

LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: SIATech Academy South Charter

CDS Code: 19-75309-0131383

School Year: 2022-23

LEA contact information:

Darrick Rice

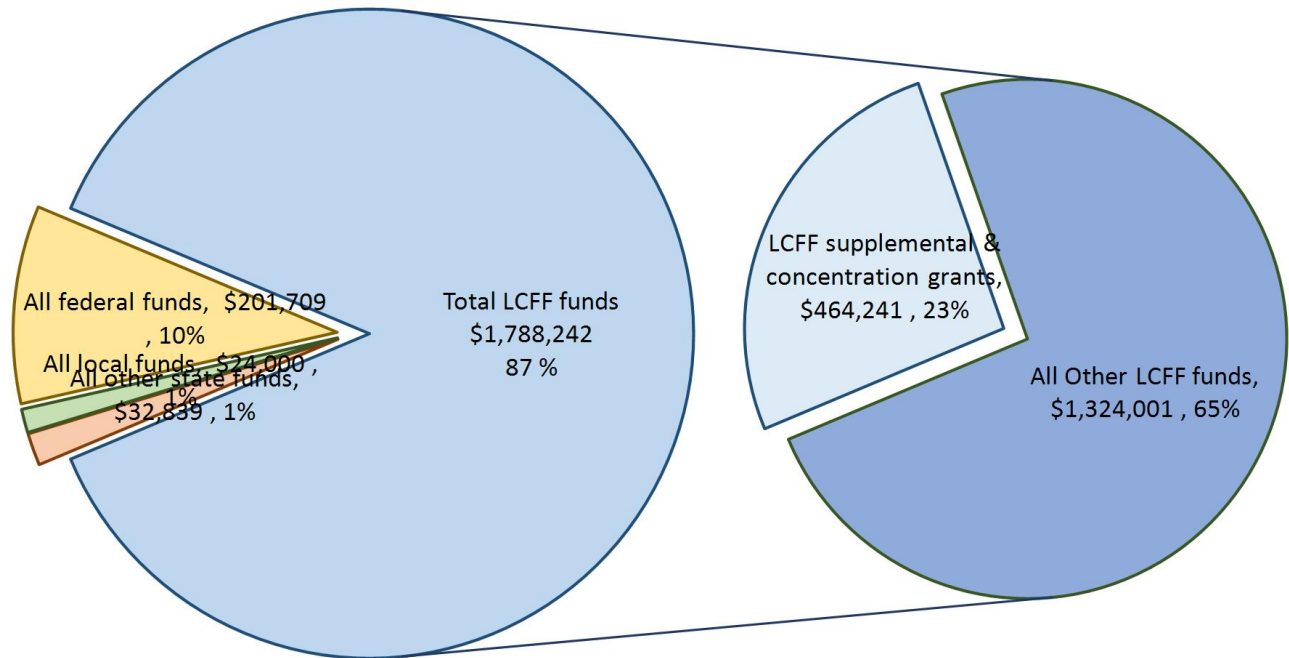
Principal

(213) 444-9842

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

Budget Overview for the 2022-23 School Year

Projected Revenue by Fund Source



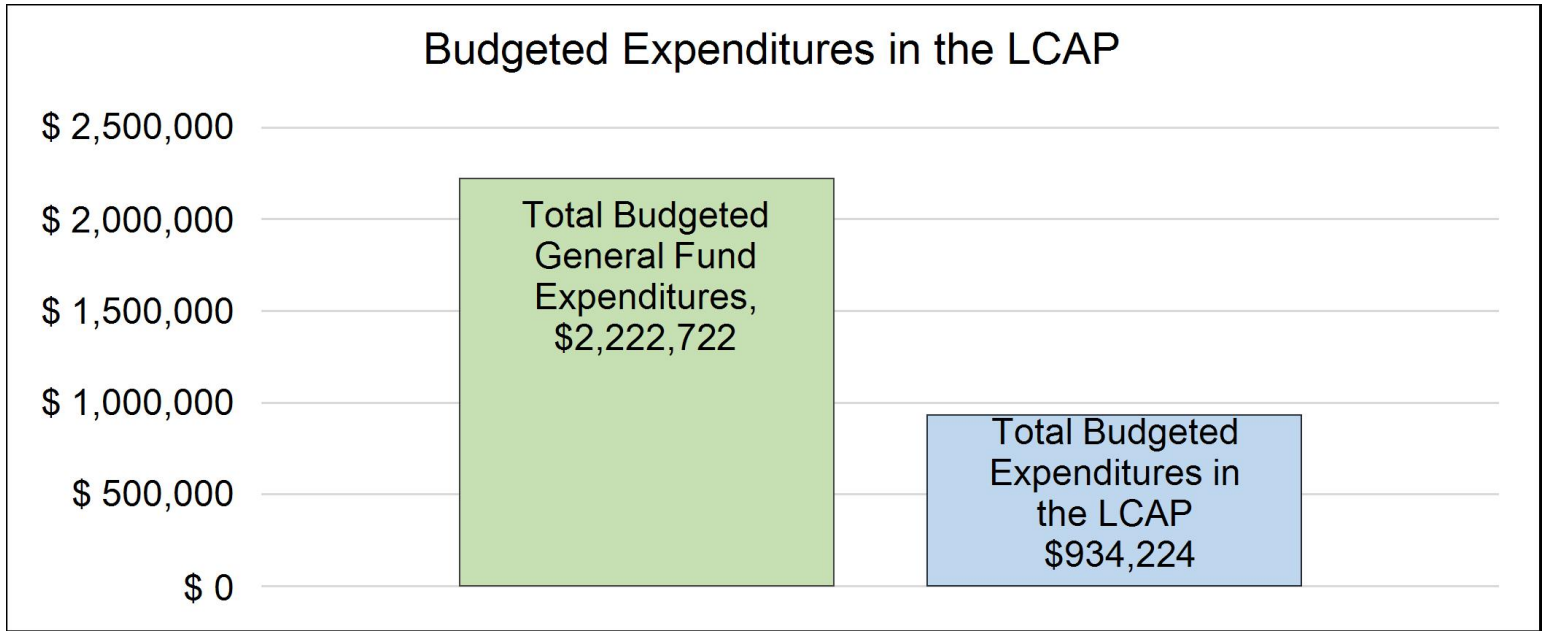
This chart shows the total general purpose revenue SIATech Academy South Charter expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for SIATech Academy South Charter is \$2,046,789, of which \$1,788,242 is Local Control Funding Formula (LCFF), \$32,839 is other state

funds, \$24,000 is local funds, and \$201,709 is federal funds. Of the \$1,788,242 in LCFF Funds, \$464,241 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

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



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

The text description of the above chart is as follows: SIATech Academy South Charter plans to spend \$2,222,722 for the 2022-23 school year. Of that amount, \$934,224 is tied to actions/services in the LCAP and \$1,288,498 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

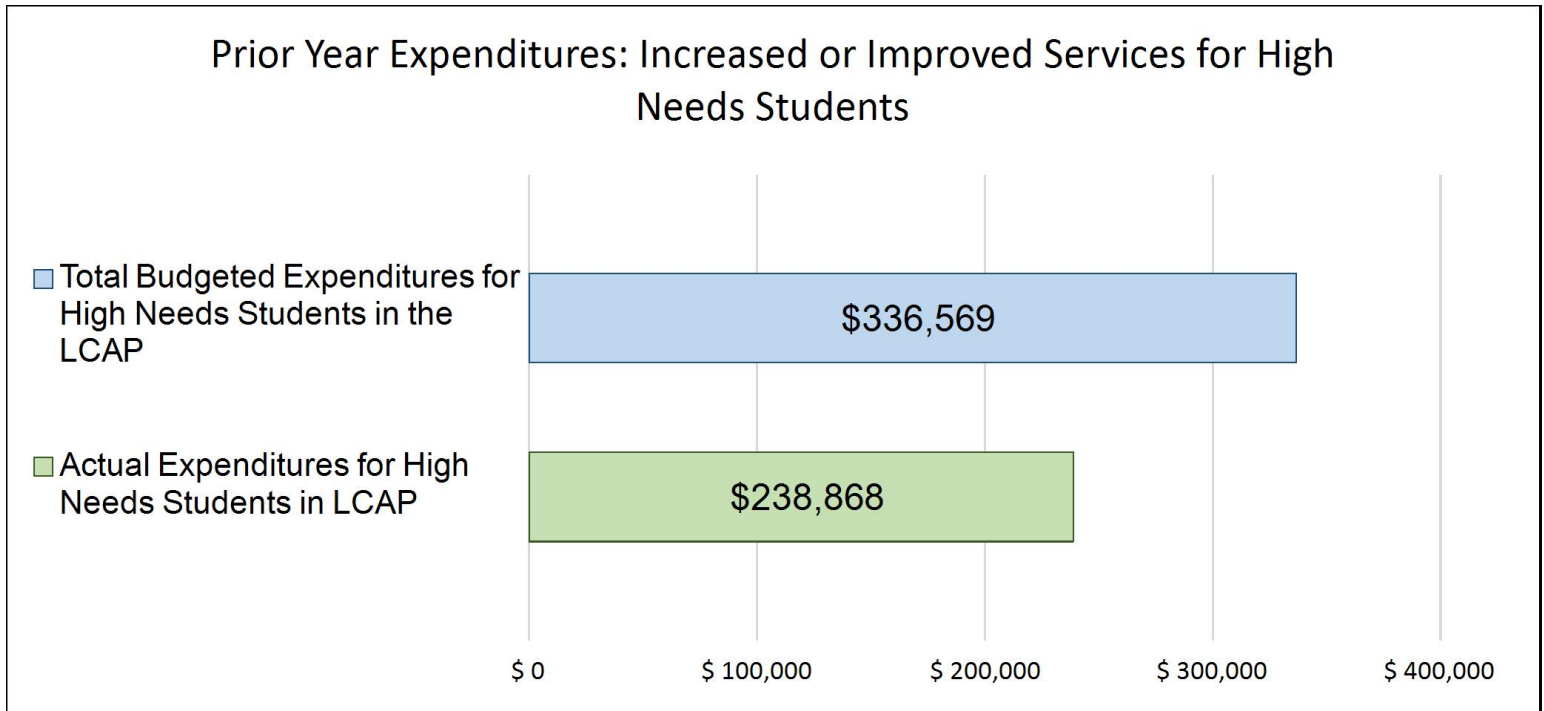
Staffing of Teachers and Principal and operational cost of the school.

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

In 2022-23, SIATech Academy South Charter is projecting it will receive \$464,241 based on the enrollment of foster youth, English learner, and low-income students. SIATech Academy South Charter must describe how it intends to increase or improve services for high needs students in the LCAP. SIATech Academy South Charter plans to spend \$680,746 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

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



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

The text description of the above chart is as follows: In 2021-22, SIATech Academy South Charter's LCAP budgeted \$336,569 for planned actions to increase or improve services for high needs students. SIATech Academy South Charter actually spent \$238,868 for actions to increase or improve services for high needs students in 2021-22.

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
SIATech Academy South Charter	Stacey Wilkins Chief of Schools	stacey.wilkins@siatech.org 5626318021

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

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

All funds provided through the Budget Act of 2021 were used to support goals and desired outcomes for SIATech in the development of the 2021-2022 LCAP. The development of the 2021-22 LCAP involved extensive partner engagement including, students, staff and community. Funds provided in the Budget Act of 2021 that were NOT included in the 2020-21 LCAP include:

- > Educator Effectiveness Block Grant: EEBG funds were used to funds were to pay professional development developed to support the desired outcomes articulated in our 2021-2022 LCAP. A public meeting held was on 11/16/2021 regarding the use the Educator Effectiveness Block Grant EEBG funds.
- > Expanded Learning Opportunity Grant: ELO funds were used to fund summer school classes for SIATech students; fund paraprofessionals; supplement SEL supports and services.
- > GEER: ELO GEER funds were used to purchase PPE needed to insure student and staff safety in the face of the pandemic. A public hearing was held on May 18, 2021 with the SIATech Governing Board, which followed a May 5th and May 11th, 2021 community engagement meeting regarding the Expanded Learning Opportunities Program.

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

SIATech Academy South consists of two school locations that serves primarily former high school dropouts in which over 80% of the student population is low income, EL, or foster youth so all funding goes toward serving this sector of students. Due to the drop in Average Daily Attendance in the 2021-22 school year (117 at P1 attendance report period, before the pandemic in FY 19-20 167 at P1), more concentration funding did not equate to more funding. With this, SIATech Academy South is utilizing it's reserve to sustain staffing so that direct services to students are uninterrupted.

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

SIATech Academy South did not receive any ESSER funds due to being a 100% independent study charter school, they were ineligible.

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

SIATech Academy South did not receive any ESSER funds due to being a 100% independent study charter school, they were ineligible.

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

SIATech Academy South is using it's fiscal resources aligned to the 2021-22 LCAP and the Learning Continuity and Attendance plan to ensure equitable, student centered learning. SIATech Academy South considers the LCAP to be the comprehensive planning document that captures the priorities, goals, and actions to improve student outcomes. As such, all additional funds received are viewed through the lens of the LCAP to determine where student needs exist and what services are needed to address those needs. Examples of how funds are aligned include: Expanded Learning Opportunities and ESSER funds allocated for summer school, and additional student supports to address learning loss and mental health needs.

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

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

Introduction

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

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

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

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

- The 2022–23 Budget Overview for Parents
- The 2021–22 Supplement
- The 2022–23 LCAP
- The Action Tables for the 2022–23 LCAP
- The Instructions for the LCAP Template

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

Instructions

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

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

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

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

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

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

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

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

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

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

Describe how and when the LEA engaged its educational partners on the use of one-time federal funds it received that are intended to support

recovery from the COVID-19 pandemic and the impacts of distance learning on students. See the COVID-19 Relief Funding Summary Sheet web page (<https://www.cde.ca.gov/fg/cr/relieffunds.asp>) for a listing of COVID-19 relief funding and the Federal Stimulus Funding web page (<https://www.cde.ca.gov/fg/cr/>) for additional information on these funds. The LEA is not required to describe engagement that has taken place related to state funds.

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

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

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

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

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

California Department of Education
November 2021

Local Control Accountability Plan

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
SIATech Academy South Charter	Darrick Rice Principal	darrick.rice@siatech.org (213) 444-9842

Plan Summary [2022-23]

General Information

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

The School for Integrated Academics and Technologies (SIATech) is a public charter high school serving 16-24 year old 10th, 11th and 12th grade students who have dropped out of school in the past and have chosen to recommit to their high school education. SIATech is a WASC accredited high school and operates two sites across California in high need communities, offering an independent study program at Boyle Heights and Pico Union. All students are low-income and seeking to end the cycle of poverty through academic and personal growth at SIATech.

SIATech is unique in its open-entry/open-exit model, allowing youth to enroll at any time during the year. Students complete programs customized to meet their individual learning needs, with an a-g and CTE curriculum accompanied by high-quality instruction and support services to meet their social, emotional and academic needs and prepare them for college, career and beyond.

Recent community challenges derive from the recent COVID pandemic and regions’ slow recovery. While SIATech was able to meet the needs of participating students by providing devices, Internet, teacher support and a curriculum that was 100% accessible online, the communities its students come from were disproportionately more severely affected by the pandemic and its economic ramifications. In addition, Job Corps centers, where SIATech classroom-based sites are located, are residential, thus additional safety and quarantine measures were enacted, resulting in attendance, engagement and enrollment challenges. SIATech is responding to this challenge, and the additional challenge of elevating social justice, equity and opportunity for all, by renewed strategic planning and implementation of parent and community outreach and partnerships, Diversity, Equity and Inclusion practices, revitalization of our student inquiry to enrollment process, and the establishment of a Multi-Tiered System of Supports (MTSS), including a focus on wellness and the incorporation of trauma-informed practices. We believe these actions will restore our student enrollment and average daily attendance numbers back to sustainable levels that we can effectively serve.

Reflections: Successes

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

SIATech Academy South demonstrated success and progress during the most recent school year. The California state graduation rate supplement showed that the school's graduation rate continued to improve with a nine percentage point increase over the baseline, and the graduation rate for African American students was an additional 14 percentage points over the school's overall rate for the year. While the California School Dashboard did not publish due to the COVID-19 pandemic, SIATech Academy South's local data sources reveal strong academic growth in literacy and numeracy. For example, 63% of students met expected learning growth in STAR reading scores (compared to 54% of students meeting expected learning growth in reading in the baseline year), and 72% of students met expected learning growth in STAR math scores (compared to 55% in the baseline). English learners demonstrated academic growth in reading of 69%, compared to 63% in the overall data. This is evidence of the efforts to personalize learning programs for students with an emphasis on academic growth has been effective for SIATech Academy South and its students, in spite of the constraints of the pandemic. In Goal 2, SIATech Academy South focused on career pathways and career technical education. There were twice as many students enrolled in CTE courses and almost a four-fold increase in CTE course completions over the baseline. Another success metric is that the school doubled the number of industry-recognized certifications that it offered to students. Finally, for Goal 3, SIATech Academy South looked at the social emotional learning (SEL) of its students through the use of a survey. Students demonstrated an increase in their academic behaviors, academic perseverance, and learning strategies. The survey is integrated into the "Real Learning for Real Life" course, so only students who took that course are represented. A new and more comprehensive SEL survey from Panorama will be implemented in 2022-2023 which will be administered to all students. However, even with the smaller sample size, SIATech Academy South students and English learners made improvements over the baseline in these SEL metrics of academic behaviors, academic mindset, academic perseverance, and learning strategies. SIATech has continually worked to become a more trauma-informed organization. The ARTIC scores illustrate the improvements of staff in several subscales designed to measure staff attitudes and capacity for serving students who have experienced trauma. SIATech Academy South staff demonstrated significant growth in all subscales of the ARTIC survey, including 11 percentage point gain in "empathy and control" and a 14% improvement in "personal support." SIATech Academy South continues to develop a multi-tiered system of support (MTSS) in order to provide Tier 1 supports universally to all students as well as Tier 2 and 3 supports for students who need additional support and interventions.

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.

The California School Dashboard did not publish due to the COVID-19 pandemic so SIATech Academy South did not have any “Red” or “Orange” performance categories. While the overall dashboard was not published, the CDE did provide a supplement that revealed a lower graduation rate than desired at 36%. Due to the unprecedented circumstances of the pandemic, this lower graduation rate is indicative of additional stressors and challenges on the SIATech Academy South student population. SIATech Academy South will continue to provide additional focus on re-engagement and retention of its students in order to ensure a higher percentage of SIATech students graduate in the coming years. These strategies include its MTSS implementation, individual learning plan creation and follow-up, as well as encouraging the participation in career pathways to create relevancy for course completions and graduation, among other activities. SIATech Academy South has contracted with an EL coordinator in 2021-2022 to improve its services to these students. While the overall DASS CCI indicator was not published, the CDE did provide a supplement that revealed a lower percentage of SIATech Academy South students in the prepared and approaching prepared categories. An increasing number of students have participated in CTE coursework therefore SIATech Academy South anticipates an uptick in its CCI Indicator measures in the coming school year. SIATech Academy South anticipates CTE pathway participation and completion will rebound as student populations return to pre-pandemic levels. In addition, the adoption of the Paxton Patterson Labs as a platform to provide additional and improved CTE course offerings is expected to result in an increase in student engagement with career pathways. As noted above, SIATech Academy South showed significant success in SEL survey feedback, however, the participation lagged compared to the baseline. To remedy this low participation, SIATech Academy South will provide three survey administrations throughout the course of the school year in order to capture 90% of students in these important SEL data gatherings. SIATech Academy South is also using an improved platform to present site-specific and subgroup based feedback supported by robust professional development to ensure all staff can access and understand the SEL results. The first administration of the Panorama survey will commence in Fall 2022.

LCAP Highlights

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

The LCAP is focused on providing support for student groups that have been identified as achieving below average. SIATech Academy South continues to provide each student with an individualized learning plan (ILP). These plans allow staff to work with students and their families to ensure that students are achieving their goals and making progress towards graduation and beyond. An analysis of the data showed that, while all students receive a plan, some students need additional support that the school is not currently providing. Through the development of a comprehensive MTSS system, the school plans to identify students who need support and ensure that they are provided with interventions that help them overcome barriers. In the 2021-22 school year, a new English Learner Coordinator was hired to bridge the gap between foundational skills and core content and provide professional learning targeting the instruction of EL students. Our EL

Coordinator has hit the ground running conducting site visits, needs assessments, and developing a English Language Learner Workshop Series.

SIATech Academy South has seen high-levels of community engagement around our current practices and the benefits of collaboration. Our Portrait of a Graduate (POG) process is one example of how valuable it is to bring varying perspectives to the table. We began the process of visualizing a Portrait of a "SIATech" Graduate in our All-Staff Meetings. This work has been instrumental in the development of our teaching and learning instructional framework. POG continues to inform our MTSS Development, professional development, student intervention, course offerings, and program offerings. Additionally, SIATech Academy South continues its all-staff professional development in the areas of equity, diversity, and inclusion. In partnership with Lead Out, our DEI Committee has developed a series of All Staff Session and DEI Series of courses.

SIATech Academy South has provided career technical education (CTE) in its programs across all school sites. A review of the data shows that many students who are not part of the federal Job Corps program, primarily our independent studies students, are not taking advantage of the CTE course offerings. Over the next three years, the school plans to increase student engagement in CTE to ensure that students are exposed to a wide variety of career options that they may choose to pursue after they graduate. With this in mind, we have partnered with Paxton and Patterson to provide Career Exploratory Labs composed of hands-on CTE curriculum to all our independent studies sites. Our K12 SWP Grant and other funding sources allows us to build these labs and prepare of students for internships, apprenticeships, and future jobs.

The social-emotional well being of our students is a top priority. One of the hallmarks of the school is its caring staff. Our students tell us that the relationships they have with staff are the reason they continue to come to school in the face of adversity. The school is in the process of developing comprehensive programs and systems around our staff and students' emotional wellness to ensure that specific needs are identified quickly and that supports are in place to provide necessary services. For students, this means access to qualified counselors through three partnerships, course content that targets mindfulness and self-care, and access to their own SEL survey results so they can learn to express their needs. Staff will continue to receive access to professional development and resources that address a variety of trauma-informed topics as well as support for their own self-care. With these objectives in mind, a new Student Wellness Coordinator has been hired. Their work will begin in the 2022-23 school year to provide a student wellness plan and build our bank of resources. Under the leadership of our Executive Director of Student Support Services, our Student Wellness Coordinator will build upon our partnership with Wellness Together to provide direct supports to students and targeted student wellness presentations through our UCLA partnership.

The school's metrics include student outcomes and staff tasks that need to be completed in order to support these outcomes. If the actions that have been defined are fully implemented, their success will be measured by increases in student achievement.

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.

SIATech Academy South

Support for Identified Schools

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

SIATech Academy South works with a variety of educational partners that meets quarterly to review student data and action items. Our action items are aligned to our LCAP/Strategic Plan Priorities with a clear understanding of how we will progress monitor the implementation of our CSI Action Items. Based on school and system-wide data, we engage in root cause analysis protocols (i.e. 5-Why, Empathy Interviews). We conduct student and staff surveys to gather feedback about our current graduation rate and the implications of this data to departments, sites, and individual work. Once we have identified an area of growth, we brainstorm ideas and collectively make determinations on next steps. Our next steps are filtered through an equity lens, direct support to students, current staff capacity, and research/evidence-based practices. Additionally, staff PD and training are included in all of our action items.

The school leadership team also meets regularly to review student achievement data related to the Schoolwide Strategic Plan that includes the CSI plan elements. Based on the results of the schoolwide analysis, the school is implementing an MTSS framework to ensure that students' academic and social-emotional needs are identified and that interventions are implemented and monitored for effectiveness. SIATech is at the beginning stages of this MTSS framework and continues to provide professional learning to the Instructional Leadership Team as well as the Site Leadership Team.

Finally, the Diversity, Equity, and Inclusion committee regularly reviews data and feedback from staff and students to ensure a framework for the following: developing awareness of cultural diversity, building positive relationships, enhancing learning mindsets, and creating supportive learning environments. This committee is currently building a research-based repository of resources and modules to be used for professional development.

Evidence-based professional development provided to all staff included initial foundational trainings that addressed (a) trauma's impact on the brain; (b) how trauma, adversity and loss impact student engagement and academic functioning; (c) the core cognitive domains impacted by developmental traumas; (d) trauma informed strategies that promote engagement, benefit all students, and enhance relationships and build trust; (e) introduction of Positive Behavioral Interventions and Supports concepts and (f) staff self-care and self-compassion (basic self-care, mindfulness self-compassion, contributors to, and indicators of burn-out, vicarious trauma). These professional learnings were delivered through small group settings in content workshops.

During the 2021-2022 school year, staff were also provided with Professional Development around additional self-care and trauma informed practices. Building on the required reading from 2020-2021, *Fostering Resilient Learners: Strategies for Creating a Trauma-Sensitive*

Classroom, all teachers were asked to read the sequel Relationship, Responsibility, and Regulation: Trauma-Invested Practices for Fostering Resilient Learners in the 2021-22 school year. Staff could complete this reading in a self-paced course or a weekly book club held twice a year. SIATech will continue to partner with outside consultants to explore the application of trauma-invested practices in its MTSS framework, instructional framework, and professional learning.

Based on identified needs as well as graduation rates, STAR literacy and numeracy scores, and course completion rates, SIATech needs to provide additional resources toward its EL and SWD students. Two critical positions were added to the central office to support these students: Student Wellness Coordinator and EL Coordinator. Both these coordinators will work with Student Support Services to ensure the needs of our student subgroups are met. Additional resources will be allocated to address the trauma experienced by these student subgroups and their social emotional learning as it impacts graduation rates, literacy and numeracy, and course completion rates.

Monitoring and Evaluating Effectiveness

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

SIATech Academy South practices a continuous improvement cycle that includes the quarterly evaluation of student achievement data, goal setting, planning and monitoring of progress. The school has a school-wide strategic plan that includes goals that are measured by achievement on the CA Dashboard as well as local indicators. The CSI goals fit within the school's plan and inform multiple aspects to ensure that the organization moves forward in its MTSS implementation and trauma-informed practices.

In addition to the school-wide continuous improvement cycle, a CSI committee meets regularly to update the plan, analyze data and determine next steps. Educational partners are regularly surveyed to determine the needs of SIATech students both academically and socially emotionally both in and out of the classroom.

In August 2021, the school conducted the third Attitudes Related to Trauma-Informed Care (ARTIC) survey, and the results showed that overall staff attitudes that are supportive of Trauma Informed Care increased from the 59th percentile to the 60th percentile. The most growth was shown in subscale 4: Self-Efficacy at Work, which increased from the 43rd percentile to the 50th percentile and subscale 5: Reactions to Work, which increased from the 48th percentile to the 55th percentile. Higher scores in subscale 4 indicate staff attitudes that support feeling confident meeting the demands of people suffering trauma while higher scores in subscale 5 indicate staff attitudes that support appreciating the effects of secondary trauma/vicarious trauma and coping by seeking support.

The ARTIC results also showed two subscales decreased. Subscale 1: Underlying Causes of Problem Behavior and Symptoms decreased from the 60th percentile to the 54th percentile. Subscale 2: Staff Responses to Problem Behavior and Symptoms decreased from the 70th percentile to the 65th percentile. Lower scores in subscale 1 indicate staff attitudes that support a view of student behavior/symptoms as intentional and fixed while lower scores in subscale 2 indicate staff attitudes that support responses to problem behavior based on accountability, consequences, and rules. The CSI plan will be adjusted based on the results of the survey.

In the 2021-2022 school year, the SEL inventory was used to measure student's SEL levels in Academic Behaviors, Academic Perseverance, Academic Mindset, Learning Strategies, and Social Skills. Students will complete the survey when they enroll, mid-year, and end-of-year. Staff will be trained on how to access the results and to use them to provide interventions and support to students individually and in small groups. Data from this survey will be available in Hoonuit and the results will be used to target support to specific school sites. This survey was implemented in May 2021 and four hundred and sixty-seven students have responded to date. Survey data for 2021- 22 will be available June 2022 for disaggregation. Moving forward, this SEL survey will be replaced by another survey, which will include a dashboard that all staff can utilize for documentation and MTSS tier interventions.

The school will also review the DASS one year graduation rate and suspension rates to monitor, plan, and revise the CSI plan as needed.

Engaging Educational Partners

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

A Strategic Plan has been developed in collaboration with multiple stakeholders from across SIATech starting in school year 2019-20 and continuing through 2020-21. This input has been gathered by using a variety of methods and has been instrumental in the development of this LCAP plan:

- Student surveys conducted, as part of SIATech's Equity Audit.
- Student focus groups conducted, as part of SIATech's Equity Audit.
- Staff focus groups were conducted, to develop SIATech's Mission and Commitments.
- Interviews with SIATech Board of Directors, conducted as part of SIATech's Equity Audit.
- Interviews with SIATech Board of Directors, conducted to develop SIATech's Mission and

Commitments.

- Staff surveys, conducted as part of SIATech's Equity Audit.
- System-wide needs assessment, conducted as part of SIATech's trauma-informed system implementation that included, staff interviews, site visits and the Organizational Readiness for Change staff survey.

- SIATech's Executive Leadership Team Situational Analysis.
- SIATech Academy South has created parent and community engagement teams with the development of School Site Council-SSC, English Language Advisory Committee-

ELAC, and Parent Advisory Committee-

PAC Each group meets 4 times a year with designated dates with elected boards that includes staff and stakeholders.

- A parent survey was conducted in May 2021.
- A public hearing was held on May 18, 2021 where the draft LCAP was provided for comment and a presentation that outlined the goals was conducted.
- All Staff surveys were conducted on May 20, 2021.

Monthly All Staff Meeting (3rd Thursday) and Administrative Leadership Team (ALT), composed of Central Office leaders and Site Principals monthly (2nd Thursday). During these meetings, Executive Leadership Team provides system-wide updates, professional learning, and feedback opportunity around the following strategic plan priorities:

- -Portrait of a Graduate (POG) introduction held on January 20, 2022 - All Staff Meeting
- -POG System Support and Sustainability held on Feb 10, 2022 - ALT
- -POG Identify Areas of Focus feedback session February 17, 2022 - All Staff Meeting
- -Leadership Summit - POG Implication to teaching and learning, curriculum, staffing, SEL, graduation requirements, and system supports held on March 1, 2022
- -Instructional Framework alignment to Portrait of a Graduate - ALT Feedback

SIATech curriculum team engagement:

- -Periodical content team meetings with teachers
- -Quarterly curriculum updates, Q&A, and idea sessions with site staff
- -Annual content area workshops providing curriculum feedback, co-creating content, and providing professional development
- -Student focus group on ethnic studies
- -Student feedback on courses through end, of course surveys
- -Student input on culture, personal interests, background, learning preferences and career aspirations
- -Student input on course suggestions and fixes
- -Teacher led reviews of new and updated courses
- -Student pilot feedback (survey and discussion) on new courses
- -Curriculum team surveys to site staff

SIATech student wellness team engagement:

- -Weekly student wellness committee meetings with teachers, counselors, & school and district leaders
- -Student wellness needs assessment surveys to identify student needs and provide additional mental health and wellness support

SIATech family and community engagement:

- -Monthly family and community engagement committee meetings with teachers, counselors, & leaders
- -Family and community engagement needs assessment survey

A summary of the feedback provided by specific educational partners.

Stakeholder feedback regarding PAC meeting have stated the following:

- -Ask for more partnerships that provide more community outreach with parents and students
- -Provide additional pathways for students to achieve their high school diploma after aging out of the 16-24 age range
- -Make more of a visual presence in the community to promote the high school and its pathways for success.
- -Provide the school with a full time in person SPED teacher.
- -Provide the school with a full-time in person Math teacher.
- -Redevelop a site to serve the former CCIS students and stakeholders that have transferred to PCIS.

Central and site leaders appreciate the increased opportunity to collaborate with their colleagues around meaningful changes that will impact improved and increased services and support for our students. While site leaders value the flexibility to address the needs of their specific community, more often leaders are asking for more uniformity of practices in regards to pre-enrollment processes, student engagement, Tier I, II, and III academic and student wellness practices. Given the requirements of classroom-based model at Job Corps Centers and Independent Studies Model across fourteen sites in California, we are challenged with finding structured collaboration time for teaching and

learning. Establishing frequent structured time for professional learning communities is a priority for SIATech and the central office and sites are exploring ways to provide the time needed for data analysis that will drive our continuous improvement efforts around teaching and learning. With this in mind, site leaders and the central office have engaged in deepening our understanding of MTSS. Our initial approach to MTSS Development was to move along our MTSS journey together. Based on Principal feedback, we learned that additional 1:1 coaching was needed and given to sites as each leader was at a different starting point. The one-on-one sessions have proven to deepen understanding of MTSS and identify areas in which MTSS already exist. Additionally, the coaching sessions are used to inform our next steps within our collaborative leadership sessions.

Site leaders Based on all staff survey, social-emotional learning and trauma-informed practices continued to be areas identified for improvement.

According to the equity audit that was conducted, contributing members expressed a need for inclusive curriculum and a need for professional learning around cultural responsiveness. They also expressed a need to keep the equity work that started this year going and that the organization could benefit from a policy with strategic direction. A more specific focus on the specific needs of various English Language Learners is needed. Stakeholders expressed a need for alignment in intervention and bridging programs to support students. This includes family and community engagement. According to contributing students, intentional conversations on issues of race, sexual orientation, and other attributes are severely needed. A need for more consistent programming and support for counseling and wellness. Various contributing members expressed a need for a clear graduate profile and a comprehensive assessment plan that monitors progress.

Parent survey data indicated that students would benefit from more access to work experience, job training, and college counseling services.

SIATech engages our educational partners in several meaningful ways: all staff meetings, various leadership team meetings, steer committees, taskforce, surveys, empathy interviews with staff, professional learning communities, and student forums. Last summer we began planning for a inclusive effort to development SIATech's Portrait of a Graduate (POG). The Portrait of a Graduate design process involves a sustained community conversation leading to shared agreement about a unique community-owned picture of what graduates need for success. We engaged our entire staff in our planning process, visualization of Portrait, attributes of a Portrait and corresponding skills and behaviors. Our POG functions as a "North Star" for our organization which is now the lens through which we provide services to students and staff. As we went through the process, our staff spoke of the alignment to our strategic priorities and areas in which we need to reimagine SIATech to better serve our students. A few areas of feedback from staff across our organization:

- -Curriculum review to include units/modules that align to POG such as financial literacy, professional skills, and mental wellness
- -Graduation course requirements that align to POG within a 2-year plan due to our restrictions with Job Corps and average amount of time students have to complete high school

diploma program

- -Working with partners to identify structured time for professional learning collaboration
- -Continuing to including teacher voice in teaching and learning initiatives
- -Improving system support and guidance in the areas of professional development and staffing sites
- -Development of a decision-making matrix for the purpose of clarity

Feedback from Curriculum Team:

- -Staff that participate in curriculum team survey report an overall satisfaction with their interaction and involvement with the curriculum and development process (survey results)
- -432 course evaluations were completed by students, with only a 9% disapproval rate, and high approval ratings on reading accessibility and rigor. An area of improvement is students identifying with content, however, that is trending up since last year. (survey results)
- -Curriculum team continuously improves courses based on student feedback, staff and student suggestions, and staff course review.
- -Curriculum team facilitates co-creation of curriculum and content through course leaders (part time-TOSA), content workshops, and PLCs.

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

Based on several discussions with our Educational Partners using tenants of a “deep listening approach”, we made additions and clarified areas of Goals 1: High-quality Instruction and Goal 3: Student Wellness. Within Goal 1, we identified student progress monitoring as an essential function of our effectiveness in providing timely feedback and support to students. Additionally, as we build out our MTSS Framework, the LCAP Committee highlighted the importance of providing equitable access to high-quality relevant instruction which is now included in our planned actions.

After reviewing our STAR Renaissance and Achieve 3000 ELA/Math data, it was evident that we need actions to address Reading and Math Instruction and professional development for teachers in these areas. Through this data analysis, we discovered that a curriculum review is needed to ensure our curriculum and instructional framework is aligned to our Portrait of a SIATech Graduate. SIATech Curriculum has been an integral part of our teaching and learning. A shift in focus in our instruction and identifying ways to integrate small group instruction around literacy development has been identified as needed in Goal 1. SIATech Academy South will continue to designate funds to develop more reading and math intervention programs for the students to access and continue to provide technology to students that feature mobile internet capability.

Goal 3, Student Wellness continues to be an area of focus for our “at promise youth”, especially due to the impacts of the pandemic. We have included a CASEL aligned survey tool that will drive our student supports and evidence-based trauma-informed practices. Another recommendation includes the integration of SEL into our teaching and learning instructional framework.

Goal 2 Update: The focus on development of the CTE program was influenced by parent survey data that indicated that parents would like to see more real-life applications in the curriculum and access to job training, internships, and career counseling. Based on the feedback from parents, staff and students, we explored supplemental hands-on curriculum and identified Paxton and Patterson as viable solution.

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Goals and Actions

Goal

Goal #	Description
1	The school will provide high-quality instruction that is based on equity-focused, student-centered learning through a culturally relevant curriculum and instructional framework that results in higher rates of graduation and academic achievement for all students. This goal is aligned with state priorities 1, 2, 4, 5 and 7.

An explanation of why the LEA has developed this goal.

During the 2020-2021 SY, the school conducted multiple audits of its systems to develop a strategic plan. These audits utilized a variety of stakeholder feedback gathering instruments including surveys, focus groups, and meetings. As a result of this year-long process, one of the school’s priorities is to develop a Multi-tiered System of Support (MTSS) to ensure that students are being provided with interventions that support their learning goals. Student achievement data shows that students with special needs and English language learners are achieving below average and will need more support than their peers in some areas. This goal directly aligns with Strategic Goal 1: High-Quality Instruction and Programs in SIATech’s Strategic Plan.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Graduation Rate	Overall: 27% Hispanic: 24% Socioeconomically Disadvantaged: 28% (Too few students in other subgroups to calculate a rate)	Overall: 36% African American: 50% Hispanic/Latinx: 29% Socioeconomically Disadvantaged: 33%			72% for all subgroups
Renaissance STAR reading assessment Reading Growth	Overall: Met expected growth 54%	Overall: Met expected growth 63%			70% of students in all subgroups who have baseline and growth

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	African American: 50% Hispanic: 59% Socioeconomically Disadvantaged: 50% (Too few students in other subgroups to calculate a rate)	African American: 63% Hispanic: 60% Socioeconomically Disadvantaged: 61% ELs: 69% (Too few students in other subgroups to calculate a rate)			assessments will meet expected growth.
Renaissance STAR math assessment Math Growth	Overall: Met expected growth 55% African American: 43% Hispanic: 58% Socioeconomically Disadvantaged: 54%	Overall: Met expected growth 72% African American: 61% Hispanic: 73% Socioeconomically Disadvantaged: 71% ELs: 60% (Too few students in other subgroups to calculate a rate)			80% of students in all subgroups who have baseline and growth assessments will meet expected growth.
Course completion rate	Data not accessible due to PowerSchool server consolidation.	Overall: 36% EL: 30% SED: 34% SWD: 38% African American: 40% Hispanic: 34% (Too few students in other subgroups to calculate a rate)			overall 50%

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	MTSS Development	The school will work with a consultant to develop and implement a Multi-Tiered System of Support (MTSS) that provides equitable access to high-quality standards and research-based, culturally, and linguistically relevant instruction to all SIATech students.	\$29,000.00	Yes
1.2	MTSS Evaluation	School staff will use data visualization software to identify the factors and cutpoints to determine when students need interventions in academics, health and well-being, and engagement. Once the measurements have been determined, students will be identified as Tier 1, 2, or 3. When students are identified as needing interventions, the interventions will be implemented and the student success will be measured by tier and sub-group.	\$9,000.00	Yes
1.3	MTSS SWD	Special Education students will be provided with services according to the MTSS system. Outcome data will be measured by student population and students with special needs will show achievement levels on par with the general student population.	\$113,592.00	No
1.4	MTSS English Language Learners	English Language Learner students will be provided with additional support. Outcome data will be measured by student population and students who are English Language learners will show achievement levels on par with the general student population	\$0.00	Yes
1.5	Reading Student Support	Teachers will provide students identified in Tier 2 and 3 in the area of reading with additional support to increase their reading scores. This may include access to Achieve3000 software, specific coursework, workshops, tutoring, and direct instruction.	\$100,273.00	Yes

Action #	Title	Description	Total Funds	Contributing
1.6	Reading Professional Development	Staff will be trained in specific strategies to support Tier 2 and 3 students who need reading interventions.	\$57,250.00	Yes
1.7	Math Student Supports	Teachers will provide students identified in Tier 2 and 3 in the area of math with additional support to increase their math scores. This may include access to software, specific coursework, workshops, tutoring, and direct instruction.	\$96,073.00	Yes
1.8	Math Professional development	Staff will be trained in specific strategies to support Tier 2 and 3 students who need math interventions.	\$56,250.00	Yes
1.9	Curriculum Development	The curriculum development department will develop academic supports for reading and math across the curriculum.	\$137,250.00	Yes
1.10	Curriculum Development and Professional Learning	The curriculum development department will develop culturally relevant content that includes social justice, diversity, and social-emotional themes. DEI and curriculum professional learning will occur at All-Staff meetings and content workshops. The curriculum development department will research several online curricula to determine if SIATech should supplement or supplant existing curricula. Cost analysis to be implemented for decision-making. A new EL curriculum will be adopted to provide access to skills and mastery of ELA standards. EL professional learning series to be delivered to all site staff. EL support, scaffolds and strategies will be integrated into the core curriculum.	\$11,250.00	Yes
1.11	Instructional Framework	The school will develop an instructional framework to guide teachers in appropriate instructional methods, how to differentiate instruction,	\$32,114.00	Yes

Action #	Title	Description	Total Funds	Contributing
		and how to utilize MTSS interventions. The framework will include professional development resources, training, and coaching.		

Goal Analysis [2021-22]

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

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

SIATech Academy South began the development of an MTSS framework with the work of an outside consultant. This professional development and learning occurred with the Instructional Leadership Team as well as site and administrative leadership. All staff was updated as progress was made. SIATech Academy South is still in the awareness phase of the MTSS framework and has not yet provided specific MTSS services to student subgroups.

Planned MTSS implementation was greatly affected by lack of resources due to the pandemic such as lack of staffing, student and staff wellness, pandemic-related trauma, lack of student engagement, and changes in leadership. Successes include the acquisition of a new dashboard that allows all staff to equitably access data on students to assess needs and interventions.

Actions items 7 - 10, reading and math support, continue to be a focus due to partnerships with LACOE/TeachStar and Achieve3000, who provide professional development in reading and math interventions and engagement. Curriculum development in terms of literacy strategies and scaffolding to address student learning needs and to provide equitable access were discussed in content meetings, workshops as well as SAS staff meetings. The American Government course has been developed to incorporate more culturally relevant topics and trauma-informed language. Lack of resources have contributed to the inability to execute the implementation and roll out of this course.

The development and implementation of an instructional framework was added as an action to incorporate the MTSS framework as well as the Strategic Plan's first goal of high-quality instruction.

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.

Estimated actual expenditures were over \$100,000 less than budgeted due to a few factors. One was that enrollment and ADA was affected due to the covid and the regulations attached to it in which SIATech Academy South realized a reduction of 38 ADA reducing revenue by over \$400,000. Secondly, paraprofessional positions in the form ITA's were extremely hard to fill this year affecting the actual expenditures greatly.

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

Due to the MTSS framework being delayed by the factors described above, progress toward the goal has been a challenge. Though Administrative Leadership now has sufficient knowledge of what an MTSS framework is and how it functions, the development and

implementation have not yet been achieved. Though students are not yet consistently identified as Tier 1, 2, or 3, the reading and math supports have been developed or provided to staff through partnerships with LACOE/TeachStar and Achieve3000. In addition to using reading and math data to drive instructional practices and develop interventions, SIATech Academy South has also utilized LACOE PBIS for trauma-informed instruction with a focus on developing re-engagement strategies, practices that promote social emotional growth and development, and practicing relevant numeracy and literacy pedagogy. These practices have resulted in increased scores for both STAR reading and math. Curriculum development in culturally relevant assignments has begun with a single course: American Government.

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

The goal's focus on high quality instruction has not changed. One additional metric was added to measure high-quality instruction: course completion rates. Though all literacy and numeracy actions remain, additional progress can be made. Additional actions surrounding the use of new curriculum for both English Language Learners and general population students were incorporated into existing action items 1 and 4. The development and implementation of an instructional framework was added as an action to incorporate the MTSS framework as well as the Strategic Plan's first goal of high-quality instruction.

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

Goals and Actions

Goal

Goal #	Description
2	Develop and execute a plan for improvement of the school’s CTE program for all students. The plan will include a service-delivery model tailored to SIATech’s educational program and student population with a focus on integration into SIATech courses based on student interest so that SIATech graduates are well-prepared to pursue career-path options. This goal is aligned with state priorities 2, 7 and 8.

An explanation of why the LEA has developed this goal.

SIATech’s model includes college and career readiness; however, data shows that students in the Independent Study program are not participating in CTE activities as much as their peers who attend classroom-based programs on the federal Job Corps centers. In order to ensure equity across all school sites and programs, the focus of this goal will be on ensuring that all students receive CTE instruction as part of their individualized education plan. A program roadmap to accomplish Goal #2 was developed with extensive input from SIATech students, staff, leadership and the Board of Directors gathered in Q3 of 21-22.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Number of students enrolled in CTE courses	23 students with CTE course enrollments	50 students with CTE course enrollments			An increase in the number of students enrolled in CTE courses each year
Number of CTE courses completed	7 CTE course completions	27 CTE course completions			An increase in the number of CTE courses completed each year
Number of student certifications obtained	0 certificates earned	0 certificates earned			An increase in student certifications each year
DASS CCI Indicator	Prepared / Approaching Prepared / Not Prepared:	Prepared / Approaching Prepared / Not Prepared:			TBD based on 2021-2022 data

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	Overall: 1% / 3% / 96% SED: 1% / 4% / 95% African American: 0% / 0% / 100% Hispanic: 1% / 4% / 94% (Too few students in other subgroups to calculate a rate)	Overall: 0% / 5% / 95% SED: 0% / 4% / 96% African American: 0% / 0% / 100% Hispanic: 0% / 7% / 93% (Too few students in other subgroups to calculate a rate)			
CTE Exploratory Course	In development	Identified a course with the adoption of Paxton Patterson Labs			CTE Introductory course completed and assigned to student
Develop additional certification opportunities for students	2 certifications available	4 certifications available			Increase the number of certifications available to students each year

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	CTE Program Improvements	The school will develop a plan to increase the number of students who enroll in and complete a SIATech CTE course. CTE teachers will work with the curriculum team to bring career relevance to academic courses and keep CTE courses updated. Student Support Specialists and CTE counselors will connect students to work-based learning, early college credit, career exploration, career pathway selection, post-secondary planning, transitional living planning, and other college	\$256,672.00	Yes

Action #	Title	Description	Total Funds	Contributing
		and/or career activities. The school's Momentum Tracker will be updated to allow additional data to be analyzed.		
2.2	Certifications	The school will identify and provide opportunities for students to obtain additional certifications connected to career pathways. Based on student interest and/or labor market trends, students will benefit from the increased access to certifications that support their post-secondary goals.	\$0.00	Yes
2.3	Exploratory Course Development	The school will provide an exploratory CTE course for all students to complete when they enter the program. Students will benefit from having access to a course that supports them in defining their post-secondary goals. (Using Paxton Patterson career readiness labs we will create an engaging CTE exploratory course where students will have access to interactive activities that will help expand their understanding of career options. Students will also learn professional skills and explore college and employability options using California Career Zone).	\$0.00	Yes
2.4	EL Supports	The school will implement the California Career Zone in Spanish for EL students. Our Spanish speaking students and their families will benefit from access to this resource in their home language.	\$0.00	Yes
2.5	Integrated curriculum	The curriculum department will develop integrated CTE lessons as part of the core curriculum and provide professional development. All students will benefit from a more engaging curriculum that supports their post-secondary goals.		Yes

Goal Analysis [2021-22]

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

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

In 2021-22, SIATech increased engaging CTE course offerings, which resulted in increased enrollment rates in CTE courses and pathways. The plan to have CTE teachers work with the curriculum team to increase career relevance in core academic courses was a challenge due to a variety of factors: lack of resources in teaching staff, time constraints, and the necessary pivot to meet the demands of each school site. Moving forward, students will be enrolled in college courses upon completion at SIATech via community partnerships. In 2021-22, SIATech added the California Career Zone, which is a college and career exploration tool. This tool revised the introduction to CTE pathways in the student orientation course and facilitated the integration of CTE lessons into the academic curriculum. SIATech would like to add an organization-wide process for student completion and tracking of FAFSA application submissions; this could be implemented in Senior Projects. SIATech now has four industry-recognized certifications, an increase of two since baseline, which has doubled in Year 1. The Exploratory CTE course is on target. Training on the Paxton Patterson career readiness labs has begun at specific sites as of May 2022. Implementation of the California Career Zone in Spanish is complete and in use for students and families. As for CTE integration in curriculum, SIATech began within the ELA curriculum as well as Senior Projects where students focus on a college and career theme in assignments such as resume, cover letter, business plans, etc.. Currently, CTE has been integrated in the foundational writing skills within the Orientation course content.

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.

There were no material differences between budgeted and estimated actual expenditures for this goal.

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

The specific actions of this goal were greatly effective in making progress toward the goal. As mentioned above, progress in the improvements of the CTE program was a main focus of the 2021-22 school year. This focus was emphasized in much of the professional learning that occurred in this school year in Administrative Leadership meetings, the Leadership Summit, bimonthly CTE meetings, content workshops, etc. One area of improvement would be creating the culture and buy-in for CTE teachers to regularly work with the curriculum team to integrate college and career even more for all students. Professional development needs to be an expected priority moving forward to ensure the instructional, curriculum, and counseling components of the goal.

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

The metric of the number of CTE assignments in core curriculum was removed as the baseline was to be dependent on a planned curriculum audit. This audit did not occur, so the metric is being removed. CTE Program Improvement action item 1 will be expanded to include updating the PowerSchool Momentum Tracker based on the identified metrics. The Mentor Log will allow staff to document the number of student

meetings with a CTE Counselor or Student Support Specialist. Staff can also document the number of colleague and career opportunities offered at a site level as well as student attendance of these opportunities. FAFSA student submissions can also be documented in the Momentum Tracker. Transitional living planning for Foster Youth will be added as a component of post-secondary planning. Action item 3 will now include the use of Paxton Patterson career readiness labs to engage students in CTE. This will also affect action item 5 in that professional development and training on these labs will be implemented on a regional basis.

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

Goals and Actions

Goal

Goal #	Description
3	Develop and implement policies and practices to ensure SIATech serves as a trauma-informed system with teachers and leaders highly-skilled at meeting the social and emotional needs of all SIATech students. This goal is aligned with state priorities 1, 3, and 6.

An explanation of why the LEA has developed this goal.

SIATech Academy South serves students who have previously dropped out of high school. Many of these students have experienced more than four adverse childhood experiences according to their ACE scores. In the 2018-2019 school year, the school conducted a needs analysis and found that the implementation of trauma informed practices was needed in order to meet the needs of our students and staff. During the past two school years, the school has focused on analyzing the needs of the staff and students and on professional development and support for staff. This year, supports will be implemented that directly meet students’ needs. The impact of these supports will be measured by an SEL survey that students take when they enter the school and in the fall and spring.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
SEL Survey Participation	55% Student participation in the SEL survey	25% student participation in SEL survey			90% Student participation in the SEL survey
SEL Survey All students	Academic Behaviors 69% Academic Mindset 82% Academic Perseverance 73% Learning Strategies 80% Social Skills	Academic Behaviors 75% Academic Mindset 83% Academic Perseverance 77% Learning Strategies 85% Social Skills			85% in all areas for students who have been enrolled for one school year

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	70%	75%			
SEL Survey SWDs	Academic Behaviors 63% Academic Mindset 75% Academic Perseverance 63% Learning Strategies 59% Social Skills 57%	Not enough participants for results			85% in all areas for students who have been enrolled for one school year
SEL Survey ELs	Academic Behaviors 54% Academic Mindset 66% Academic Perseverance 55% Learning Strategies 74% Social Skills 75%	Academic Behaviors 75% Academic Mindset 82% Academic Perseverance 81% Learning Strategies 86% Social Skills 73%			85% in all areas for students who have been enrolled for one school year
Gallup Student Poll	Percent of Students for SIATech / Nationwide	Not administered for 2020-2021 or future			All students will perform higher than the national average

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	Engagement: 50% / 45% Hope: 52% / 41% Entrepreneurial Aspiration: 41% / 23% Career / Financial Literacy: 69% / 61%				in each section of the Gallup Student Poll.
ARTIC Scores	Subscale 1: Underlying Causes 55% Subscale 2: Responses 50% Subscale 3: Empathy and Control 50% Subscale 4: Self Efficacy 40% Subscale 5: Reactions 48% Subscale 6: Personal Support 46% Subscale 7: System Support 32%	Subscale 1: Underlying Causes 60% Subscale 2: Responses 70% Subscale 3: Empathy and Control 61% Subscale 4: Self Efficacy 50% Subscale 5: Reactions 52% Subscale 6: Personal Support 60% Subscale 7: System Support 50%			Achieve 75% in all subscales
Suspension rate	0%	0%			Maintain less than 1%
Staff PD for SEL survey	0 staff trained	All staff invited to trainings on how to view SEL survey data			90% of staff trained on how to interpret SEL survey data

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	SEL Survey	The school will ensure that all students take the SEL survey upon entry and in the Fall and Spring. All students will have access to the survey through the Real earning for Real Life course. Students will benefit from learning about their own SEL strengths and needs. Through a collaborative process with educational partners, SIATech will develop a new SEL survey based on evidence-based practices using the Panorama platform. School sites may also utilize Panorama student check-ins to provide additional opportunities for data around student well-being.	\$2,000.00	Yes
3.2	SEL Survey PD	Staff will receive training on how to use the SEL student survey data to identify individual student's needs and to assign interventions. They will also be able to teach students how to interpret their own scores and track their progress. Central office staff will use SEL survey data to determine additional supports and resources.		Yes
3.3	TI/SEL Curriculum and Instruction	The school will identify and implement curriculum enhancements, programs, workshops and other supports that meet the SEL needs of students. Integration of SEL/TI practices and supports will occur with the instructional framework.	\$5,000.00	Yes
3.4	SEL Student Services	Staff will identify students who need additional SEL supports, including but not limited to, mental health services, self-care and wellness and ensure that these interventions are available and that students know how to access them.	\$26,000.00	Yes
3.5	TI/SEL Professional Development	Staff will receive ongoing professional development in a variety of SEL strategies based on the needs identified in the SEL survey, ARTIC tool and student Gallup Poll.	\$2,500.00	Yes

Goal Analysis [2021-22]

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

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

All students completed the SEL survey upon entry to the program through the initial course Real Learning for Real Life. The established baselines in academic behaviors, academic mindset, academic perseverance, learning strategies, and social skills were identified. All site staff and instructional central office staff were invited to the quarterly data meetings in 2021-22; all staff who attended these meetings were trained in how to view the SEL data in the dashboard but not how to interpret the data. Site reports were provided to all site leadership for two of the four quarters. Plans to include training on how to identify students' needs based on this survey and assign interventions has yet to occur. SEL curriculum and instruction included professional development in all content area workshops in the area of social emotional learning and trauma-informed practices, which was provided by an outside consultant. Additional SEL professional development included a continuing book study on trauma-informed practices in the form of a self-paced Schoology course as well as a weekly book club option held twice in the year. Finally, the Student Wellness Committee continued to focus on SEL student services, including mental health services and partnerships and access to a SIATech counselor consultant. The disruption caused by the pandemic resulted in some actions not being implemented due to the focus on student re-engagement and retention. In curriculum development, the American Government course has been developed to incorporate more culturally relevant topics and trauma-informed language. Lack of resources have contributed to the inability to execute the implementation and roll out of this course.

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.

There were no material differences between budgeted and estimated actual expenditures for this goal.

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

Due to the MTSS framework being delayed (Goal) 1, progress toward the SEL and trauma-informed system goal has been a challenge. SEL and trauma-informed practices and systems are an integral part of the planned MTSS framework. Staff is at the stage of awareness rather than implementation. Though the SEL survey was implemented, a limited number of staff were trained on how to access the data, and no staff were trained on how to use the data to identify needs and interventions. Additionally, SIATech researched alternatives to the current SEL survey/dashboard currently in use and has recently committed to another dashboard and its survey. The Student Wellness Committee has spent the better part of this year aligning resources and time to create and implement a wellness plan for the following school year. Professional development and learning needs to become an expectation for all staff rather than an option.

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

The goal still focuses on a trauma-informed system, though SIATech has moved beyond the informed stage. Since a new dashboard will be adopted for 2022-23, this will become a new metric for the SEL survey. The Gallup Poll will no longer be administered, so that metric will be

removed. Additional specific actions were added to this goal, although these are all integrated within action item 4. These items include the following: a student wellness plan under the direction of the new Wellness Coordinator, a focus on an instructional framework that incorporates both SEL and trauma-invested practices, and additional partnerships with outside resources for student wellness.

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

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

Projected LCFF Supplemental and/or Concentration Grants	Projected Additional LCFF Concentration Grant (15 percent)
464,241	34,415

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
35.06%	0.00%	\$0.00	35.06%

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.

Prompt 1.

Over 90% of the students are low-income, so any actions that benefit the entire school also benefit this population. The school disaggregates student achievement data by subgroup. Funding is focused on providing support to sub-groups that are performing below the schoolwide average in graduation rate, reading, math and SEL scores.

Prompt 2.

Goal 1: Actions 1-10 focused on providing high-quality instruction that is based on equity-focused, student-centered learning through a culturally relevant curriculum and instructional framework that results in higher rates of graduation and academic achievement. We continue to work towards improving academic achievement for both unduplicated students and other student groups, especially when looking at reading and math performance data and assessing the students' academic and social-emotional needs. These actions support unduplicated students because these actions and data analysis of the metrics are designed to refine our instructional practices by utilizing the Multi-Tiered

System of Support approach that will enable SIATech to maximize student achievement and support students' social, emotional and behavioral needs.

Goal 2: Actions 1-5 focused on the development and improving the school's CTE Program for all students. We continue to work towards enhancing our CTE Program. By developing engaging CTE course offerings and increasing career relevancy in core academic courses, unduplicated students have the opportunity to explore and participate in more CTE courses and career pathways. All students have the opportunity to enroll in career pathways and community college and have the opportunity to earn college credits and industry certifications. CTE counselors and Student Support Specialists provide students with post-secondary planning that responds to students' college, career, and transitional living needs. All actions and services are principally directed and effective in meeting the specific needs of our unduplicated students.

Goal3: Actions 1-5 focused on developing and implementing policies and practices to ensure SIATech serves as a trauma-informed system with teachers and leaders highly-skilled at meeting the social and emotional needs of all students. SIATech continues to focus on student wellness by developing implementation processes to move forward with the existing actions. SIATech Student Wellness Coordinator will work on developing professional development in alignment with an org-wide wellness plan to improve on meeting the needs of unduplicated students.

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

Since SIATech Academy South has a student population that is over 89% Unduplicated Free & Reduced Price Meal Eligible/English Learner/Foster/Homeless pupil, all funds go toward increasing or improving services for all students charter-wide. Services for foster youth, English learners, and low-income students are being increased or improved by the percentage required as SIATech Academy South continues to implement MTSS principles and utilize trauma-informed practices to meet the needs of students and help them to break down the barriers so that they can earn their high school diploma.

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.

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		29:1
Staff-to-student ratio of certificated staff providing direct services to students		12:1

2022-23 Total Expenditures Table

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	\$680,746.00	\$151,114.00	\$22,500.00	\$79,864.00	\$934,224.00	\$529,510.00	\$404,714.00

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1.1	MTSS Development	English Learners Foster Youth Low Income				\$29,000.00	\$29,000.00
1	1.2	MTSS Evaluation	English Learners Foster Youth Low Income	\$9,000.00				\$9,000.00
1	1.3	MTSS SWD	All Students with Disabilities	\$91,092.00		\$22,500.00		\$113,592.00
1	1.4	MTSS English Language Learners	English Learners Foster Youth Low Income					\$0.00
1	1.5	Reading Student Support	English Learners Foster Youth Low Income	\$96,073.00	\$200.00		\$4,000.00	\$100,273.00
1	1.6	Reading Professional Development	English Learners Foster Youth Low Income	\$56,250.00			\$1,000.00	\$57,250.00
1	1.7	Math Student Supports	English Learners Foster Youth Low Income	\$96,073.00				\$96,073.00
1	1.8	Math Professional development	English Learners Foster Youth Low Income	\$56,250.00				\$56,250.00

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1.9	Curriculum Development	English Learners Foster Youth Low Income	\$137,250.00				\$137,250.00
1	1.10	Curriculum Development and Professional Learning	English Learners Foster Youth Low Income	\$11,250.00				\$11,250.00
1	1.11	Instructional Framework	English Learners Foster Youth Low Income	\$11,250.00			\$20,864.00	\$32,114.00
2	2.1	CTE Program Improvements	English Learners Foster Youth Low Income	\$105,758.00	\$150,914.00			\$256,672.00
2	2.2	Certifications	English Learners Foster Youth Low Income					\$0.00
2	2.3	Exploratory Course Development	English Learners Foster Youth Low Income					\$0.00
2	2.4	EL Supports	English Learners Foster Youth Low Income					\$0.00
2	2.5	Integrated curriculum	English Learners Foster Youth Low Income					\$0.00
3	3.1	SEL Survey	English Learners Foster Youth Low Income	\$2,000.00				\$2,000.00
3	3.2	SEL Survey PD	English Learners Foster Youth Low Income					\$0.00
3	3.3	TI/SEL Curriculum and Instruction	English Learners Foster Youth Low Income	\$5,000.00				\$5,000.00
3	3.4	SEL Student Services	English Learners Foster Youth Low Income	\$1,000.00			\$25,000.00	\$26,000.00
3	3.5	TI/SEL Professional Development	English Learners Foster Youth	\$2,500.00				\$2,500.00

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
			Low Income					

2022-23 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
1,324,000	464,241	35.06%	0.00%	35.06%	\$589,654.00	43.60%	88.14 %	Total:	\$589,654.00
								LEA-wide Total:	\$589,654.00
								Limited Total:	\$0.00
								Schoolwide Total:	\$0.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1.1	MTSS Development	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		
1	1.2	MTSS Evaluation	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$9,000.00	4.4
1	1.4	MTSS English Language Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools		8.3
1	1.5	Reading Student Support	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$96,073.00	
1	1.6	Reading Professional Development	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$56,250.00	
1	1.7	Math Student Supports	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$96,073.00	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1.8	Math Professional development	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$56,250.00	
1	1.9	Curriculum Development	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$137,250.00	
1	1.10	Curriculum Development and Professional Learning	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$11,250.00	
1	1.11	Instructional Framework	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$11,250.00	
2	2.1	CTE Program Improvements	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$105,758.00	
2	2.2	Certifications	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		
2	2.3	Exploratory Course Development	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		5.4
2	2.4	EL Supports	Yes	Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools		5.4
2	2.5	Integrated curriculum	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		2.4
3	3.1	SEL Survey	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$2,000.00	1.3
3	3.2	SEL Survey PD	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		11
3	3.3	TI/SEL Curriculum and Instruction	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$5,000.00	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
3	3.4	SEL Student Services	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$1,000.00	5.4
3	3.5	TI/SEL Professional Development	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$2,500.00	

2021-22 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	\$839,297.00	\$661,315.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1.1	MTSS Development	Yes	\$10,000.00	29,542
1	1.2	MTSS Evaluation	Yes	\$9,765.00	7,380
1	1.3	MTSS SWD	No	\$103,860.00	106,212
1	1.4	MTSS English Language Learners	Yes	\$7,000.00	0
1	1.5	Reading Student Support	Yes	\$67,427.00	34,385
1	1.6	Reading Professional Development	Yes	\$33,650.00	22,101
1	1.7	Math Student Supports	Yes	\$66,427.00	30,559
1	1.8	Math Professional development	Yes	\$33,650.00	22,101
1	1.9	Curriculum Development	Yes	\$75,330.00	64,145
1	1.10	Curriculum Development	Yes	\$8,370.00	6,326

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	1.11	Instructional Framework	Yes	\$13,950.00	25,310
2	2.1	CTE Program Improvements	Yes	\$326,581.00	238,756
2	2.2	Certifications	Yes	\$2,000.00	0
2	2.3	Exploratory Course Development	Yes	\$0.00	0
2	2.4	EL Supports	Yes	\$0.00	0
2	2.5	Integrated curriculum	Yes	\$36,287.00	20,608
3	3.1	SEL Survey	Yes	\$2,000.00	6,455
3	3.2	SEL Survey PD	Yes	\$15,000.00	0
3	3.3	SEL Curriculum	Yes	\$5,000.00	5,000
3	3.4	SEL Student Services	Yes	\$8,000.00	37,435
3	3.5	SEL Professional Development	Yes	\$15,000.00	5,000

2021-22 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
403,196	\$336,569.00	\$238,868.00	\$97,701.00	0.00%	61.30%	61.00%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.1	MTSS Development	Yes	\$10,000.00	0		7.3
1	1.2	MTSS Evaluation	Yes	\$9,765.00	7,380		5.1
1	1.4	MTSS English Language Learners	Yes	\$7,000.00	84,412		9.5
1	1.5	Reading Student Support	Yes	\$66,427.00	245		
1	1.6	Reading Professional Development	Yes	\$33,650.00	21,087		
1	1.7	Math Student Supports	Yes	\$66,427.00	245		
1	1.8	Math Professional development	Yes	\$33,650.00	21,087		
1	1.9	Curriculum Development	Yes	\$75,330.00	56,935		
1	1.10	Curriculum Development	Yes	\$8,370.00	6,326		
1	1.11	Instructional Framework	Yes	\$13,950.00	10,543		3.7
2	2.1	CTE Program Improvements	Yes		0		
2	2.2	Certifications	Yes	\$2,000.00	0		

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
2	2.3	Exploratory Course Development	Yes		0		24.8
2	2.4	EL Supports	Yes		0		
2	2.5	Integrated curriculum	Yes		20,608		
3	3.1	SEL Survey	Yes	\$2,000.00	0		1.6
3	3.2	SEL Survey PD	Yes		0		
3	3.3	SEL Curriculum	Yes		5,000		
3	3.4	SEL Student Services	Yes	\$8,000.00	0		9.3
3	3.5	SEL Professional Development	Yes		5,000		

2021-22 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
1,148,304	403,196	13.7	48.81%	\$238,868.00	61.30%	82.10%	\$0.00	0.00%

Instructions

[Plan Summary](#)

[Engaging Educational Partners](#)

[Goals and Actions](#)

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

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

Introduction and Instructions

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

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

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

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

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

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

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

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

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

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

Engaging Educational Partners

Purpose

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

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

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

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

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

Requirements and Instructions

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

Local Control and Accountability Plan:

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

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

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

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

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

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

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

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

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

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

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

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

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

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

Focus Goal(s)

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

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

Broad Goal

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

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

Maintenance of Progress Goal

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

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

Required Goals

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

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

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

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

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

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

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

Measuring and Reporting Results:

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

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

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

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

Complete the table as follows:

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

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

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

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

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

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

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

Goal Analysis:

Enter the LCAP Year.

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

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

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

Purpose

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

Requirements and Instructions

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

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

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

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

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

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

Required Descriptions:

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

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

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

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

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

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

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

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

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

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

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

For School Districts Only:

Actions Provided on an LEA-Wide Basis:

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

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

Actions Provided on a Schoolwide Basis:

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

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

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

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

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

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

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

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

Provide the following descriptions, as applicable to the LEA:

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

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

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

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

Complete the table as follows:

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

Action Tables

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

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

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

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

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

Data Entry Table

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

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

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

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

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

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

- **LCFF Funds:** Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA’s total LCFF target (i.e., base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).
 - **Note:** For an action to contribute towards meeting the increased or improved services requirement it must include some measure of LCFF funding. The action may also include funding from other sources, however the extent to which an action contributes to meeting the increased or improved services requirement is based on the LCFF funding being used to implement the action.
- **Other State Funds:** Enter the total amount of Other State Funds utilized to implement this action, if any.
- **Local Funds:** Enter the total amount of Local Funds utilized to implement this action, if any.
- **Federal Funds:** Enter the total amount of Federal Funds utilized to implement this action, if any.
- **Total Funds:** This amount is automatically calculated based on amounts entered in the previous four columns.
- **Planned Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis to unduplicated students, and that does not have funding associated with the action, enter the planned quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%). A limited action is an action that only serves foster youth, English learners, and/or low-income students.
 - As noted in the instructions for the Increased or Improved Services section, when identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

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

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

- **6. Estimated Actual LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on of the number and concentration of unduplicated students in the current school year.
- **Estimated Actual Expenditures for Contributing Actions:** Enter the total estimated actual expenditure of LCFF funds used to implement this action, if any.
- **Estimated Actual Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis only to unduplicated students, and that does not have funding associated with the action, enter the total estimated actual quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%).
 - Building on the example provided above for calculating the Planned Percentage of Improved Services, the LEA in the example implements the action. As part of the annual update process, the LEA reviews implementation and student outcome data and determines that the action was implemented with fidelity and that outcomes for foster youth students improved. The LEA reviews the original estimated cost for the action and determines that had it hired additional staff to collect and analyze data and to coordinate supports for students that estimated actual cost would have been \$169,500 due to a cost of living adjustment. The LEA would divide the estimated actual cost of \$169,500 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Estimated Actual Percentage of Improved Services for the action.

LCFF Carryover Table

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

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

Calculations in the Action Tables

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

Contributing Actions Table

- 4. Total Planned Contributing Expenditures (LCFF Funds)
 - This amount is the total of the Planned Expenditures for Contributing Actions (LCFF Funds) column
- 5. Total Planned Percentage of Improved Services
 - This percentage is the total of the Planned Percentage of Improved Services column
- Planned Percentage to Increase or Improve Services for the coming school year (4 divided by 1, plus 5)
 - This percentage is calculated by dividing the Total Planned Contributing Expenditures (4) by the Projected LCFF Base Grant (1), converting the quotient to a percentage, and adding it to the Total Planned Percentage of Improved Services (5).

Contributing Actions Annual Update Table

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

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

- 7. Total Estimated Actual Expenditures for Contributing Actions
 - This amount is the total of the Estimated Actual Expenditures for Contributing Actions (LCFF Funds)
- Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)
 - This amount is the Total Estimated Actual Expenditures for Contributing Actions (7) subtracted from the Total Planned Contributing Expenditures (4)
- 5. Total Planned Percentage of Improved Services (%)
 - This amount is the total of the Planned Percentage of Improved Services column
- 8. Total Estimated Actual Percentage of Improved Services (%)
 - This amount is the total of the Estimated Actual Percentage of Improved Services column
- Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)
 - This amount is the Total Planned Percentage of Improved Services (5) subtracted from the Total Estimated Actual Percentage of Improved Services (8)

LCFF Carryover Table

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

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

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

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