Caliber beta academy

LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Caliber: Beta Academy
CDS Code: 07-10074-0129528
School Year: 2022-23
LEA contact information:
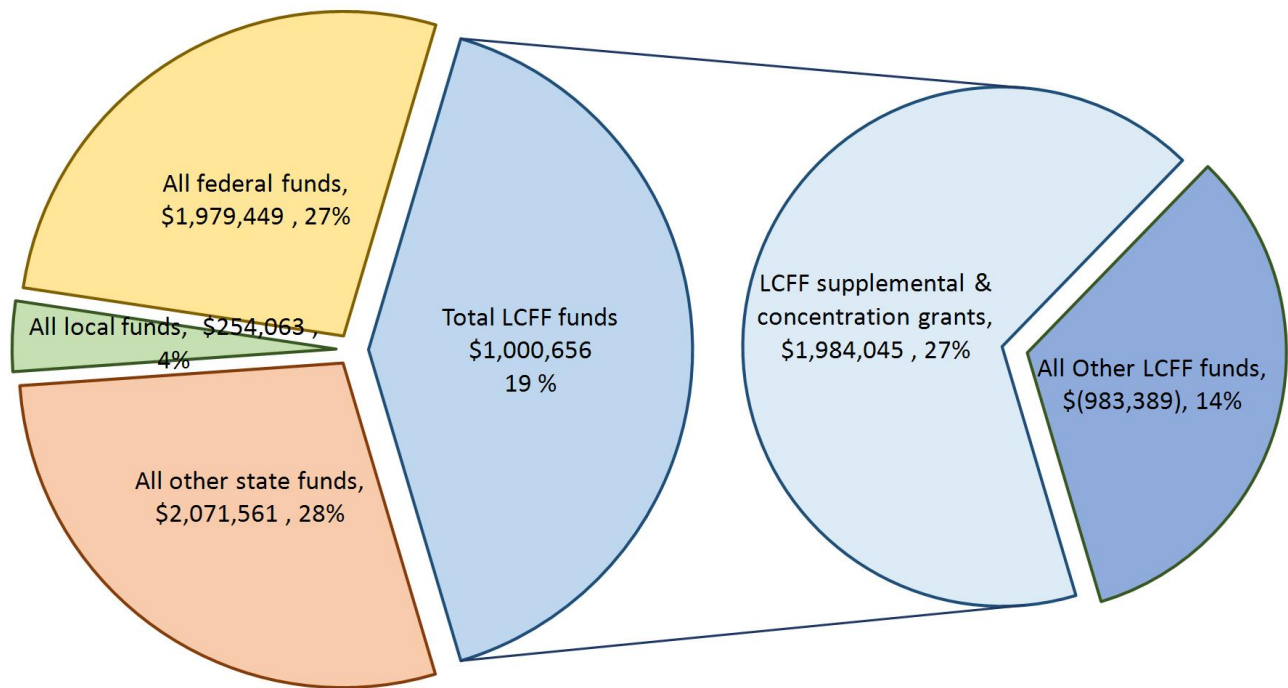Tim Pruitt & Andrew Grossman
School Leaders

(510) 685-1768

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

All federal funds, $1,979,449 , 27%

All local funds, $254,063 , 4%

Total LCFF funds $1,000,656 19 %

LCFF supplemental & concentration grants, $1,984,045 , 27%

All Other LCFF funds, $(983,389), 14%
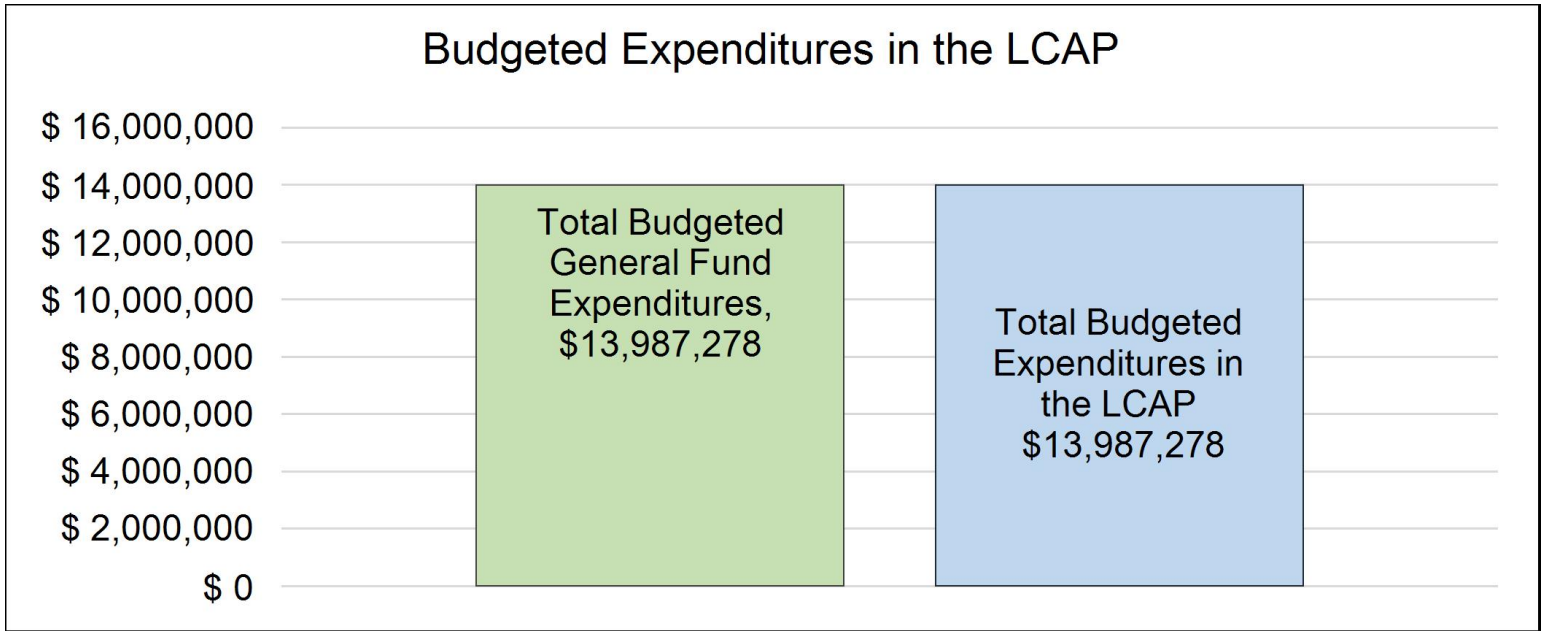
All other state funds, $2,071,561 , 28%

This chart shows the total general purpose revenue Caliber: Beta Academy expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Caliber: Beta Academy is $14305730, of which $1000656 is Local Control Funding Formula (LCFF), $2071561 is other state funds, $254063 is local funds, and $1979449 is federal funds. Of the $1000656 in LCFF Funds, $1984045 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

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

Budgeted Expenditures in the LCAP

Total Budgeted General Fund Expenditures, $13,987,278

Total Budgeted Expenditures in the LCAP $13,987,278

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

The text description of the above chart is as follows: Caliber: Beta Academy plans to spend $13987278 for the 2022-23 school year. Of that amount, $13987278 is tied to actions/services in the LCAP and $0 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:
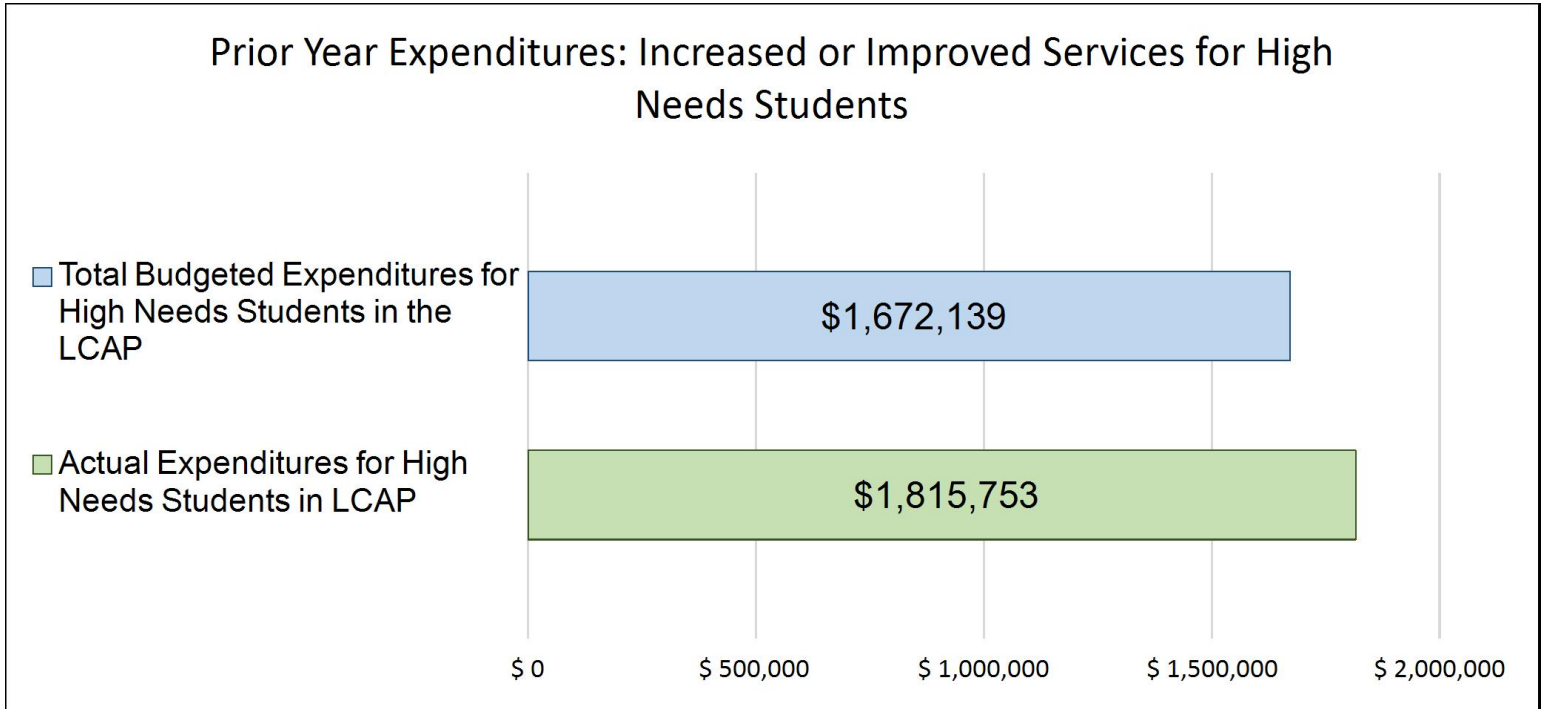
There are no budgeted expenditures that are not included in the LCAP.

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

In 2022-23, Caliber: Beta Academy is projecting it will receive $1984045 based on the enrollment of foster youth, English learner, and low-income students. Caliber: Beta Academy must describe how it intends to increase or improve services for high needs students in the LCAP. Caliber: Beta Academy plans to spend $1984045 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

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

☐ Total Budgeted Expenditures for High Needs Students in the LCAP	$1,672,139
☐ Actual Expenditures for High Needs Students in LCAP	$1,815,753

$ 0 $ 500,000 $ 1,000,000 $ 1,500,000 $ 2,000,000

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

The text description of the above chart is as follows: In 2021-22, Caliber: Beta Academy's LCAP budgeted $1672139 for planned actions to increase or improve services for high needs students. Caliber: Beta Academy actually spent $1815753 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
Caliber: Beta Academy	Andrew Grossman & Tim Pruitt School Leaders	info@caliberbetaacademy.org

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 in the Budget Act of 2021 were included in the 2021-22 Local Control and Accountability Plan (LCAP). As such, no additional engagement was needed for the use fo funds that were not included in the 2021-22 LCAP.

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.

Beta Academy has an unduplicated pupil percentage in excess of 55% and therefore it does anticipate receiving a concentration grant as part of its 2021-22 LCFF funding. The school has estimated the size of its concentration grant add-on at $161,858 in the 2nd interim budget update approved by the Board in December 2021 (based on an estimated concentration grant of $701,384, which would only have been $539,526. without the add-on). The school plans to use this add-on funding to hire additional instructional staff who will provide direct services to students.

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.

All use of one-time federal funds that are intended to support recovery from the COVID-19 pandemic were planned in conjunction with the development of school's 2021-22 LCAP. As such, the description of the engagement of educational partners that was included in that LCAP also applies to the use of these funds. Specifically, the engagement with (i) Caliber Students and Families, (ii) Caliber School Leadership Teams, (iii) Caliber Teachers and Staff, and (iv) Caliber partners and consultants, all of which are detailed on page 6 in the school's LCAP (the "Stakeholder Engagement" section).

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.

Beta Academy is receiving ESSER III funding, the expenditure plan for which was formally approved by the Board in October 2021 after

having previously been included in the budget approved by the Board in June 2021. The school did not intended to spend ESSER III funding in the 2021-22 fiscal year, but rather to spend it in 2022-23 and 2023-24. That remains the plan at this time.

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.

As noted above, planning for the use of all the school's fiscal resources is conducted in an integrated and comprehensive manner so that all funding is consistent with the goals in the school's LCAP. While the specific focal points of different sources of funding may vary (e.g., meal funding will support the meal program, and special education funding will support the special education program), the overall strategy, priorities, and goals of the organization are considered holistically when considering how individual programs and funding sources fit together to support the organization's goals.

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
Caliber: Beta Academy	Tim Pruitt & Andrew Grossman School Leaders	info@caliberschools.org (510) 685-1768

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.

Caliber: Beta Academy's (Caliber) mission is to achieve educational equity by shifting the experiences, expectations, and outcomes for students in historically underserved communities. The school's strengths-based educational program validates, affirms, respects, and supports students, families, and staff members to reach their full potential. Caliber: Beta Academy serves 887 students in Transitional Kindergarten to 8th grade in the 2021-22 school year.

Caliber achieves their mission through targeting our 4 pillars of heart, smart, think and act. At Caliber Schools, we will establish a safe and supportive environment (HEART) so that students can engage in rigorous learning (SMART) and develop the skill set to be critical thinkers (THINK) who then become agents of change in their communities and world (ACT).

We deeply believe in the impact teacher effectiveness has on student achievement. Therefore, we are committed to teacher development. We place significant resources, time and effort into professional development, coaching, and focusing school leadership on instruction and the classroom. We also have placed a value in students learning the emerging competencies of computational thinking. All of our students receive coding on a consistent and frequent basis in all grades. Additionally, we offer a 1:1 ratio of students to computers throughout the school (chromebooks). Our classroom instruction is aligned with the Common Core, as is our curriculum and assessment program. We provide a comprehensive Social-Emotional program including explicit curriculum, restorative practices, mindful practices, community building, and access to mental health supports.

This year's LCAP maintains the same goals as was presented in the 2021-22 LCAP.

Reflections: Successes

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

NWEA MAP
Students in grades TK-4 made growth in Mathematics on NWEA MAP in Math, with the average % meeting typical growth averaging 60% in these grades. 67% of 8th graders met typical growth in Math on NWEA Map as well. On average, students across the school met typical growth (schoolwide CGI 0.0) in Reading.

Student and Staff Climate
Staff retention after the year of distance learning was above 85%, and at the time of LCAP submission, Caliber Beta is on track to retain 80% of staff at the time of LCAP submission. We believe this is the result of a lot of support form leadership and positive staff culture.

EL Progress

We have invested in an EL curriculum, EL Achieve, and hired an ELD coordinator this year. As a result, we are on track to improve the EL reclassification rate to 13% at the time of LCAP submission.

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.

Attendance
Similar to public schools across the state, we struggled to maintain our usual attendance rates in the year returning from distance learning. Our average ADA was 89%, when we usually account for 95%. Chronic absenteeism was also a problem this year. We have adjusted actions for the 2022-23 school year to prioritize attendance tracking and response systems to bring our ADA back up to its usual levels.

School Culture and Climate
While we have a lot to celebrate related to diversity and inclusion and high expectations, which were our top two categories in the SEL survey, we must improve our work in the direction of engagement. We have added more non-core courses to the schedule for next year (including Art) and will provide more enrichment programming through Expanded Learning.

Achievement
We knew that the return to in-person learning would reveal the exact amount of learning loss incurred during distance learning. While MAP results show overall return to a year of growth or more in Math and Reading across the school, we know that middle school Math will be an area of focus for next year. In Reading, 1st, 2nd, 5th, and 7th grades fell short of meeting typical growth (1st - 36%, 2nd - 36%, 5th - 35%, 7th - 35%), signalling that we must double down on our efforts in curriculum internalization in these areas.

We will continue our efforts in implementing grade-level appropriate, standards-based curriculum. Because many of our students come to us below grade level in Reading and Math, we have prioritized the internalization of ELA and Math curricula, which are represented in our actions. We believe that this process of curriculum internalization, combined with weekly data meetings, will support teachers to be able to respond to student achievement results more regularly, which we believe will translate into improved CAASPP scores.

LCAP Highlights

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

Caliber Beta Academy has clearly defined schoolwide outcomes and goals, and these goals are informed by and aligned with the eight state priorities and the state and local indicators published in the California School Dashboard. Caliber Beta Academy's LCAP provides a

reasonably comprehensive description of the school's goals, actions, and outcomes in the state priorities, schoolwide and for all numerically significant pupil subgroups. The LCAP is informed by Caliber's Healthy Schools Framework, which outlines Six Essential Questions that we consider in determining the overall health of each of our schools. They are:

Caliber's Six Essential Questions:

Does our network demonstrate the core SEL competencies?

Does our network deliver academic growth and achievement for our students?

Does our network help our students make connections in their school experience that make them critically conscious of their world and the world beyond?

Does our network promote equity and achieve equitable outcomes?

Is our network financially and operationally sound?

Are we the (F.A.C.E.) of Caliber?

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.

Caliber: Beta Academy has not been identified as being eligible for comprehensive support and improvement.

Support for Identified Schools

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

Not applicable because the school has not been identified as being eligible for comprehensive support and improvement.

Monitoring and Evaluating Effectiveness

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

Not applicable because the school has not been identified as being eligible for comprehensive support and improvement.

Engaging Educational Partners

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

Stakeholder input and engagement has been essential for the development of Caliber's 2021-2022 school year plans. We have many systems in place to engage our stakeholders throughout the school year.

Students and Families
A student survey was given twice this year to all students. A family survey is administered twice annually as well. The SSC met twice in the Spring of 2022 to provide feedback on the ideas and allocations in this LCAP.

Teachers and Staff
There are members of teachers and staff on the SSC. Teachers and staff participate in a survey twice annually, and the themes from these surveys also provide insight into the LCAP.

A summary of the feedback provided by specific educational partners.

Overall, stakeholders express optimism about the future of Caliber Beta.

Family Feedback: Parents and families express high levels of confidence in the school and 90% would recommend Caliber to a family member or a friend. Families are looking for more opportunities to get involved on campus next year. Families have asked for more opportunities to come on campus in the wake of the year of distance learning. Families also want more extracurricular activities and course offerings for students.

Student Feedback: Students expressed wanting their classes to be more engaging and to have more options for extracurricular and non core courses.

Staff Feedback: Staff strengths in the survey include evaluation, diversity, equity, and inclusion, and belief in the academic opportunity we are providing to students. Results in the staff survey reveal that teachers rely on the provided curriculum instead of finding their own materials, and believe that the curriculum we offer is rigorous. This was affirming to our progress in internalization. However, survey results regarding observation and feedback were lower than usual, which we attribute to class coverage due to COVID absences.

The Caliber Public Schools-wide Academic Leadership team recommended that the metrics for MAP be replaced with metrics for iReady. Over the last several years, teachers have found MAP data difficult to analyze and respond to in lesson planning, and iReady offers an alternative assessment program that provides more detailed information about student achievement across several domains, as well as actionable next steps for students to build skills.

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

Family and Student Feedback informing the LCAP: We will be targeting more of our family engagement efforts in person next year to re-engage families of students who were chronically absent this year (Goal 6). We also want to use these efforts to boost attendance. We also will expand our course offerings to include Art as a result of family and student feedback around enrichment and engagement (Goal 3)

Staff Feedback informing the LCAP: Strengths in the staff survey informed some of our action steps. Evaluation was a strength in the survey, which we're doubling down on through investments in teacher observation and feedback (Goal 6). We are also continuing our work in Diversity, Equity, and Inclusion in professional development (Goal 4). Finally, we are continuing our curriculum co-internalization and assessment work in 2022-23 (Goal 2).

Goals and Actions

Goal

Goal #	Description
1	School Culture and Climate: Our school will demonstrate the core Social Emotional Learning (SEL) competencies.

An explanation of why the LEA has developed this goal.

Social-Emotional Learning is central to our program and is represented by one of Caliber's four pillars: Heart. We firmly believe in supporting the whole child, and that our students' academic successes and personal success are our responsibility. This goal aims to represent our efforts to ensure our students are competent across the domains of social-emotional learning.

We measure our success in this are primarily by survey feedback from our school community. We also use our suspension and dropout rates to measure our success in social-emotional learning, because we believe that these important data points give us important insights into school safety, student engagement, and school climate.

Priority 5: Pupil Engagement
Priority 6: School Climate

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Student SEL Survey: # of topics at or above average (out of 7)	7 out of 7 (Spring 2021)	Fall 2021: 54% Spring 2022: 43%			Original: 5 out of 7 or higher Revised: 70% of topics at or above average
Student Climate Survey: # of topics at or above average (out of 9)	8 out of 9 (Spring 2021)	Fall 2021: 33% Spring 2022: 24%			Original: 7 out of 9 or higher

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
					Revised: 75% of topics at or above average
Student SEL Survey: Participation (% Responded)	53.10%	Fall 2021: 61% Spring 2022: 83%			90%
Student Climate Survey: Participation (% Responded)	49.10%	Fall 2021: 86% Spring 2022: 82%			90%
Staff Climate Survey (# of topics at or above average out of 3)	0 out of 3 (Fall 2020)	Fall 2021: 100% Spring 2022: 0%			Original: 2 out of 3 or higher Revised: 67% of topics at or above average
Staff Climate Survey: Participation (% Responded)	26.70% (Fall 2020)	Fall 2021: 75% Spring 2022: 79%			90%
Discipline: Suspension rate	0.1% SY19-20	0%			1.0% or fewer
Middle School Dropout Rate	0%	0%			1.0% or fewer
Discipline: Expulsion Rate	0%	0%			1.0% or fewer

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Student Behavior Data	Train staff to analyze and respond to behavior data. This system will help staff identify students who need additional services.	$0.00	No

Action #	Title	Description	Total Funds	Contributing
1.2	Trauma- Informed Practices	Provide training and professional development on Trauma informed Practices led by our SEL and Mental Health Teams. This will expand our staff's knowledge and define best practices to implement Tier 1 systems of support.	$0.00	No
1.3	Circle and Advisory Curriculum	Train staff on CASEL-aligned Curriculum for delivery in Student Advisories and Community Circles. Leverage language in observations and feedback related to the execution of this curriculum. Training and centering feedback around the curriculum will help students develop core competencies connected to the CASEL framework.	$0.00	No
1.4	Restorative Practices	Prioritize restorative practices through providing ongoing trainings and professional development.	$0.00	No
1.5	Maintain a core SEL team	Build and train SEL team with Staff Compensation & Benefits.	$746,640.00	Yes

Goal Analysis [2021-22]

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

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

We implemented each of the actions as written this school year, but have reflections on how to improve our implementation, which are discussed below.

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.

Overall expenditures in support of this Goal #1 are projected to reach $716498 in 2021-22. This is $82584 higher than the budgeted amount of $633914. The school was able to afford more SEL program resources as a result of federal and state stimulus programs that were

provided in response to the pandemic. See the section "2021-22 Contributing Actions Annual Update Table" below for details on the LCFF S/C funded expenditures by action.

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

We used consultancies and protocols as a leadership team to respond to behavior data, which we were able to gather consistently via DeansList. This allowed us to keep a pulse on SEL and behavior in a centralized way.
We provided training and PD on trauma-informed practices in August PD for the upper school and used Conscious Discipline in the Lower School. This resulted in less major problem behaviors.
The SEL team held regular meetings this year, which allowed for the team to be able to collaborate and respond quickly.

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.

Moving forward, we would like to involve teachers more in the behavior data analysis process so that they feel empowered to respond to SEL and behavior data. We would also like to make sure the SEL team is undergoing professional development together as a school.
We removed an action of improving family participation rates because we believe this is an emergent outcome of improved family engagement, which is covered in Goal 6.

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	Pupil Achievement: Our school will deliver academic growth and achievement for all of our students.

An explanation of why the LEA has developed this goal.

Caliber Beta Academy aims to ensure that all students are on grade level by the time they enter high school. In the past few years, we have invested heavily in standards-based curriculum internalization, especially in ELA and Math.

Priority 2: Implementation of State Standards
Priority 4: Pupil Achievement
4.07 Actions for English Learners

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
NWEA MAP ELA Growth (Median Student Conditional Growth Percentile)	40 (3-8 Fall to Spring)	51 (K-8 Fall to Spring)			50th percentile or higher (Metric retired due to programmatic changes)
NWEA MAP Math Growth (Median Student Conditional Growth Percentile)	29 (3-8 Fall to Spring)	56 (K-8 Fall to Spring)			50th percentile or higher (Metric retired due to programmatic changes)

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
CAASPP: ELA (% Met or Exceeded)	47.74% (2018-2019)	2021-22 Not Yet Available			51.10% or higher
CAASPP: Math (% Met or Exceeded)	32.38% (2018-2019)	2021-22 Not Yet Available			39.73% or higher
ELPAC: English Learner Progress Indicator	45% (2018-2019)	2021-22 Not Yet available			45% or higher
Reclassification Rate	2.3% (2020-2021) 8.9% (2019-2020)	2021-22 Not Yet Available			15% or higher
iReady Reading Growth (Median Percent Progress Toward Typical Growth)	Baseline data available in 2022-2023 and will be the same as the Year 2 Outcome.	NA			Desired outcome pending baseline data
iReady Math Growth (Median Percent Progress Toward Typical Growth)	Baseline data available in 2022-2023 and will be the same as the Year 2 Outcome.	NA			Desired outcome pending baseline data

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	Core teaching staff & academic leadership	Hire and retain strong school leaders, assistant principals, and core teaching staff across all grades and core content areas.	$3,898,789.00	No
2.2	Implement Common Curriculum-Based Assessments	Norm on curriculum-based assessments, administered digitally, to capture student mastery data aligning to the curriculum.	$0.00	No

Action #	Title	Description	Total Funds	Contributing
2.3	Additional Instructional Staff	Additional staff members allow us to offer more interventions based on our MTSS system and allow us to more quickly fill gaps in learning in order to allow students to access grade level content.	$1,164,472.00	Yes
2.4	Internalize Common Core Aligned Curriculum	Implement standards-based curriculum across all content areas. Support teachers to internalize the curriculum.	$424,250.00	No
2.5	Data Cycles	Teachers will regularly participate in weekly data meetings that examine student work, identify trends and determine next steps. Data sources include: exit tickets [mastery tracked 1x week], student work samples, assessments (MAP, ELPAC, Fluency Data, Foundational Skills data,, End of Unit data, etc).	$0.00	No
2.6	Implement iReady Assessment Platform	Implement new interim assessment system, iReady, and train teachers and interventionists to respond to assessment data.	$42,000.00	No

Goal Analysis [2021-22]

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

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

We were unable to fill the math interventionist role this year, and struggled to implement regular weekly data meetings in every grade because of staffing shortages in the 2021-22 school year. Otherwise, we were able to implement the actions in this goal.

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.

Overall expenditures in support of this Goal #2 are projected to reach $4720974 in 2021-22. This is $37908 lower than the budgeted amount of $4758882. Staffing shortages and difficulty in filling open positions were large contributors to this decrease in expenditures relative to what was originally planned. There were many instances where additional staff members were hired, but ended up filling core instructional roles or substituting for staff who were out due to COVID. See the section "2021-22 Contributing Actions Annual Update Table" below for details on the LCFF S/C funded expenditures by action.

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

In grades 5-8, we hired social studies and science teachers to provide more targeted instruction in those areas. We implemented a targeted reading intervention program in K-4, and targeting students in grades 3-4 with phonics instruction. We made growth on the IPG by providing specific training for instructional leaders, publishing success, and holding content-specific training for teachers aligning to our selected curricula. We are able to retain a high percentage of teachers and leadership team members this year. By working on aligned curriculum and ensuring that intervention was available and responsive, we were able to achieve growth at or above 1 year in Math and Reading.

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.

Next year, we will prioritize norming on curriculum based assessments to improve the efficacy of weekly data meetings. We will also adjust our metrics for this goal to align with iReady assessment instead of MAP, which we are phasing out at the end of the 21-22 school year.
Finally, we will not have an extended school year in 2022-23 and will return to 180 days.
We have removed the reference to the TK-4 ELA curriculum because it is embedded in the standards-aligned curriculum action.
We have combined the after-school and ELO Actions to represent the ELO-P program, which will be in Goal 3.
We will phase out MAP testing at the end of the 2021-22 school year and have changed metrics to iReady. We have also added an action to implement iReady.

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	Critical Thinking: Our students will make connections in their school experience that make them critically conscious of their world and the world beyond.

An explanation of why the LEA has developed this goal.

We offer a program beyond the core academic subjects. It includes our students taking an in-depth look at their own identity and the identity of others to learn from and with their peers, as well as enrichment and non-core coursework.

Students use their knowledge and academic understanding across all content areas. Students are able to analyze and critically think about text and literature to support their understanding of their community and beyond. We plan to deliver a robust set of courses and enrichment experiences in non-Common Core areas of computer science, physical education, art, music, and field trips. The need for enrichment experiences was confirmed through student and family surveys.

Through classroom observation data, we recognized a need to improve student ownership of learning and culturally and linguistically responsive practices. Therefore, we will train, prepare, and evaluate our instructional practices with a network-aligned rubric to empower students to own their work and ensure equitable classroom practices. Our middle school will also facilitate student led conferences that will enable students to set and monitor their own learning and SEL development goals.

Priority 2: Implementation of State Standards
Priority 7: Course Access

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Access to a Broad Course of Study Local Indicator Reflection Tool	N/A	Met			All students have access to a Broad Course of Study

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Implementation of State Academic Standards Local Indicator Reflection Tool	N/A	Met			Full Implementation based or better
IPG: Core Action 3C	LS- 1.25 Math, 1.5 ELA US- 2 Math, 1 ELA	LS- 2.0 Math US- 2.3 Math			Original: 2.5 average in Math and ELA Revised: 2.5 average in Math * Core Action 3C of the Instructional Practice Guide emphasizes student thinking during math content instruction.
Student Led (5-8) or Restorative Practice - Aligned Conferences (TK-4)	N/A	Met			80% of families will participate in student conferences
Original: Computer Science Culminating/Capstone Project Revised: Computer Science participation	100%	100%			Original: 100% of students will complete a Computer Science capstone project Revised: 100% of students participate in Computer Science instruction

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
					*Revised in order to provide network alignment
Exposure: Field Lessons	N/A	Field lessons in 8th grade only (Not Met)			80% of classes participate in at least 1 field lesson.

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	Student Led Conferences	Upper School students will prepare and participate in conferences encouraging data-based reflection, student-centered goals for continued academics, and social-emotional growth and development.	$0.00	No
3.2	Field Lessons	Design engaging field lessons for students to engage in exploratory learning. These lessons will be aligned to academic standards and/or SEL competencies.	$0.00	No
3.3	IPG Implementation	Robust implementation of IPG to increase the rigor of our instruction	$0.00	No
3.4	Advisory and Circles	Advisory and circles will be safe spaces to talk and learn about multiple identities and celebrate and affirm students' identity. This space will also be a space to talk about current events.	$13,600.00	No
3.5	Computer Science and non-core coursework	Maintain a broad set of elective and enrichment courses & opportunities including Art, Music, PE, and Computer Science	$777,003.00	Yes

Action #	Title	Description	Total Funds	Contributing
3.6	Expanded Learning and Enrichment	Provide a robust expanded learning and enrichment program in the summer, after school, and intersession.	$939,181.00	No

Goal Analysis [2021-22]

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

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

Broadly, we have opportunities to utilize our tools consistently. The equity rubric, teaching for excellence rubric, IPG, and CLRP rubrics all have clear purposes but we need to ensure we are clear with teachers and coaches about which rubric to use when and why. The advisory curriculum focused on current events was implemented fully in the upper school, but unevenly in the lower school. We were unable to go on field trips in the 2021-22 school year due to COVID restrictions.

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.

Overall expenditures in support of this Goal #3 are projected to reach $1403635 in 2021-22. This is $86874 lower than the budgeted amount of $1490509. Staffing shortages and difficulty in filling open positions were large contributors to this decrease in expenditures relative to what was originally planned. The original ELO-G plan planned for the addition of more intervention staff than we were able to fill. As noted in Goal #2, there were many instances where additional staff members were hired, but ended up filling core instructional roles or substituting for staff who were out due to COVID. See the section "2021-22 Contributing Actions Annual Update Table" below for details on the LCFF S/C funded expenditures by action.

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

We were able to add art as an enrichment course in addition to computer science. We fully implemented the TK - 4 ELA curriculum and student-led conferences in all grades at the end of quarter 1 and 3.

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.

Next year we will ensure that we are clear on the use of each rubric with teachers and instructional coaches to ensure that they are optimized for the focus of each part of the year.
We have removed the TK-4 curriculum adoption from this goal to maintain it in Goal 2. We have also included the use of ELO-P activities and funds for the 22-23 school year.

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

Goals and Actions

Goal

Goal #	Description
4	Equity: Our school will promote equity and achieve equitable outcomes for our students and staff.

An explanation of why the LEA has developed this goal.

Professional development for all staff grounded in identity and equity: We believe the process of developing and understanding one's identity is complex, critical, and unique for each person. Our identity is connected to how we view ourselves as a whole and how we view ourselves as a part of the different communities with which we connect. To ensure that we can support our students in this value, our staff are committed to exploring our own identities and social constructs through a series of professional development training, readings, and a school equity audit performed by Overcoming Racism ("OR"), a Diversity Consulting Group. The support for this work is reflected in our Equity survey, which indicated that 96% of staff believe DEI work will improve academic achievement, retention of educators, and sense of community with staff.

We noticed there was disproportionality in the areas specific to Special Education Students and our English Language Learners. In comparison to our general education population these subgroups are under performing and therefore it is important to ensure we are monitoring and analysing data to improve student outcomes.

We noticed that our instructional staff demographics were not representative of our student community. While 71% of our students identify as Hispanic/Latinx, only 14% of our instructional staff identify as Hispanic/Latinx. As a result, we are making a goal to increase the percentage of Hispanic/Latinx in order to be more representative of our student community.
Priority 8: Other Pupil Outcomes

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Community Composition: Staff Increase representation of Latinx instructional staff	14% of instructional staff identify as Hispanic/Latinx	21%			The % of instructional staff identifying as Hispanic/Latinx will increase until it hits 25%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Staff Development: Insight Survey Diversity, Equity, and Inclusion	5.4	4.9			6.5 or higher (5 is national average)
SPED Goal: MAP Growth (Median Conditional Growth Percentile)	ELA: 37th (Fall to Spring) Math: 17th (Fall to Spring)	ELA: 48th (Fall to Spring) Math: 49th (Fall to Spring)			ELA: 50th or higher Math: 32nd or higher (Metric retired at end of 21-22 due to programmatic changes)
ELL Goal: MAP Growth (Median Conditional Growth Percentile)	ELA: 24th (Fall to Spring) Math: 25th (Fall to Spring)	ELA: 51st (Fall to Spring) Math: 55th (Fall to Spring)			50th or higher (Metric retired at end of 21-22 due to programmatic changes)

Actions

Action #	Title	Description	Total Funds	Contributing
4.1	Inclusive Hiring Practices	CBA will continue to monitor our hiring practices and include best practices in Diversity, Equity, Inclusion, & Belonging (DEIB) including family and student panels, alternative pipelines and credentialing support.	$33,000.00	No
4.2	Special Education Team	Maintain a special education department to provide push in and pull out services	$1,505,647.00	No

Action #	Title	Description	Total Funds	Contributing
4.3	Anti-racist and DEIB Professional Development	CBA will continue to include anti-racist and identity development for all staff as an embedded part of staff professional development and coaching and feedback.	$40,000.00	Yes
4.4	ELD Staffing and Curriculum	Train and coach staff on best practices for Designated and Integrated ELD Instruction and equip teachers teaching ELD with curriculum	$101,260.00	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.

The ELD Coordinator position, responsible for the ELD professional development, did not gain much momentum until January.
We did not make progress with training staff on Tier 3 intervention curricula and the development of IEP goals.

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.

Overall expenditures in support of this Goal #4 are projected to reach $1657053 in 2021-22. This is $198836 higher than the budgeted amount of $1458217. We were able to increase our investment across most of the actions in this goal as a result of increases in federal and state funding. See the section "2021-22 Contributing Actions Annual Update Table" below for details on the LCFF S/C funded expenditures by action.

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

We expanded our work with Overcoming Racism in 2021-22 to include all staff and not just instructional staff, which we believe contributes to the sense of importance across our school community with DEI work.
The ELD curriculum implementation picked up momentum in the second half of the year, which we believe led to improved ELD performance.
Our investment in inclusive hiring practices led to an increase in Latinx representation among instructional staff.

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.

We have removed Targeted Family Partnership and moved it to Goal 6 (as it was duplicative)
We have changed the Train staff on Tier 3 interventions to maintaining our special education program, which is responsible for this and will work collaboratively in an inclusion model. We have removed the Equity Rubric from this goal because it is represented in other goals.

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

Goals and Actions

Goal

Goal #	Description
5	Sustainability & Growth: Our school will be financially and operationally sound.

An explanation of why the LEA has developed this goal.

Caliber's schools have invested in the systems and financial and people models that support our long-term sustainability, success, and growth.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Attendance (Average Daily Attendance)	95.7% (2019-20 through 3/13/20) 96.36% (2020-21)	89% (2021-22)			95% or higher
Chronic Absenteeism	9.2% (2019-20 through 3/13/20) 11.05% (2020-21)	42% (2021-22)			10% or less
Full Enrollment	925	887 (2021-22)			915
Staff Retention	69%	78% (2021-22)			70% or higher
Student Retention	92%	88% (2021-22)			85% or higher
Teacher credentials (% Credentialed & Appropriately Assigned)	Original: 100% Corrected: 89%	79% (2021-22)			100%
FIT Tool	Facilities in good repair.	Met. Facilities in good repair.			Good or better
Operations Scorecard	N/A	2.85, no 1's			3.7 of better, no 1's

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Access to standards-aligned instructional materials	100% of students have access to Chromebook and instructional materials	100%			100%

Actions

Action #	Title	Description	Total Funds	Contributing
5.1	Attendance and Engagement Systems	Maintain systems for gathering, tracking, and analyzing attendance data. Continue providing targeted proactive and reactive systems of support including: positive attendance incentives and celebrations, targeted communication after absences and a restorative SART process that partners with families.	$0.00	No
5.2	Maintain a healthy meals program	Support a healthy and appealing meal program for students during the regular school day and after school program	$566,341.00	No
5.3	Maintain a strong operations team	Hire, retain, and develop a strong school operations team and provide operational support services that support our school's instructional goals.	$2,180,645.00	No
5.4	Safe and welcoming facilities	Maintain safe, clean, and welcoming school facilities, including the continued development of the North Campus facility that we hope to move into during the 2022-23 school year.	$967,550.00	No
5.5	Technology infrastructure	Provide a robust technology infrastructure (hardware, software, internet access, etc.) to students and staff to support instructional goals.	$344,550.00	No

Goal Analysis [2021-22]

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

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

We struggled this year to respond to attendance data and being proactive earlier in the year to dropping ADA.

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.

Overall expenditures in support of this Goal #5 are projected to reach $3568284 in 2021-22. This is $611063 higher than the budgeted amount of $2957221. We were able to increase our investment across most of the actions in this goal and to provide many layers of pandemic response as a result of increases in federal and state funding. See the section "2021-22 Contributing Actions Annual Update Table" below for details on the LCFF S/C funded expenditures by action.

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

Staffing technology infrastructure supported the outcome of all students having access to appropriate instructional materials. The attendance tracking systems we put in place this year were not sufficient to address the volume of absences due to illness, and we did not have sufficient staffing due to illness to be able to implement a different system.

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.

We have removed building relationships from this goal because it is covered in Goal 6.
We have combined the staffing and development actions because they were redundant.

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
6	Our school will live out the values of feedback and continuous improvement, affirming and validating, collective responsibility, and empathy and kindness.

An explanation of why the LEA has developed this goal.

The Caliber Public Schools Core Values are:

Feedback: Everyone is committed to a culture of feedback, development, and continuous improvement.
Affirmation: We validate and affirm the identities, strengths, and passions of each person.
Collective Responsibility: It is everyone's collective responsibility to work in service of and alongside our school communities.
Empathy: Situations and people are approached with empathy and kindness.

This goal encompasses our values, along with our commitment to ensuring we are responsive to and inclusive of our families.

Priority 3: Parent Involvement

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Parent Engagement: Self Reflection Tool Rating	3.42	3.8			Average score of 3.5+
Staff Insight Survey: Observation & Feedback	5.8	5.0			Results will increase until they reach 6.5 (or will remain at or above the national average of 5.0)
Student Climate Survey: Cultural Awareness & Action	3.7	Fall: 3.7 Spring: 3.7			At or above cohort average (3.5)

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Family Survey: School Climate (% Favorable)	80%	Fall: 77% Spring: 83%			85%
Family Survey: School Fit (% Favorable)	67%	Fall: 73% Spring: 77%			Result will increase until it reaches 85%
Family Survey: Participation (# Responses)	141	Fall: 480 Spring: 391			300

Actions

Action #	Title	Description	Total Funds	Contributing
6.1	Coaching and Feedback	All staff will receive coaching support on a regular basis (weekly or bi-weekly). Coaching will include spaces to review and analyze data, identify best practices and resources, and plan for effective execution of next steps.	$565,510.00	Yes
6.2	Cultural Celebrations	Community will come together to celebrate and affirm our rich identities through assemblies, community events, evening classes and performances.	$0.00	No
6.3	Feedback Cycles	Caliber stakeholders will have the opportunity to give and receive feedback throughout the year.	$0.00	No
6.4	Targeted family partnership	Create opportunities to build relationships and develop student/family supports. We will specifically focus on engaging our subpopulations of African American and English Language Learner families.	$17,254.00	Yes

Goal Analysis [2021-22]

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

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

We were unable to hold as many in-person parent events as we would have liked to this year. Toward the end of the year and in the Spring, we were able to host a family carnival, however. Staffing shortages due to COVID-19 also had our leaders and instructional coaches covering a lot of classes in the Fall.

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.

Overall expenditures in support of this Goal #6 are projected to reach $858018 in 2021-22. This is $265878 higher than the budgeted amount of $592140. We were able to increase our investment in coaching and professional development as a result of increases in federal and state funding. See the section "2021-22 Contributing Actions Annual Update Table" below for details on the LCFF S/C funded expenditures by action.

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

We believe the dip in observation and feedback is due to the stretched capacity of school leadership and instructional coaches. Maintenance of regular family communication (like the weekly Dragon Digest and DeansList) is also helpful in ensuring that families hear from school regularly. This improves participation in surveys.

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.

We have removed the Advisory and Circles goal because it is already covered in Goal 1. Additionally, use of the Equity rubric and other observation and feedback tools has been rolled into the coaching and observation action.
We have adjusted some metrics to reflect growth until we reach a target because we believe that the road to recovery from the year of distance learning will improve over time.

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)
1984045	164872

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
24.75%	0.00%	$0.00	24.75%

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.

Goal 1 - SEL and Student Climate
Needs, Conditions, and Circumstances
Social-Emotional learning supports resilience and academic habits to be able to achieve our ambitious goals in student achievement, especially for traditionally underserved students. Our SEL Team will be able to implement the MTSS process more consistently for our students who need SEL support the most, including foster youth, ELs, and low-income students.

The specific actions identified in Goal #1 contributing to increased or improved services are:
- Maintain a SEL Team

Expected Outcomes
By implementing strategic actions in support of SEL and climate, we hope to achieve our goals in academic growth and achievement, described below, and to maintain positive indicators that students feel safe and connected to the Beta community. We will also measure progress toward, high attendance, and low chronic absenteeism, and low suspensions.

Goal 2 - Academic Achievement

Needs, Conditions, and Circumstances
Math and ELA achievement for our socioeconomically disadvantaged and EL students represent an area of growth for us. For this reason, we invest in resources to ensure they have access to grade-level content.

The specific actions identified in Goal #2 contributing to increased or improved services are:

- Additional teachers, Instructional aides, & interventionists to support learning

Expected Outcomes
By implementing the identified actions we will ensure steady growth in our academic outcomes (NWEA MAP in 2021-22 and iReady in 2022-23, CAASPP) and English Learner Progress Indicators.

Goal 3 - Critical Thinking
Needs, Conditions, and Circumstances
Supporting students to think critically, offering students the opportunities to learn outside the classroom, and providing opportunity to reflect on learning all support our school's mission to ensure that traditionally underserved students like socioeconomically disadvantaged, foster students, and English Learners.

The specific actions identified in Goal #3 contributing to increased or improved services are:

- Maintain a broad set of elective and enrichment courses & opportunities

Expected Outcomes
We will measure our success in this Goal through course offerings and participation, access to a broad course of study, and participation in student-led conferences.

Goal 4 - Equity
Needs, Conditions, and Circumstances
We aim to ensure no discrepancies in performance among our subgroups. English Learners needed support across their classes and through Designated ELD, and all teachers are supported with ELD professional development. We can also improve classroom instruction for

The specific actions identified in Goal #4 contributing to increased or improved services are:

- ELD Staffing and Curriculum
- Anti-Racist and DEIB Professional Development

Expected Outcomes
Improved instruction of ELs resulting in increased reclassification rates and increased % of students making one level of progress on ELPI.

Goal 5 - Operations

Needs, Conditions, and Circumstances
Maintaining a healthy and sustainable operation supports us in maintaining a healthy and safe space for our students to learn. Our student recruiting and enrollment efforts support us to have a school composition that is reflective of the broader community.

There are no specific actions in Goal 5 contributing to increased or improved services.

Goal 6 - Values and Feedback
Needs, Conditions, and Circumstances
In order to achieve our ambitious academic growth goals, we know parents are our partners. Ensuring that we target families of low socioeconomic status and families of English Learners is a priority, as these groups tend to be underrepresented in family events, SSC participation and survey completion. Ensuring that our teachers receive professional development on how to teach English Learners will support these students in all of their classes.

The specific actions identified in Goal #6 contributing to increased or improved services are:

- Coaching and Professional Development
- Targeted Partnership

Expected Outcomes
We will measure our efforts in family survey participation, perception of school fit by families, and perception of school climate by families. Improved instruction of ELs resulting in increased reclassification rates and increased % of students making one level of progress on ELPI.

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

Beta Academy has historically had a high unduplicated pupil percentage (in 2021-22 it was roughly 80%). Because of this high unduplicated pupil percentage, the school spends most of its Federal Title funding and its LCFF supplemental and concentration grant funding on a school-wide basis. Specific spending categories are identified throughout the goals in this LCAP and are summarized in the spending tables at the end of the document.

Spending is principally directed to the LCAP goals that each item supports and is focused at an overall level on increasing student achievement as measured by the NWEA Map and state assessments, a safe and healthy school climate and culture, and offering a range of student and family supports. We believe that the actions described above are the most effective way to meet the goals outlined in this LCAP for all our students including our unduplicated pupils.

The calculated minimum proportionality percentage (MPP) for Caliber Beta Academy in the 2021-22 school year was 25.00% and the projected MPP for 2022-23 will be 24.75%. We believe that the services provided to unduplicated students have been and will be increased by at least these amounts relative to what they would have been without the LCFF supplemental and concentration grant funding. Our methodology for calculating this increase is based on measuring the actual expenditure amounts related to each of the actions that were paid for with LCFF supplemental and concentration grant funding. In the absence of such funding, those expenditures would not have been possible. Therefore, the funding led to a direct increase in services that were provided.

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.

Caliber Beta has an unduplicated pupil percentage in excess of 55% and therefore it did receive a concentration grant as part of its 2021-22 LCFF funding. The school anticipates continuing to receive concentration grant funding in 2022-23. The school has estimated the size of its concentration grant add on at $150333 in 2021-22 and $164872 in 2022-23. The school used this add on funding in 2021-22 to fund the cost of instructional staff who will provide direct services to students, and anticipates using the 2022-23 funding in the same manner.

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	n/a	n/a
Staff-to-student ratio of certificated staff providing direct services to students	n/a	n/a

2022-23 Total Expenditures Table

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$10,003,720.00	$2,090,460.00	$254,063.00	$1,979,449.00	$14,327,692.00	$9,178,955.00	$5,148,737.00

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1.1	Student Behavior Data	All					$0.00
1	1.2	Trauma- Informed Practices	All					$0.00
1	1.3	Circle and Advisory Curriculum	All					$0.00
1	1.4	Restorative Practices	All					$0.00
1	1.5	Maintain a core SEL team	English Learners Foster Youth Low Income	$337,940.00			$408,700.00	$746,640.00
2	2.1	Core teaching staff & academic leadership	All	$3,898,789.00				$3,898,789.00
2	2.2	Implement Common Curriculum-Based Assessments	All					$0.00
2	2.3	Additional Instructional Staff	English Learners Foster Youth Low Income	$696,460.00	$118,646.00	$96,380.00	$252,986.00	$1,164,472.00
2	2.4	Internalize Common Core Aligned Curriculum	All	$64,027.00	$198,223.00		$162,000.00	$424,250.00
2	2.5	Data Cycles	All					$0.00
2	2.6	Implement iReady Assessment Platform	All	$42,000.00				$42,000.00
3	3.1	Student Led Conferences	All					$0.00
3	3.2	Field Lessons	All					$0.00

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
3	3.3	IPG Implementation	All					$0.00
3	3.4	Advisory and Circles	All	$13,600.00				$13,600.00
3	3.5	Computer Science and non-core coursework	English Learners Foster Youth Low Income	$619,320.00		$157,683.00		$777,003.00
3	3.6	Expanded Learning and Enrichment	All		$939,181.00			$939,181.00
4	4.1	Inclusive Hiring Practices	All	$33,000.00				$33,000.00
4	4.2	Special Education Team	Students with Disabilities	$536,363.00	$808,895.00		$160,389.00	$1,505,647.00
4	4.3	Anti-racist and DEIB Professional Development	English Learners Foster Youth Low Income	$40,000.00				$40,000.00
4	4.4	ELD Staffing and Curriculum	English Learners	$64,288.00			$36,972.00	$101,260.00
5	5.1	Attendance and Engagement Systems	All					$0.00
5	5.2	Maintain a healthy meals program	All	$107,071.00	$25,515.00		$433,755.00	$566,341.00
5	5.3	Maintain a strong operations team	All	$2,075,725.00			$104,920.00	$2,180,645.00
5	5.4	Safe and welcoming facilities	All	$967,550.00				$967,550.00
5	5.5	Technology infrastructure	All	$281,550.00			$63,000.00	$344,550.00
6	6.1	Coaching and Feedback	English Learners Foster Youth Low Income	$208,783.00			$356,727.00	$565,510.00
6	6.2	Cultural Celebrations	All					$0.00
6	6.3	Feedback Cycles	All					$0.00
6	6.4	Targeted family partnership	English Learners Foster Youth Low Income	$17,254.00				$17,254.00

2022-23 Contributing Actions Tables

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
8016611	1984045	24.75%	0.00%	24.75%	$1,984,045.00	0.00%	24.75 %	**Total:**	$1,984,045.00
								LEA-wide Total:	$1,984,045.00
								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	1.5	Maintain a core SEL team	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$337,940.00	0
2	2.3	Additional Instructional Staff	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$696,460.00	0
3	3.5	Computer Science and non-core coursework	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$619,320.00	0
4	4.3	Anti-racist and DEIB Professional Development	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$40,000.00	0
4	4.4	ELD Staffing and Curriculum	Yes	LEA-wide	English Learners	All Schools	$64,288.00	0
6	6.1	Coaching and Feedback	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$208,783.00	0

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 (%)
6	**6.4**	Targeted family partnership	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$17,254.00	0

2021-22 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$11,890,883.00	$12,600,248.00

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	Student Behavior Data	Yes		
1	1.2	Health Informed Practices	Yes		
1	1.3	Circle and Advisory Curriculum	Yes		
1	1.4	Restorative Practices	Yes		
1	1.5	Core SEL Team and additional short-term support.	Yes	$633,914.00	716498
1	1.6	Participation rates on family & student surveys	Yes		
2	2.1	Core teaching staff & academic leadership	Yes	$3,344,266.00	3267199
2	2.2	Additional teaching staff with lower student/teacher ratio in upper grades (3-8th) and extended school year	Yes	$764,986.00	548384
2	2.3	Instructional Aides, Interventionists, & Residents	Yes	$276,982.00	included in 2.3

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
2	2.4	Common Core Aligned Curriculum	Yes	$372,648.00	639536
2	2.5	Data Cycles	Yes		
2	2.6	Academic After School Program	Yes	$147,170.00	Included in 2.8
2	2.7	Lower school ELA curriculum	Yes		
2	2.8	ELO Grant Plan	Yes	$573,287.00	547198
3	3.1	Student Led Conferences	Yes		
3	3.2	New ELA Curriculum (TK-4)	Yes		
3	3.3	Equity Rubric	Yes		
3	3.4	Teaching for Excellence Rubric	Yes		
3	3.5	Field Lessons	Yes		
3	3.6	Advisory and Circles	Yes		16937
3	3.7	Computer Science Projects	Yes	$252,200.00	included in 3.8
3	3.8	Broad Course of Study	Yes	$517,852.00	781141

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)
4	4.1	Inclusive Hiring Practices	Yes	$25,000.00	13447
4	4.2	Equity Rubric	Yes		
4	4.3	Targeted family partnership	Yes	$15,000.00	
4	4.4	Integrated and Designated ELD professional development and coaching	Yes		
4	4.5	Designated ELD Curriculum	Yes		66711
4	4.6	Anti-racist and DEIB Professional Development	Yes		40000
4	4.7	Special Education Programming	Yes	$1,433,217.00	1536894
5	5.1	Attendance and Engagement Systems	Yes		
5	5.2	Targeted family partnership	Yes		
5	5.3	Professional Development	Yes	$577,140.00	807530
5	5.4	Safe and welcoming facilities	Yes	$599,000.00	803966
5	5.5	Technology infrastructure	Yes	$174,757.00	259841
5	5.6	Meal program	Yes	$627,675.00	564480

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)
5	5.7	Other school operations	Yes	$1,555,789.00	1939998
6	6.1	Coaching	Yes		
6	6.2	Advisory and Circles	Yes		
6	6.3	Cultural Celebrations	Yes		
6	6.4	Feedback Cycles	Yes		
6	6.5	Equity Rubric	Yes		
6	6.6	CLRP Rubric	Yes		
6	6.7	Targeted family partnership	Yes		50488

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)
1815753	$1,672,139.00	$1,815,753.00	($143,614.00)	0.00%	0.00%	0.00%

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	Student Behavior Data	Yes				
1	1.2	Health Informed Practices	Yes				
1	1.3	Circle and Advisory Curriculum	Yes				
1	1.4	Restorative Practices	Yes				
1	1.5	Core SEL Team and additional short-term support.	Yes	$183,181.00	324478	0	0
1	1.6	Participation rates on family & student surveys	Yes				
2	2.1	Core teaching staff & academic leadership	Yes				
2	2.2	Additional teaching staff with lower student/teacher ratio in upper grades (3-8th) and extended school year	Yes	$408,866.00	519623	0	0
2	2.3	Instructional Aides, Interventionists, & Residents	Yes	$36,840.00	Included in 2.2	0	0
2	2.4	Common Core Aligned Curriculum	Yes				
2	2.5	Data Cycles	Yes				

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	2.6	Academic After School Program	Yes	$14,000.00	0	0	0
2	2.7	Lower school ELA curriculum	Yes				
2	2.8	ELO Grant Plan	Yes				
3	3.1	Student Led Conferences	Yes				
3	3.2	New ELA Curriculum (TK-4)	Yes				
3	3.3	Equity Rubric	Yes				
3	3.4	Teaching for Excellence Rubric	Yes				
3	3.5	Field Lessons	Yes				
3	3.6	Advisory and Circles	Yes				
3	3.7	Computer Science Projects	Yes	$6,600.00	Included in 3.8	0	0
3	3.8	Broad Course of Study	Yes	$517,852.00	542939	0	0
4	4.1	Inclusive Hiring Practices	Yes				
4	4.2	Equity Rubric	Yes				
4	4.3	Targeted family partnership	Yes	$15,000.00	50488	0	0
4	4.4	Integrated and Designated ELD professional development and coaching	Yes				
4	4.5	Designated ELD Curriculum	Yes		21504	0	0
4	4.6	Anti-racist and DEIB Professional Development	Yes		40000	0	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)
4	4.7	Special Education Programming	Yes				
5	5.1	Attendance and Engagement Systems	Yes				
5	5.2	Targeted family partnership	Yes				
5	5.3	Professional Development	Yes	$402,140.00	316721	0	0
5	5.4	Safe and welcoming facilities	Yes				
5	5.5	Technology infrastructure	Yes	$87,660.00	0	0	0
5	5.6	Meal program	Yes				
5	5.7	Other school operations	Yes				
6	6.1	Coaching	Yes				
6	6.2	Advisory and Circles	Yes				
6	6.3	Cultural Celebrations	Yes				
6	6.4	Feedback Cycles	Yes				
6	6.5	Equity Rubric	Yes				
6	6.6	CLRP Rubric	Yes				
6	6.7	Targeted family partnership	Yes				

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)
7262431	1815753	0	25.00%	$1,815,753.00	0.00%	25.00%	$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).

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

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

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

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

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

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

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

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

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

- **6. Estimated Actual LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on 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%).

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

LCFF Carryover Table

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

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

Calculations in the Action Tables

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

Contributing Actions Table

- 4. Total Planned Contributing Expenditures (LCFF Funds)

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

- 5. Total Planned Percentage of Improved Services

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

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

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

Contributing Actions Annual Update Table

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

- 6. Estimated Actual LCFF Supplemental and Concentration Grants

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

- 4. Total Planned Contributing Expenditures (LCFF Funds)

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

- 7. Total Estimated Actual Expenditures for Contributing Actions

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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