target, monitor, track and reduce chronic absenteeism, the Operations Specialist (new position) will include collaborating and building relationships with families and coordinating activities including parent education workshops on strategies to ensure their child attends school daily and ready to learn.

- Science of Reading Professional Development

- Dean for the Lower Academy to provide instructional coaching for our teacher.

- Initiate a Community Schools Steering Committee to assess current programmatic needs and whether to apply for the CCSPP Grant.

Soleil Academy has developed an LCAP that will also serve as its SPSA, that meets the stakeholder engagement requirements outlined in CA EC 64001(j) and has met the following requirements CA EC 52062(a):

- Consultation with SELPA per CA EC 52062(a)(5)
- Parent Advisory Committee (PAC): CA EC 52062(a)(1)
- English Learner PAC: CA EC 52062(a)(2) – if applicable
- Providing written response to each of the committees regarding their comment

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.

Soleil Academy was not eligible for CSI.

Support for Identified Schools

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

Not applicable.

Monitoring and Evaluating Effectiveness

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

Not applicable.

Engaging Educational Partners

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

Soleil Academy engaged, consulted, and collaborated with the following educational partners in the development of the 2023-24 LCAP through the following methods/venues:

- **Principals/Administrators & Leadership** were consulted during in-person weekly Leadership team meetings and most recently on May 30, 2023. Discussions took place on the annual update of the 2022-23 LCAP, 2022 CA School Dashboard and the development of the 2023-24 LCAP, goals, actions, and metrics. Multiple types of data were reviewed and discussed including state data, local/internal data, and survey findings.

- **Teachers** were consulted during in-person staff meetings (monthly), and surveyed the week of (April 17-21, 2023). Discussions took place on the annual update of the 2022-23 LCAP, 2022 CA School Dashboard and the development of the 2023-24 LCAP, goals, actions, and metrics. Multiple types of data were reviewed and discussed including state data, local/internal data, and survey findings.

- **Other School Personnel** were consulted during in-person staff meetings (monthly) and surveyed the week of (April 17-21, 2023). Discussions took place on a review of multiple types of data, including internal, 2022 CA School Dashboard, to solicit their input on the 2023-24 LCAP Goals, Actions, and metrics.

- **Students** were consulted via survey (April 2023) and discussions that took place on schoolwide/student data in order to solicit their input for the 2023-24 LCAP.

- **Parents** were consulted during in-person Cafecitos meetings (9/13/22, 10/11/22, 11/15/22, 12/13/22, 1/17/23, 2/7/23, 3/13/23, 4/10/23, 5/22/23) and via online parent survey (May 2023). Discussions took place on the 2022 CA School Dashboard, the current progress of the LCAP, and the development of the 2023-24 LCAP goals, actions, and metrics.

- **Parent Advisory Committee (PAC)** which includes parents of Unduplicated Pupils, and parents of Students with Disabilities were consulted during in-person meetings and administered an online survey (May 2023). Discussions took place on the 2022 CA School Dashboard, the current progress of the LCAP, and the development of the 2023-24 LCAP goals, actions, and metrics.

- **ELAC/DELAC/EL-PAC** were consulted during in-person meetings on (3/13/23, 4/10/23, 5/22/23) . Discussions took place on the 2022 CA School Dashboard, the current progress of the LCAP, and the development of the 2023-24 LCAP goals, actions, and metrics.

- **SELPA** (LA County Charter SELPA) was consulted on 6/15/23 via email.

Soleil Academy consulted with its required educational partners and the following is feedback that was collected:

- **Principals/Administrators & Leadership** requested additional support staff to provide tiered academic intervention for our struggling scholars; and add an additional position to address chronic absenteeism rates with families.

- **Teachers**: requested additional Instructional Aides to assist with small group instruction; and behavioral issues resulting in a disruption to learning.

- **Other School Personnel**: requested training to build their development of providing academic support for students.

- **Students** requested more PE equipment and additional breaks for outdoor activities.

- **Parents** requested additional after school activities and enrichment.

- **Parent Advisory Committee (PAC) which includes parents of Unduplicated Pupils, and parents of Students with Disabilities**: requested opportunities to engage/participate at the school during the instructional day; and would like to see an in-house Special Education Department.

- **ELAC/DELAC/EL-PAC**: requested workshops on how to support their scholar with English Language proficiency to reclassify.

- **SELPA** agreed with LCAP Goal 1, Action 5. (SPED Action)

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

The engagement process included the development of this LCAP as follows:

- Goal 1, Action 2: Instructional Aides

- Goal 1, Action 2: Afterschool academic and social enrichment (expanded learning opportunities program/ASES).

- Goal 1, Action 3: Dean of School Culture, Counselor

- Goal 1, Action 4: EL Interventionist

- Goal 1, Action 6: PE equipment

- Goal 2, Action 2: Instructional Coaching

- Goal 3, Action 1: Field Trips

- Goal 3, Actions 2-3: Ways to engage at school (Committees), volunteerism, and parent workshops

Goals and Actions

Goal

Goal #	Description
1	Continue to develop an infrastructure that uses multiple forms of schoolwide & student achievement data to inform instruction, implement a Multi-tiered System of Supports to address the academic, social-emotional, and behavioral needs of every scholar and close achievement gaps across all student groups.

An explanation of why the LEA has developed this goal.

There is a need to continue to implement and systematize MTSS to address the diverse learning needs of our scholars (academic & SEL).

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
CAASPP ELA Source: CDE	2020-21: 26.92% met/exceed standards	2021-22: 34.33% Met or exceeded standard	2022-23: results pending		30%
CAASPP Math Source: CDE	2020-21: 23.08% met/exceed standards	2021-22: 17.91% Met or exceeded standard	2022-23: results pending		30%
CA Science Test: Gr 5 Source: CDE	* Not administered (2020-21)	* Not administered (2021-22)	2022-23: results pending		2022-23 results will serve as a baseline
Attendance Rate Source: CALPADS	2019-20: 99%	2020-21: 96%	2021-22: 92		>95%
Suspension Rate Source: Dataquest	2019-20: 0%	2020-21: 0%	2021-22: 0%		<1%
Expulsion Rate Source: Dataquest	2019-20: 0%	2020-21: 0%	2021-22: 0%		0%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Chronic absenteeism Rate Source: Dataquest	**CHRONIC ABSENTEEISM — 2018-19** 		Count	Rate
---	---	---
Schoolwide	22	19.8%
African-American	*	*
Hispanic	22	21.4%
EL	6	12.8%
SWD	*	*
SED	18	19.4%		**CHRONIC ABSENTEEISM — 2020-21** |	Count	Rate
---	---	---
Schoolwide	3	1.7%
African-American	0	0.0%
Hispanic	3	1.8%
EL	1	1.8%
SWD	1	8.3%
SED	2	1.3%		**2021-22 CHRONIC ABSENTEEISM** |	Number	Rate
---	---	---
Schoolwide	64	27.9%
African American	7	46.7%
Hispanic	54	26.2%
English Learners	20	28.2%
SWD	7	28.0%
SED	59	31.9%			5%
% Of students including Unduplicated Pupils, and Students with Disabilities (SWD) who have access to Broad Course of Study: Source: Master Schedule	2020-21: 100%	2021-22: 100%	2022-23: 100%		100%
% Of EL who made progress toward English Proficiency measured by ELPAC Source: CDE	2020-21: 15% Proficient	2021-22: 14.06% Proficient	2022-23: results pending		2022-23 results will serve as a baseline
Reclassification Rate Source: Dataquest	2019-20: 19.4%	2020-21: 3.1%	2021-22: 7.6%		20%
% EL with access to CCSS & ELD Standards Source: Master Schedule	2020-21: 100%	2021-22: 100%	2022-23: 100%		100%

Soleil Academy serves grades serves grades TK-5: therefore, the following metrics do not apply:

- Priority 3: % of pupils who successfully completed A-G
- Priority 3: % of pupils how successfully completed CTE Courses
- Priority 3: % of Pupils who successfully completed CTE & A-G courses
- Priority 3: % of pupils who pass AP exams with a score of 3 or higher
- Priority 3: Pupils prepared for college by EAP
- Priority 5: MS & HS Dropout Rate, HS Graduation Rate
- Priority 8: Other pupil outcomes

Actions

Action #	Title	Description	Total Funds	Contributing
1	**MEASURING STUDENT PROGRESS – ASSESSMENTS**	To assess learning gaps, monitor scholar progress and develop annual growth targets, it is essential to administer evidence-based standards-aligned assessments. Scholars will be assessed using NWEA MAP Reading and Math assessments (3 times/year) to provide baseline performance (fall); and develop trimester growth targets, measure, and monitor student academic progress and identify whether scholars require additional academic support. In addition, STEP (reading) assessment will be administered 4 times per year for all scholars. The CA State Board of Education (SBE) has approved Northwest Education Administration (NWEA) Measures of Academic Progress (MAP) as a verified data source. NWEA is a research-based computer adaptive assessment that is standards aligned and accurately reflects the student's level and measures growth over time. It provides teachers with accurate, and actionable evidence to help target instruction for each student or groups of students regardless of how far above or below they are from their grade level. Strategic Teaching and Evaluation of Progress (STEP) is a research-based formative assessment, data management, and professional learning system designed to build teacher capacity for literacy instruction and provides	$11,237	N

Action #	Title	Description	Total Funds	Contributing
		educators with the data necessary to improve student achievement in literacy across grade levels. UChicago Impact's STEP provides schools with a meaningful, developmental literacy assessment and professional learning that supports educators in using student data to increase the volume of students on track to reading proficiency.		
2	**ADDRESSING ACADEMIC NEEDS TO ACCELERATE LEARNING**	Soleil Academy will use data from universal screeners (NWEA MAP, STEP Reading) and CAASPP ELA/Math assessments to identify learning and achievement gaps and provide tiered academic intervention to maximize student learning. Areas of concern are the "low" performance level on the 2022 CA School Dashboard for both ELA and Math Academic Indicators. Struggling learners will receive intervention at increasing levels of intensity to accelerate their rate of learning. Each scholar's progress will be closely monitored to assess both the learning rate and level of performance of individual students. Teachers will integrate Tier 1 supports into their daily lesson. Homeroom teachers will provide math intervention during the daily 30-minute RtI Intervention block. Instructional Aides will provide tiered support during the instructional day. Our scholars will utilize supplemental intervention programs (Achieve 3000, Lexia Core, Raz Kids, and Phonics Program) during intervention block and as part of expanded learning opportunities program. To further accelerate learning, Soleil Academy will offer expanded learning opportunities through afterschool, intersession, and summer programming. ELOP will include academic, social enrichment, SEL and health and fitness activities. Achieve 3000 is a supplemental online literacy program that provides nonfiction reading content to students in grades TK-12 and focuses on building phonemic awareness, phonics, fluency, reading comprehension, vocabulary, and writing skills. It has a rating of "strong" from Evidence for ESSA, based on a wide body of research, including a gold standard study, for demonstrating accelerated literacy growth for students across grade levels and abilities. It allows for a systematic and flexible approach to measuring growth, forecasting performance, targeting instruction and	$893,322	Y

Action #	Title	Description	Total Funds	Contributing
		creating a culture of literacy that supports all students. Achieve 3000 supports students to continue to accelerate their literacy growth in order to be on track for academic success.		
3	**ADDRESSING SOCIAL-EMOTIONAL & BEHAVIORAL STUDENT NEEDS**	Soleil Academy is committed to providing social and emotional supports to support the mental health need of our scholars The Dean of Culture will lead schoolwide community meetings, schoolwide implementation of MTSS Framework, address student behavioral issues with de-escalation techniques, and provide staff training on strategies to address behavioral challenges. The Counselor will provide scholars with significant behavioral needs with one-on-one counseling; particularly with scholars with internal behaviors such as shy, withdrawn, anxiety, depression, and peer rejection. The Counselor who is integral member of the Student Supports Team will provide input for scholars receiving Tier 2 and 3 interventions and may use strategies such as restorative circles to enhance inclusivity and belonging on our campus. The Counselor will provide added support with SEL lessons through Second Step curriculum. In addition, the Counselor will collaborate with the Operations Specialist and provide tiered intervention as part of our Attendance improvement schoolwide initiative. Our scholars participate in daily morning meetings aligned to the Bravery, Respect, Integrity, Generosity, Hard work, and Tenacity (BRIGHT) Core Values with their teachers. Bright Character development skills aim at creating a strong foundation with self-identity. Our teachers implement the SEL curriculum, which is embedded in daily instructional practice, expectations and in the daily SEL check-ins with scholars, reinforcing a variety of social emotional skills.	$226,778	Y
4	**STRENGTHENING EL PROGRAM & SERVICES**	English learners comprise approximately 26% of our student population. To ensure English learners gain English language proficiency, and English language acquisition, Soleil Academy teachers will provide integrated English Language Development (ELD) across all disciplines. Designated ELD will take place during universal access/intervention block for 25 minutes at least four days per week depending on EL needs and ELPAC	$97,331	Y

Action #	Title	Description	Total Funds	Contributing
		results. The EL Interventionist (credentialed teacher) will oversee the EL Program, RtI, facilitate professional development, coach teachers, and provide push-in academic support for EL in the classroom. The leadership team in collaboration with the EL Interventionist will research ELD Curriculum for adoption. In addition, the EL Master Plan will be reviewed and revised by the Leadership Team and with the input of ELAC/DELAC.		
5	**SERVICES TO SUPPORT SWD**	Soleil Academy's SELPA is Los Angeles County Charter SELPA. Our school will contract SPED services; and our general education staff will participate in professional development opportunities offered from our SELPA, and other providers to ensure compliance and adherence to state and federal laws with regards to Special Education. In addition, Soleil Academy will ensure implementation of accommodations and/or modifications into lessons and assessments to support the needs and IEP goals of SWD. In order to improve student outcomes for Students with Disabilities (SWD) population, teachers, aides, and interventionists will provide targeted interventions will provide targeted support. Moreover, staff will be trained on de-escalation strategies that support our scholars with autism and/or ADHD. These strategies will in turn be shared with parents during Parent University as well. We will prioritize our SPED/EL scholars to receive more minutes of intervention. Moreover, Soleil Academy will send teaching staff to SELPA offerings and trainings to learn best practices that support our inclusion model.	$618,285	N
6	**BROAD COURSE OF STUDY**	Soleil Academy will provide all scholars with a broad course of study beyond core subjects (ELA, Math, Science, Social Studies, and PE) that includes the following: Art, and Science Lab. Science Lab is a NGSS-aligned supplemental Science courses that provides scholars with experiential learning opportunities to engage them in science and scientific thinking.	$97,824	N

Action #	Title	Description	Total Funds	Contributing
		According to a longitudinal study of the impact of the Arts and Achievement in At-risk youth, conducted by National Endowment of the Arts, found that students in high arts involvement helped narrow the gap in achievement levels among youth of high SES versus low SES. Learning experiences in the arts contribute to the development of academic skills, including the areas of reading and language development, and mathematics.		

Goal Analysis for 2022-23

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

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

No substantive differences were identified.

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

No material differences were identified.

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

Academic universal screeners were used to identify the tiered support level and areas of focus to address learning gaps; and the lack of foundational skills knowledge prevalent especially among our youngest scholars in TK/K.

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 are no planned changes to the LCAP goal, metrics, and desired outcomes. This school year we met our final grade expansion, serving TK-5; and have implemented several initiatives to address learning loss, achievement gaps, Social-emotional and mental health needs that include: MTSS schoolwide training, STEP literacy assessment, and Science of Reading. However, for the upcoming school year, we will develop a Community Schools Steering Committee as we move towards establishing a Community School in alignment with MTSS and the CA Community Schools Framework.

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.

Goal

Goal #	Description
2	Provide all scholars with a rigorous standards-aligned educational program that integrates the BRIGHT Core values, and character development to prepare all scholars for success in College and Career.

An explanation of why the LEA has developed this goal.

Continue to provide robust professional development for teachers and support staff including strategies to improve tiered intervention; and address behavioral challenges in the classroom.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
% Of students with access to Standards-aligned materials Source: Textbook inventory	2020-21: 100%	2021-22: 100%	2022-23: 100%		100%
Implementation of the Academic content & performance Standards – measured using Local Indicator Priority 2	2020-21: Implementation Academic Standards ELA 5 ELD 5 Math 5 NGSS 5 History 5 PE 5	2021-22: Implementation Academic Standards ELA 4 ELD 4 Math 4 NGSS 3 History 3 PE 4	2022-23 Implementation Academic Standards ELA 4 ELD 4 Math 4 NGSS 4 History 3 PE 3 VAPA 4		2023-24: Implementation Academic Standards ELA 5 ELD 5 Math 5 NGSS 5 History 5 PE 5
% Of Fully credentialed &	2020-21: 100%	2021-22: 100%	2022-23: pending per TAMO		100%

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

Source: CalSAAS | | | | | |

Actions

Action #	Title	Description	Total Funds	Contributing
1	**ADMIN & EDUCATORS THAT SUPPORT THE ED PROGRAM**	Soleil Academy will employ a principal and appropriately credentialed and assigned teachers for scholars in grades TK-5, to provide instruction in all subject areas: ELA, Math, Science, Social Studies, and Physical Education as part of the school's educational program.

All teachers will participate in 17 days of intensive Summer Professional learning, to prepare for the 2023-24 school year, with an additional 8 non-instructional days during the academic year for professional development to focus on data analysis. All teachers will also participate in weekly Professional Development.

Areas of focus for summer PD include:

- SEL & Behavior Management
- ELD: How to increase support for ELs
- SPED: Accommodations and Modifications
- Strengthening Academic Interventions: Tiers 1-2 | $1,189,213 | Y |
| 2 | **PROFESSIONAL DEVELOPMENT** | Soleil Academy's educators will participate in ongoing evidence-based professional development during the summer and will continue during the academic school year. The Assistant Principal and Dean (Lower Academy) will provide instructional coaching (observation, feedback cycle) for all teachers and facilitate professional development.

Areas of focus for professional development include:

- Science of Reading | $286,680 | Y |

Action #	Title	Description	Total Funds	Contributing
		• Progress Monitoring: University of Chicago (reading tool) • Homework and Grading Expectations • Child abuse reporting and CPR • How to increase support for EL's • Designated & Integrated ELD • De-escalation strategies • Tiered Intervention • SPED: Accommodations/modifications • MTSS • Bridges Math curriculum adoption To build capacity of returning teachers and improve delivery of instruction areas of focus include: • How to increase support for EL • Guided Reading 2.0 • Student Leadership within a Classroom • Empowering Readers To build capacity and strengthen school practices, members of the Leadership/Administration team will participate in: • Appleman Consulting will provide leadership development - Principal • Together Leader • Conferences & Workshops		

Action #	Title	Description	Total Funds	Contributing
		To support teacher effectiveness and credential clearance, Soleil Academy will reimburse teacher induction expenses.		
3	**CORE CURRICULAR PROGRAM NEEDS**	Soleil Academy has adopted standards-aligned for all content areas and will ensure all students have access to curricular and instructional materials. Annually purchases will be made to ensure access for all students including the purchase of consumables (as needed).	$4,450	N
4	**CLOSING THE DIGITAL DIVIDE**	Soleil Academy will ensure all students have access to a technology device to access instructional & supplemental materials; contract IT Support; and continue to utilize Zoom for virtual meetings (as needed)	$81,622	N

Goal Analysis for 2022-23

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

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

No substantive differences were identified.

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

No material differences were identified.

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

With the return to full in-person instruction, it was critical that we provide a safe learning environment for all students that included administering school climate surveys to measure areas of strength, and areas for growth. A significant proportion of our students experienced

significant trauma during the pandemic, and some continue to do so. We hosted parent workshops to help support their child's developmental needs in our partnership with parents.

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 are no planned changes to the LCAP goal, metrics, and desired outcomes. This school year we met our final grade expansion, serving TK-5; and have implemented several initiatives to address learning loss, achievement gaps, Social-emotional and mental health needs that include: MTSS schoolwide training, STEP literacy assessment, and Science of Reading. However, for the upcoming school year, we will develop a Community Schools Steering Committee as we move towards establishing a Community School in alignment with MTSS and the CA Community Schools Framework.

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.

Goal

Goal #	Description
3	Engage parents as partners through education, communication, and collaboration to provide our scholars with a safe, welcoming, inclusive, and positive learning environment & ensure each scholar ready to learn.

An explanation of why the LEA has developed this goal.

There is a continued need to engage families to improve student outcomes and educate families on the impact of truancy/daily attendance on student learning and child development.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Facilities in "good" repair as measured by FIT (Source)	2020-21: Exemplary	2021-22: Exemplary	2022-23: Exemplary		Good
Student Survey: Student Perception of School Safety & Connectedness Source: Local Survey	2020-21: 100% Sense of safety 100% School connectedness	2021-22: 98% Sense of safety 95% School connectedness	2022-23: 94% Sense of Safety 90% School Connectedness		>85%
Parent Survey: Sense of safety & school connectedness Source: Local Survey	2020-21: Not reported Sense of safety 98% School connectedness	2021-22: 92% Sense of safety 93% School connectedness	2022-23: 90% Sense of Safety 96% School Connectedness		>85%
Teacher/staff Survey: Sense of safety & school connectedness Source: Local Survey	2020-21: Not reported - Sense of safety 90% School connectedness	2021-22: 77% Sense of safety 83% School connectedness	2022-23: 90% Sense of Safety 90% School Connectedness		>80%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Parent Input in Decision-making including UP & SWD: As measured by CDE's Priority 3: Self-reflection Tool (Source)	2020-21: CDE's Self-reflection Tool (Questions 5-8) 5. 5 6. 5 7. 5 8. 5	2021-22: CDE's Self-reflection Tool (Questions 5-8) 5. 4 6. 3 7. 3 8. 4	2022-23: CDE's Self-reflection Tool (Questions 5-8) 5. 4 6. 5 7. 4 8. 4		Rating 4+
Parent Participation in Programs for Unduplicated Pupils & SWD: As measured by CDE's Priority 3: Self-reflection Tool (Source)	2020-21: CDE's Self-reflection Tool (Questions 1-4) 1. 5 2. 5 3. 4 4. 5	2021-22: CDE's Self-reflection Tool (Questions 1-4) 1. 4 2. 4 3. 4 4. 4	2022-23: CDE's Self-reflection Tool (Questions 1-4) 1. 5 2. 5 3. 4 4. 4		Rating 4+

Actions

Action #	Title	Description	Total Funds	Contributing
1	**PROMOTING POSITIVE SCHOOL CLIMATE, STUDENT ENGAGEMENT & SAFE LEARNING ENVIRONMENT**	Soleil Academy will provide all scholars with opportunities to engage in learning opportunities outside of the classroom (field trips) to further enhance the learning process, deepen student engagement and motivation. Soleil Academy will host Assemblies and schoolwide events to promote scholar engagement and a positive school climate. The School Safety Plan will be updated, emergency drills will take place, in addition to student vision and hearing testing. Soleil Academy will hire campus aides to provide additional security. Soleil Academy participates in universal meals – therefore all students may receive breakfast and lunch at no cost.	$447,113	N

Action #	Title	Description	Total Funds	Contributing
		Soleil Academy will also administer an annual parent, scholar and staff survey on school connectedness and sense of safety, that will be reported annually on the LCAP, Local Indicators, and SARC Report.		
2	**PARENT INPUT IN DECISION-MAKING**	Parent input in decision-making including families representing Unduplicated Pupils (UP) and Students with Disabilities (SWD) will take place through the following: • English Language Advisory Committee (ELAC), DELAC, & EL Parent Advisory Committee (EL-PAC) CA EC 52062(a)(2) – if applicable • Parent Advisory Committee (PAC) per CA EC 52062(a)(1) • Community Schools Steering Committee Interpreter services will be provided at each committee meeting; and upon request (costs identified in Goal 3, Action 3)	$0	N
3	**OPPORTUNITIES PROVIDED TO SUPPORT PARENT ENGAGEMENT & PARTICIPATION**	Soleil Academy will provide all parents including those representing Unduplicated Pupils, and Students with Disabilities with opportunities to engage as partners in their child education. The Director of Operations will facilitate parent workshops, lead attendance intervention, conduct home visit of at-risk scholars, and identify root cause analysis of scholar absences. Our goal is to reduce chronic absenteeism rates, ensure students are engaged and attending school on a daily basis, and educate families on the impact of absences on student learning and how it contributes to achievement gaps. The Director of Operations will: • Communicate with families and conduct parent/family outreach • Serve as the Homeless and foster youth liaison • Develop partnerships with Community based organizations to provide services for our scholars.	$321,706	Y

Action #	Title	Description	Total Funds	Contributing
		• Seek out high performing feeder middle schools for our scholars to transition to. Soleil Academy will host a parent/student orientation this summer (prior to the start of the school year) to provide families with a school tour, discuss attendance policy, review parent/student handbook, and meet school staff and teachers. To continue to address chronic absenteeism, Soleil Academy will be adding an additional staff (new position) to target, monitor, track and reduce chronic absenteeism, the Operations Specialist. This role will include collaborating and building relationships with families and coordinating activities including parent education workshops on strategies to ensure their child attends school daily and ready to learn. To keep families up to date on school events, promote parent engagement and participation, our school's website will be updated regularly; and staff will utilize One Call to communicate with families. Families will also have access to the PowerSchool Parent Portal, where they can view their scholar's progress, monitor attendance, and communicate with teachers. The Enrollment & Marketing Coordinator will host and facilitate parent events, workshops, and provide interpreter services at all parent committee meetings; and upon request. Parent University, a series of parent education workshops, will focus on the following requested topics: • How to start saving for college now • Science of Reading – Reading habits at home • Writing at home • Math at home • Nutrition • SEL • Chronic absenteeism: Academic impact on children		

Action #	Title	Description	Total Funds	Contributing
		All correspondence sent to families/guardians will be provided in English and translated to Spanish, as identified by our (primary) language survey and the "15% and above translation needs" criteria.		
4	**MAINTAINING SAFE & CLEAN SCHOOL FACILITIES**	Soleil Academy strives to provide all scholars and staff with a safe and clean school facility site. Annually, the Facility Inspection Tool (FIT) report will be completed for each site, and issues/findings will be addressed. FIT Report results will be reported annually on the SARC, Local Indicators Report, and LCAP.	$385,812	N

Goal Analysis for 2022-23

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

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

No substantive differences were identified.

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

No material differences were identified.

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

There is a need to continue to engage families in their scholar's learning, to include parent education workshops and conduct outreach to families using our tiered re-engagement strategies.

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

No changes will be made to the planned goal, metrics, or desired outcomes. However, a new position will be added – Operations specialist to target, monitor, track and reduce chronic absenteeism, collaborate, and build relationships with families and coordinate activities including parent education workshops on strategies to ensure their child attends school daily and ready to learn.

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 for 2023-24

Projected LCFF Supplemental and/or Concentration Grants	Projected Additional LCFF Concentration Grant (15 percent)
$1,072,591	$127,662

Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
33.11%	0%	$0	33.11%

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.

Low income students have disproportionately higher rates of chronic absenteeism and achievement gaps in ELA and Math as evidenced in the 2022 Dashboard and local assessment data (NWEA MAP assessments, STEP Reading assessments). As identified in the Engaging Educational Partners, there is a need to provide parent education workshops on the impact of truancy on student academic outcomes and learning. There is a significant need for additional support for student and family engagement within the school. Students are also feeling disengaged and student behavioral challenges have escalated tremendously post-pandemic.

To address these needs, Soleil Academy will provide Instructional Aides (Goal 1, Action 2) to provide Tier 1 support and small group instruction especially during ELA, and Math instruction. The Counselor will provide scholars with significant behavioral needs with one-on-one counseling; particularly with scholars with internal behaviors such as shy, withdrawn, anxiety, depression, and peer rejection. The Counselor who is integral member of the Student Supports Team will provide input for scholars receiving Tier 2 and 3 interventions and may use strategies such as restorative circles to enhance inclusivity and belonging on our campus. The Counselor will provide added support with SEL lessons through Second Step curriculum. In addition, the Counselor will collaborate with the Operations Specialist and provide tiered intervention as part of our Attendance improvement schoolwide initiative.

Soleil Academy is committed to providing social and emotional supports to support the mental health need of our scholars The Dean of Culture (Goal 1, Action 3) will lead schoolwide community meetings, schoolwide implementation of MTSS Framework, address student behavioral issues with de-escalation techniques, and provide staff training on strategies to address behavioral challenges. The Counselor will provide counseling services; and collaborate with the leadership team to address chronic absenteeism rates. Our scholars participate in daily morning meetings aligned to the Bravery, Respect, Integrity, Generosity, Hard work, and Tenacity (BRIGHT) Core Values with their teachers. Bright Character development skills aim at creating a strong foundation with self-identity. Our teachers implement the SEL curriculum, which is embedded in daily instructional practice, expectations and in the daily SEL check-ins with scholars, reinforcing a variety of social emotional skills.

The Director of Operations (Goal 3, Action 3) will facilitate parent workshops, lead attendance intervention, conduct home visit of at-risk scholars, and identify root cause analysis of scholar absences. Our goal is to reduce chronic absenteeism rates, ensure students are engaged and attending school on a daily basis, and educate families on the impact of absences on student learning and how it contributes to achievement gaps. The Enrollment & Marketing Coordinator (Goal 3, Action 3) will host and facilitate parent events, to make families feel welcomed and build community. In addition, a series of parent workshops will be provided including the focus on daily attendance (to reduce chronic absenteeism), and strategies to support their child at home with reading, writing and mathematics. To ensure high parent turnout, interpreter services will be made available at all parent committee meetings; parent workshops, and schoolwide events.

To continue to address chronic absenteeism, Soleil Academy will be adding an additional staff (new position) to target, monitor, track and reduce chronic absenteeism, the Operations Specialist (Goal 3, Action 1). This role will include collaborating and building relationships with families and coordinating activities including parent education workshops on strategies to ensure their child attends school daily and ready to learn.

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, the following action will be provided on a limited basis to English learners:

- Goal 1, Action 4: English learners comprise approximately 26% of our student population. To ensure English learners gain English language proficiency, and English language acquisition, Soleil Academy teachers will provide integrated English Language Development (ELD) across all disciplines. Designated ELD will take place during universal access/intervention block for 25 minutes at least four days per week depending on EL needs and ELPAC results. The EL Interventionist (credentialed teacher) will oversee the EL Program, RtI, facilitate professional development, coach teachers, and provide push-in academic support for EL in the classroom.

The leadership team in collaboration with the EL Interventionist will research ELD Curriculum for adoption. In addition, the EL Master Plan will be reviewed and revised by the Leadership Team and with the input of ELAC/DELAC.

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.

Soleil Academy will use additional concentration grant add-on funds to fund additional Instructional Aides (Goal 1, Action 2) that will increase the number of staff providing direct services to Unduplicated Pupils.

Staff-to-student ratios by type of school and concentration of unduplicated students	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of classified staff providing direct services to students	Not applicable to charter schools	Not applicable to charter schools
Staff-to-student ratio of certificated staff providing direct services to students	Not applicable to charter schools	Not applicable to charter schools

FY23-24 Total Planned Expenditures Table

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$ 3,639,398	$ 894,501	$ -	$ 127,473	4,661,373	$ 2,670,755	$ 1,990,618

Goal #	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1	MEASURING STUDENT PROGRESS – ASSESSMENTS	ALL	$ 11,237	$ -	$ -	$ -	$ 11,237
1	2	ADDRESSING ACADEMIC NEEDS TO ACCELERATE LEARNING	ALL	$ 361,791	$ 525,570	$ -	$ 5,961	$ 893,322
1	3	ADDRESSING SOCIAL-EMOTIONAL & BEHAVIORAL STUDENT NEEDS	SPED	$ 145,445	$ -	$ -	$ 81,333	$ 226,778
1	4	STRENGTHENING EL PROGRAM & SERVICES	English Learners	$ 97,331	$ -	$ -	$ -	$ 97,331
1	5	SERVICES TO SUPPORT SWD	ALL	$ 349,537	$ 235,373	$ -	$ 33,375	$ 618,285
1	6	BROAD COURSE OF STUDY	ALL	$ 97,824	$ -	$ -	$ -	$ 97,824
2	1	ADMIN & EDUCATORS THAT SUPPORT THE ED PROGRAM	ALL	$ 1,189,213	$ -	$ -	$ -	$ 1,189,213
2	2	PROFESSIONAL DEVELOPMENT	ALL	$ 166,640	$ 113,236	$ -	$ 6,804	$ 286,680
2	3	CORE CURRICULAR PROGRAM NEEDS	ALL	$ 4,450	$ -	$ -	$ -	$ 4,450
2	4	CLOSING THE DIGITAL DIVIDE	ALL	$ 81,622	$ -	$ -	$ -	$ 81,622
3	1	PROMOTING POSITIVE SCHOOL CLIMATE, STUDENT ENGAGEMENT & SAFE LEARNING ENVIRONMENT	ALL	$ 447,113	$ -	$ -	$ -	$ 447,113
3	3	OPPORTUNITIES PROVIDED TO SUPPORT PARENT ENGAGEMENT & PARTICIPATION	ALL	$ 301,384	$ 20,322	$ -	$ -	$ 321,706
3	4	MAINTAINING SAFE & CLEAN SCHOOL FACILITIES	ALL	$ 385,812	$ -	$ -	$ -	$ 385,812

FY23-24 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
$ 3,239,038	$ 1,072,591	33.11%	0.00%	33.11%	$ 1,072,591	0.00%	33.11%	**Total:**	$ 1,072,591
								LEA-wide Total:	$ -
								Limited Total:	$ 97,331
								Schoolwide Total:	$ 975,259

Goal #	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	2	ADDRESSING ACADEMIC NEEDS TO ACCELERATE LEARNING	Yes	Schoolwide	All	Soleil Academy	$ 361,791	0.00%
1	3	ADDRESSING SOCIAL-EMOTIONAL & BEHAVIORAL STUDENT NEEDS	Yes	Schoolwide	All	Soleil Academy	$ 145,445	0.00%
1	4	STRENGTHENING EL PROGRAM & SERVICES	Yes	Limited	English Learners	Soleil Academy	$ 97,331	0.00%
2	2	PROFESSIONAL DEVELOPMENT	Yes	Schoolwide	All	Soleil Academy	$ 166,640	0.00%
3	3	OPPORTUNITIES PROVIDED TO SUPPORT PARENT ENGAGEMENT & PARTICIPATION	Yes	Schoolwide	All	Soleil Academy	$ 301,384	0.00%

FY22-23 Annual Update Table

Totals:	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Actual Expenditures (Total Funds)
Totals:	$ 3,004,372.15	$ 2,886,526.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1	MEASURING STUDENT PROGRESS – ASSESSMENTS	No	$ 8,860	$ 7,896
1	2	MTSS: ADDRESSING ACADEMIC NEEDS TO ACCELERATE LEARNING	No	$ 41,280	$ 43,546
1	2	MTSS: ADDRESSING ACADEMIC NEEDS TO ACCELERATE LEARNING	Yes	$ 194,750	$ 180,421
1	2	MTSS: ADDRESSING ACADEMIC NEEDS TO ACCELERATE LEARNING	No	$ 233,135	$ 300,546
1	3	ADDRESSING SOCIAL-EMOTIONAL & BEHAVIORAL STUDENT NEEDS	Yes	$ 109,778	$ 110,584
1	4	STRENGTHENING EL PROGRAM & SERVICES	No	$ 81,101	$ 74,321
1	5	SERVICES TO SUPPORT SWD	No	$ 330,000	$ 468,121
1	6	BROAD COURSE OF STUDY	Yes	$ 90,942	$ 98,653
2	1	ADMIN & EDUCATORS THAT SUPPORT THE ED PROGRAM	No	$ 499,560	$ 384,658
2	1	ADMIN & EDUCATORS THAT SUPPORT THE ED PROGRAM	No	$ 138,000	$ 114,896
2	1	ADMIN & EDUCATORS THAT SUPPORT THE ED PROGRAM	Yes	$ 285,506	$ 189,254
2	2	PROFESSIONAL DEVELOPMENT	No	$ 3,000	$ 1,500
2	2	PROFESSIONAL DEVELOPMENT	No	$ 199,200	$ 109,846
2	2	PROFESSIONAL DEVELOPMENT	No	$ 23,600	$ 15,489
2	2	MEASURING STUDENT PROGRESS – ASSESSMENTS	No	$ 30,875	$ 32,684
2	3	CORE CURRICULAR PROGRAM NEEDS	No	$ 4,450	$ 5,103
2	4	CLOSING THE DIGITAL DIVIDE	No	$ 85,900	$ 88,456

3	1	PROMOTING POSITIVE SCHOOL CLIMATE, STUDENT ENGAGEMENT & SAFE LEARNING ENVIRONMENT	No	$	359,886	$	361,801
3	3	OPPORTUNITIES PROVIDED TO SUPPORT PARENT ENGAGEMENT & PARTICIPATION	No	$	12,000	$	12,065
3	3	OPPORTUNITIES PROVIDED TO SUPPORT PARENT ENGAGEMENT & PARTICIPATION	No	$	78,750	$	80,541
3	4	MAINTAINING SAFE & CLEAN SCHOOL FACILITIES	No	$	193,800	$	206,145

FY22-23 Contributing Actions Annual Update Table

6. Estimated Actual LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Actual Percentage of Improved Services (%)	Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)
$ 813,932	$ 680,976	$ 2,761,876	$ (2,080,900)	0.00%	0.00%	0.00% - No Difference

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	2	MTSS: ADDRESSING ACADEMIC NEEDS TO ACCELERATE LEARNING	Yes	$ 194,750	$ 180,421.00	0.00%	0.00%
1	3	ADDRESSING SOCIAL-EMOTIONAL & BEHAVIORAL STUDENT NEEDS	Yes	$ 109,778	$ 110,584.00	0.00%	0.00%
1	6	BROAD COURSE OF STUDY	Yes	$ 90,942	$ 98,653.00	0.00%	0.00%
2	1	ADMIN & EDUCATORS THAT SUPPORT THE ED PROGRAM	Yes	$ 285,506	$ 189,254.00	0.00%	0.00%

FY22-23 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
$ 3,230,535	$ 813,932	0.00%	25.19%	$ 2,761,876	0.00%	85.49%	$0.00 - No Carryover	0.00% - No Carryover

Instructions

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]).

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

- o 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.

Local Control and Accountability Plan Instructions

- **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:

Local Control and Accountability Plan Instructions

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

Local Control and Accountability Plan Instructions

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

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

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

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

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

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

Local Control and Accountability Plan Instructions

Focus Goal(s)

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

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

Broad Goal

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

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

Maintenance of Progress Goal

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

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

Required Goals

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

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

- **Consistently low-performing student group(s) goal requirement:** An LEA meeting the consistently low-performing student group(s) criteria must include a goal in its LCAP focused on improving the performance of the student group or groups that led to the LEA's eligibility for Differentiated Assistance. This goal must include metrics, outcomes, actions, and expenditures specific to addressing the needs of, and improving outcomes for, this student group or groups. An LEA required to address multiple student groups is not required to have a goal to address each student group; however, each student group must be specifically addressed in the goal. This requirement may not be met by combining this required goal with another goal.

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

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

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

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

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

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

Measuring and Reporting Results:

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

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

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

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

Complete the table as follows:

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

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

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

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

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

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

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

Local Control and Accountability Plan Instructions

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

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

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

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

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

Goal Analysis:

Enter the LCAP Year.

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

Local Control and Accountability Plan Instructions

- 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.

Local Control and Accountability Plan Instructions

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.

Local Control and Accountability Plan Instructions

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.

Local Control and Accountability Plan Instructions

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

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

Complete the table as follows:

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

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

Action Tables

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

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

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

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

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

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

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

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

Data Entry Table

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

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

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

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

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

LCFF Carryover Table

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

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

Calculations in the Action Tables

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

Contributing Actions Table

- 4. Total Planned Contributing Expenditures (LCFF Funds)

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

- 5. Total Planned Percentage of Improved Services

    o This percentage is the total of the Planned Percentage of Improved Services column

- Planned Percentage to Increase or Improve Services for the coming school year (4 divided by 1, plus 5)

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

Contributing Actions Annual Update Table

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

- 6. Estimated Actual LCFF Supplemental and Concentration Grants

    o This is the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on of the number and concentration of unduplicated students in the current school year.

- 4. Total Planned Contributing Expenditures (LCFF Funds)

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

- 7. Total Estimated Actual Expenditures for Contributing Actions

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

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

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

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

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

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

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

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

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

LCFF Carryover Table

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

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

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

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

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

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

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

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

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

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