



October 10, 2021

Joshua Strong, Administrator
Local Agency Systems Support Office
Student Achievement and Support Division
California Department of Education
Via email: JStrong@cde.ca.gov

Dear Josh,

We submit comments on behalf of the LCFF Equity Coalition technical working group to the drafts:

- 1) LCAP template (Version 3.1)
- 2) Supplement to the Annual Update (Version 2.1), and
- 3) LCAP Summary Tables (Version 3)

shared by you and your team on Tuesday, October 5, 2021 at

<https://docs.google.com/document/d/1teDLY3Lb8TjGdz82HYhtB--iLI3evD985KW43rkN8qM/edit#>

We appreciate the opportunity to review drafts before the next version is released for the November State Board of Education meeting. We see and appreciate your and your team's efforts to consider our comments.

1. Carryover Requirements

- a. **The proposed template fails to ensure LEAs will describe and justify their uses of carryover as serving high need students in accordance with existing regulations and AB 130.**

We repeat our prior recommendation that: **AB 130 requires new or expanded prompts and accompanying Instructions in the Actions section, and separately in the Increased or Improved Services section, that: (1) identify what actions and budgeted expenditures the carryover is supporting, (2) justify how each of those actions is principally directed and also effective in serving unduplicated pupils where they are LEA-wide or schoolwide, and (3) are shown to be, in total,**

increasing services at the level the carryover amount requires and in addition to the ensuing year’s minimum proportionality obligation. Cal. Educ. Code § 52064(b)(6)(B)(i)-(ii).

We appreciate the improvements in the Instructions at pages 20-21 for the third prompt at page 6 on explaining the LEA’s use of carryover. However, our experience is that very often LEAs do not follow the Instructions well. It was clear in this week’s Tuesday @2 Webinar that many in the field are confused by what is being requested by the generic third prompt and that the Instructions are overwhelming and multi-dimensional.

The problem is that, as currently drafted, the single, open-ended “catch-all” carryover prompt in the Increased/Improved Services section is being expected to address all three areas of the above requirements. That is simply too much water for one prompt to carry; it will fail to guide LEAs and community partners in understanding the multiple dimensions of the response being called for. We propose making sure that other existing prompts carry some of the functions called for (specifically, the existing Actions Table and the existing “principally directed and effective” prompt) and that the proposed carryover prompt focus on the third function. As such, it could be used to reflect in one place all the carryover actions and to demonstrate how those actions, in total, increase services for unduplicated pupils at the level the carryover amount demands. This suggestion works well with the flow of the existing template as the immediate prior prompt calls for a demonstration that the regulatory Minimum Proportionality Percentage (MPP) had been met with respect to the fiscal year’s total non-carryover S&C funds.

We propose edits in the accompanying LCAP Template and Instructions document to effectuate this suggestion. Notably, the Actions Table (and the associated Instructions) should be amended to explicitly call for identification of carryover actions and expenditures.¹ Also, the Instructions should make explicit that contributing actions supported with LCFF carryover funds—where LEA-wide or schoolwide—should be justified as principally directed and effective in response to the existing prompt for that purpose in the Increased/Improved Services section. If the approach we suggest here is rejected, then the carryover prompt would need to call more specifically for the separate descriptions required to ensure AB 130 is fully addressed. For example:

“For each action being supported by carryover funds, (1) identify the action being undertaken with carryover funds and the amount of budgeted expenditures; (2) provide an explanation of (a) how the needs of foster youth, English learners, and low-income students were considered first, and (b) how these actions are effective in meeting the goals for these students where the action is being provided to an entire school, or across the entire school district or county office of education (COE), and (3) explain how the carryover actions are increasing services by the total carryover dollar amount.”

¹ Also, to reflect the clarification on p. 24 of the Instructions (that non-LCFF funds should not be used to satisfy LCFF’s proportional increase/improve obligation), we propose edits to separately identify budgeted expenditures that are non-contributing (i.e., either LCFF base or other non-LCFF funds), contributing/non-carryover (i.e., LCFF funds supporting that year’s MPP obligation), and carryover.

- b) **The template and Instructions should clarify that carryover funds should all be expended on services for high need students by way of actions with quantitative contributions.**

We did not see any response to this point and recall that CDE staff stated at the September SBE meeting that a legal opinion would be solicited about AB 130 language with respect to carryover that “[t]he funds herein *shall be expended* only to implement specific actions that satisfy the requirements for specific actions to be considered as contributing toward meeting the increased or improved services requirement...” Cal. Educ. Code 42238.07(d)(2). We repeat our position that: the only specific actions that both involve “expend[ing]” funds and that satisfy the LCFF S&C regulations are actions justified quantitatively based on an associated expenditure. The Governor’s veto message of AB 1835 and his direction to the Department of Finance to draft what became AB 130 reiterate that such was the intent with respect to unutilized S&C funds being carried over. (“I deeply support the underlying goal of this bill - to ensure that unspent Local Control Funding Formula (LCFF) supplemental and concentration grant funds *are expended on services for our most vulnerable students*.... (Emphasis added).

Judging from questions at the Tuesday @2 Webinars, we believe clarifying this key aspect of AB 130 with respect to carryover would be very helpful and urge you to include this in the Instructions.

- c) **The LCFF Carryover Calculation Table should enable LEAs and LCAP partners and readers to compare numbers to numbers and percentages to percentages.**

We appreciate the corrections made in the LCFF Carryover Calculation Table. However, the formulation in column E cell (Subtract 3 from 8 and multiply by 1) is still incorrect in that it should say “Subtract 8 from 3” not the other way around. One subtracts the smaller number **from** the bigger number (unless one is dealing with negative numbers which we are not here!). E.g. with $7-3=4$, one says “subtract 3 from 7” to determine the remainder. Here, you need to subtract 5.57% (the 8) **from** 6.34% (the 3) to get the remainder .78% that is multiplied by the LCFF Base amount (the 1).

Our experience in reviewing the LCFF Carryover Calculation Table was very confusing because we were asked to follow the math with some of the entries being in dollars and some of the entries being in percentages—an apples and oranges comparison. We suggest providing greater clarity and transparency by doing the calculation in both dollars and in percentages since both are relevant. See our suggested revision in Attachment B.

A related issue (which we acknowledge is not a technical error and is a matter over which reasonable minds could differ) concerns the display of the percentages in the “Contributing Actions Planned Quality Improvements Calculation” table and the “Carryover Calculation” table. The percentages in these tables express the percentage in relation to the overall LCFF base expenditures amount instead of in relation to the total Supplemental/Concentration amount (S&C). This has the effect of minimizing the import of the percentages at issue and potentially masking the size of the qualitative or quantitative actions at issue relative to the overall increase/improve obligation. Using the example proposed, two qualitative actions are proposed at the beginning of the LCAP year totaling “4%” which, at first blush, seems modest. However, because that 4% is the equivalent of 4% of base LCFF funds (here, over \$11 million) where total MPP equals only 6.34% of LCFF base, the qualitative actions proposed are actually nearly two-thirds of the total MPP obligation required. Were the percentages reported in these tables in relation to total S&C funds, it would be clearer that nearly 66% of the increase/improve obligation was being met through only 2 qualitative actions and that nearly 50% of the increase/improve obligation (here, 3% of

base) was not delivered on. This approach increases transparency for community members seeking to understand one of the core questions at the heart of the LCAP process—the extent to which an LEA met or did not meet its obligation to increase or improve services for high-need students. It also has the advantage of comparability across districts in that all LCAPs will be reflecting an increase/improve target of 100% vs. the specific MPP for their LEA.²

2. Concentration Grant Add-On: LCAP still does not guide LEAs to show the relative changes in staffing required by the State Budget that are planned with these funds.

We appreciate the inclusion of a new table on page 7 for LEAs to communicate how their concentration grant add-on funds are being used for additional staffing at schools with a high concentration of unduplicated students (55% or more) relative to schools with a concentration of less than 55%. *However, whether something is an “increase”—in this case a staff level—is relative to the staffing levels before the LEA received the concentration grant add-on.* So, if staffing levels are increasing at both sets of schools, given the tens of billions of new dollars districts are receiving this year, there needs to be a calculation of the higher relative level of staffing at the concentration schools *in addition to a comparison of the staffing levels of both sets of schools prior to the LEA’s receipt of concentration grant add-on funds.*

Without this comparison to a baseline, it will be impossible for the COE or the LCAP community partners to determine whether actual staffing increases were made at the required school sites. See Attachment C for a suggested modification to the table.

In response to the discussion and agreement from several State Board of Education members at the September meeting, the template should request a description of the services to be provided by the additional staff and the specific needs of the student subgroup (s) being targeted.

Thank you for the improvements in the Instructions for this prompt in the Supplement to the Annual Update at attachment 4, page 3. **The prior-year baseline information should also be requested of LEAs in the Supplement, as stated above.**

3. Required Goals: Because these are new requirements and get at the heart of closing opportunity gaps for the very students that generate supplemental and concentration funding under LCFF, the LCAP Template should signal to the LCAP community and reader that the LEA is including a new goal for a specific purpose of closing gaps.

Public Advocates recommended adding a prompt in the LCAP template that alerts the LEA and the reader to these new goal requirements by adding two rows in the Goal table on p. 4 of 6, in comments to CDE dated August 4, 2021, page 3. Because the Required Goals are triggered by information in the Dashboard, we suggest, in the alternative, that this information be requested specifically and foreshadowed in the prompt on page 1:

² We acknowledge that using this approach would require an additional transparency step to inform readers that proportionality percentages used in other tables, e.g., the “Data Entry Table” and the “Contributing Actions Summary Table” were expressed in relation to base versus total S&C. Also, the concern for confusion expressed here is reduced significantly if our proposed Carryover Calculation table is used expressing carryover in both dollars and percentages. The actual significance of the smaller percentages expressed in relation to LCFF base funds is directly conveyed in dollar terms in the same table.

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, *including a reference to new Required Goals and Actions below.*

For the first time since LCFF began, LEAs are being required to include these specific goals and actions. There should be a prompt in the LCAP template that lets community partners know this as opposed to keeping this information buried in the Instructions.

- 4. 2021-22 Supplement to the Annual Update is due February 28, 2022 and is also part of the LCAP package of documents which are submitted to COEs for review on or before June 30, 2022.**

We appreciate CDE’s efforts to clarify in the Instructions to the Supplement, page 3, that the Supplement is part of the LCAP for the purposes of adoption, review, and approval, and must be included with the LCAP package, in general. While that is a true statement, we are concerned that the due date of February 28, 2022, when the Supplement is required to be presented to the LEA board along with the Budget Overview for Parents, will get lost without more reference than in the Instructions in the first paragraph of the Introduction, page 3. **We recommend making the due date of this new Supplement document more transparent by putting it on the first page in the title. See comments in Attachment D.**

* * *

Thank you, again, for the opportunity to comment on various drafts of the LCAP Template and Annual Update Supplement revisions. We look forward to continuing our collaboration ensuring that LCFF and its continuous improvement process are faithfully implemented for the benefit of low-income students, English learners and foster youth.

Respectfully,

John T. Affeldt
Managing Attorney
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Of Counsel
Public Advocates Inc.

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Children Now

Attachments A-D:

- A.** LCFF Equity Coalition Att A_lcaptemplate.2021rev.v3.1 (CDE 10.5.21 Tues@2)-Carryover revisions that need to be addressed as a result of AB 130 (10.10.21)
- B.** LCFF Equity Coalition Att B_Carryover Summary Table (10.10.21)
- C.** LCFF Equity Coalition_Att C_Staff Expenditure Page 7 Table (10.10.21)
- D.** LCFF Equity Coalition_Att D_lcapannupsupplement.2021.v2.1 (CDE Tues@2 10.5.2021)_(10.10.21)

cc:

Brooks Allen, Executive Director, State Board of Education (SBE)

Sara Pietrowski, Policy Director, SBE

Debra Brown, Senior Policy Advisor, SBE

Dr. Lindsay Tornatore, Director, Student Achievement & Support Division, California Department of Education (CDE)

Jonathan Feagle, Education Fiscal Services Administrator, Fiscal Oversight and Support Office, CDE

Thomas Prouty, Deputy General Counsel, CDE

**LCFF Equity Coalition Att A_lcaptemplate.2021rev.v3.1 (CDE 10.5.21 Tues@2)-
Carryover revisions that need to be addressed as a result of AB 130**

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DRAFT Local Control and Accountability Plan

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
[Insert LEA Name here]	[Insert Contact Name and Title here]	[Insert Email and Phone here]

Plan Summary [LCAP Year]

General Information

A description of the LEA, its schools, and its students.

[Respond here]

Reflections: Successes

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

[Respond here]

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.

[Respond here]

LCAP Highlights

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

[Respond here]

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.

[Identify the eligible schools here]

Support for Identified Schools

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

[Describe support for schools here]

Monitoring and Evaluating Effectiveness

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

[Describe monitoring and evaluation here]

Stakeholder Engagement

A summary of the stakeholder process and how the stakeholder engagement was considered before finalizing the LCAP.

[Respond here]

A summary of the feedback provided by specific stakeholder groups.

[Respond here]

A description of the aspects of the LCAP that were influenced by specific stakeholder input.

[Respond here]

Goals and Actions

Goal

Goal #	Description
[Goal #]	[A description of what the LEA plans to accomplish.]

An explanation of why the LEA has developed this goal.

[Respond here]

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
[Respond here]	[Respond here]	[Insert outcome here]	[Insert outcome here]	[Insert outcome here]	[Respond here]
[Respond here]	[Respond here]	[Insert outcome here]	[Insert outcome here]	[Insert outcome here]	[Respond here]
[Respond here]	[Respond here]	[Insert outcome here]	[Insert outcome here]	[Insert outcome here]	[Respond here]

Actions

Action #	Title	Description	Total Funds	Contributing
[Action #]	[A short title for the action; this will appear in the summary tables]	[A description of what the action is; may include a description of how the action contributes to increasing or improving services]	[\$ 0.00]	[Y/N]
[Action #]	[A short title for the action; this will appear in the summary tables]	[A description of what the action is; may include a description of how the action contributes to increasing or improving services]	[\$ 0.00]	[Y/N]
[Action #]	[A short title for the action; this will appear in the summary tables]	[A description of what the action is; may include a description of how the action contributes to increasing or improving services]	[\$ 0.00]	[Y/N]

Commented [JA1]: To align with the note on p. 24 (clarifying that use of non-LCFE funds does not count toward the LCFE increase/improve obligation), we suggest eliminating this column in favor of the following:

3 columns that each have \$ amounts for: (1) Non-contributing expenditures; (2) Contributing expenditures [non-carryover]; and (3) Carryover expenditures.

Commented [JA2]: There should be another column here that identifies whether a contributing action is also a carryover action (i.e., supported with carryover funds).

Goal Analysis [LCAP Year]

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.

[Respond here]

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

[Respond here]

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

[Respond here]

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.

[Respond here]

A report of the Estimated Actual Expenditures for last year’s actions may be found in the Annual Update Expenditures Table.

Commented [L3]: We appreciate this recent addition of language in the prompt to mirror the updated instruction.

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

Percentage to Increase or Improve Services	Increased Apportionment based on the Enrollment of Foster Youth, English Learners, and Low-Income students	Required Carryover
[Insert percentage here]%	[Insert dollar amount here]	[Insert dollar amount here]

The Budgeted Expenditures for Actions identified as Contributing may be found in the Increased or Improved Services Expenditures 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.

[Provide description here]

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

[Provide description here]

A description of how any required carryover will be used to increase or improve services for foster youth, English learners, and low-income students in the coming year. A description of all the contributing actions supported by carryover funds and an explanation of how they will increase services for foster youth, English learners, and low-income students by the required carryover amount.

[Provide description here]

Commented [L4]: This generic prompt will not guide LEAs or community partners in understanding what the Instructions are asking for, which is: (1) separate identification of each contributing action undertaken with carryover funds; (2) where LEA-wide or schoolwide, how each action is principally directed and effective; and (3) how the carryover actions are increasing services by the total carryover dollar amount. If you follow our suggestions as to the Actions Table above, all carryover supported actions will be specifically identified there. If you improve the Instructions on the first prompt here under Required Descriptions, you will make clear that actions supported by carryover funds are among those required to be shown there to be principally directed and effective. Which—if those suggested edits are undertaken—means that this new carryover prompt could serve as the place to pull together all the carryover action information and demonstrate that, in total, the actions taken increase services by the total S&C carryover dollar amount. See our recommended edits on Actions Table, Instructions below and here.

If the approach we suggest is rejected, then this prompt would need to more specifically call for the separate descriptions required. E.g.,:

“For each action being supported by carryover funds, (1) identify the action being undertaken with carryover funds and the amount of budgeted expenditures; (2) where being provided to an entire school, or across the entire school district or county office of education (COE), provide an explanation of (a) how the needs of foster youth, English learners, and low-income students were considered first, and (b) how these actions are effective in meeting the goals for these students; and (3) explain how the carryover actions are increasing services by the total carryover dollar amount.”

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

Staff-to-student ratios by type of school and concentration of unduplicated students	Elementary Schools with a student concentration of 55-percent or less	Elementary Schools with a student concentration of greater than 55-percent	Middle/Junior High Schools with a student concentration of 55-percent or less	Middle/Junior High Schools with a student concentration of greater than 55-percent	High Schools with a student concentration of 55-percent or less	High Schools with a student concentration of greater than 55-percent
Staff to student ratio of classified staff providing direct services to students	[Provide ratio here]	[Provide ratio here]	[Provide ratio here]	[Provide ratio here]	[Provide ratio here]	[Provide ratio here]
Staff to student ratio of certificated staff providing direct services to students	[Provide ratio here]	[Provide ratio here]	[Provide ratio here]	[Provide ratio here]	[Provide ratio here]	[Provide ratio here]

[Provide description here]

Instructions

[Plan Summary](#)

[Stakeholder Engagement](#)

[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 LCAP template, please contact the local 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 LEAs to engage their local stakeholders in an annual planning process to evaluate their progress within eight state priority areas encompassing all statutory metrics (COEs have ten state priorities). LEAs document the results of this planning process in the Local Control and Accountability Plan (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] 52064(e)(1)). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. Local educational agencies (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 Stakeholder Engagement:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful stakeholder engagement (EC 52064(e)(1)). Local stakeholders 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 52064(b)(4-6)).
 - Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (EC 52064(b)(1) & (2)).

- o Annually reviewing and updating the LCAP to reflect progress toward the goals (EC 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 stakeholders 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 stakeholder engagement tool.

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 stakeholders 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 12 (TK–12), but also allow stakeholders 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 stakeholders 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 stakeholder engagement functions:

Given present performance across the state priorities and on indicators in the California School 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 a set of actions that the LEA believes, based on input gathered from stakeholders, 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 students and community. 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 stakeholders, 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? 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.

Stakeholder Engagement

Purpose

Significant and purposeful engagement of parents, students, educators, and other stakeholders, 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 stakeholder engagement should support comprehensive strategic planning, accountability, and improvement across the state priorities and locally identified priorities (*EC 52064(e)(1)*). Stakeholder engagement is an ongoing, annual process.

This section is designed to reflect how stakeholder engagement influenced the decisions reflected in the adopted LCAP. The goal is to allow stakeholders that participated in the LCAP development process and the broader public understand how the LEA engaged stakeholders 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 stakeholders 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 stakeholder 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 stakeholder engagement 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 stakeholder engagement process and how the stakeholder engagement was considered before finalizing the LCAP.”

Describe the stakeholder engagement process used by the LEA to involve stakeholders in the development of the LCAP, including, at a minimum, describing how the LEA met its obligation to consult with all statutorily required stakeholders 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 stakeholders. A response may also include information about an LEA’s philosophical approach to stakeholder engagement.

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

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

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

A sufficient response to this prompt will provide stakeholders and the public clear, specific information about how the stakeholder 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 stakeholder feedback described in response to Prompt 2. This may include a description of how the LEA prioritized stakeholder requests 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 stakeholder 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 stakeholders 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 stakeholders 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 stakeholders. 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 stakeholders, 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 based on the performance of the same student group or groups in the California School Dashboard (Dashboard) for three or more consecutive years.

- **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, 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.

- **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 LEA as a whole.
- **Explanation of why the LEA has developed this goal:** Explain why the LEA is required to develop this goal, 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 2020–2021 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 2023–24 .

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.

Commented [JA5]: See our proposed edits to the Actions Table above which would require some tweaks to the instructions, i.e., to report budgeted expenditures amounts separately as not contributing to the LCFF increase/improve obligation, as contributing (non-carryover), and as carryover.

Actions: Enter the action number. Provide a short title for the action. This title will also appear in the summary 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 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 stakeholders. 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 stakeholders with a comprehensive description, within a single dedicated section, of how an LEA plans to increase or improved 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 stakeholders 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

This section must be completed for each LCAP year.

When developing the LCAP in year 2 or year 3, copy the "Increased or Improved Services" section and enter the appropriate LCAP year. Using the copy of the section, complete the section as required for the relevant LCAP year. Retain all prior year sections for each of the three years within the LCAP.

Percentage to Increase or Improve Services: Identify the 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).

Increased Apportionment based on the enrollment of Foster Youth, English Learners, and Low-Income Students: Specify the estimate of the amount of funds apportioned on the basis of the number and concentration of unduplicated pupils for the LCAP year.

Required Carryover: Specify the amount of required carryover of the unused portion of funds generated by unduplicated students from the previous LCAP year, as identified in the Carryover Calculation Table. If there is not a required carryover amount identified in the Carryover Calculation Table, specify a dollar amount of zero (\$0.00).

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.

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% 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% 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%: For school districts with an unduplicated pupil percentage of 55% 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%: For school districts with an unduplicated pupil percentage of less than 55%, 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% 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% 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**. 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.

Commented [L6]: Thank you for clarifying that this justification is required for all contributing services regardless of whether they are LEA-wide or schoolwide or targeted specifically to unduplicated students.

Commented [L7]: Thank you for including this important step in the Carry Over determination and justification process as required by EC Sec. 52070(d)(1).

~~A description of how any required carryover will be used to increase or improve services for foster youth, English learners, and low-income students in the coming year. A description of all the contributing actions supported by carryover funds and an explanation of how they will increase services for foster youth, English learners, and low-income students by the required carryover amount.~~

An LEA having required carryover of the unused portion of funds generated by unduplicated students, as identified in the Carryover Calculation Table, must identify the action(s) that are being implemented to increase or improve services for foster youth, English learners, and low-income students in proportion to the required carryover amount. Identify these specific actions in the Actions table in the Goals and Actions section and designate there where the action is supported by carryover funds. These action(s) must also be included in the required demonstration for specific actions to be considered as contributing toward meeting the increased or improved services requirement, including requirements for actions being provided on an LEA-wide or schoolwide basis, as applicable to the LEA. As such, carryover-supported actions provided on an LEA-wide or schoolwide basis should be separately identified and justified in response to the first prompt above under Required Descriptions in the Increased/Improved Services section. In response to this prompt, LEA's with carryover must identify all the actions they are supporting with carryover funds and describe how in total those actions increase services for foster youth, English learners and low-income students by the required carryover dollar amount over and above the level of services provided to all students.

Contributing carryover-supported actions are required to be provided in addition to the LEA's required demonstration of how it intends to meet its proportional obligation to increase or improve services for unduplicated pupils over and above the level of services provided to all pupils for the coming LCAP year.

An LEA that does not have required carryover may indicate "Not Applicable".

A demonstration of how additional concentration grant add-on funding is being used to increase the number of staff 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 consistent with EC Section 42238.02, as amended, is required to demonstrate how it is utilizing these funds to increase the number of certificated staff, classified staff, or both, including custodial staff, who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55-percent (55%) as compared to schools with an enrollment of unduplicated students that is equal to or less than 55-percent (55%).

Complete the table as follows:

- Provide the staff to student ratio of classified staff providing direct services to students at elementary, Middle/Junior High, and High Schools 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 elementary, Middle/Junior High, and High Schools with a concentration of unduplicated students that is greater than 55-percent, as applicable to the LEA.
- Provide the staff to student ratio of certificated staff providing direct services to students at elementary, Middle/Junior High, and High 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 elementary, Middle/Junior High, and High Schools with a concentration of unduplicated students that is greater than 55-percent, as applicable to the LEA.

Commented [L8]: See comments in the LCAP Template regarding this prompt above. As currently drafted, the single "catch-all" prompt is being asked to carry too many tasks. We propose making sure other existing prompts carry some of those tasks with respect to transparent use of carryover funds (i.e., the Actions Table, the existing "principally directed and effective" prompt) and that this prompt be used to reflect in one place all the carryover actions and to demonstrate how those actions, in total, increase services for unduplicated pupils at the level the carryover amount demands.

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Commented [L9]: Thank you for this addition in the Instructions. However, the prompt is generic and will not likely guide an LEA to respond in this detail as does the current LCAP with respect to general S&C. Parents, the public and community partners will have to rely on LEAs actually reading and following the Instructions. Based on the Tuesday @2 Webinar comments from the field, this does not seem helpful. See our recommendations to the Instructions and the Template prompts.

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.

An LEA that does not receive the additional concentration grant add-on may indicate "Not Applicable".

Summary Tables

Complete the Data Entry Table for each action in the LCAP. The information entered into this table will automatically populate the other Summary Tables. Information is only entered into the Data Entry Table, the Annual Update Summary Table, and the Budgeted Expenditures Calculation Table. Do not enter data into the remaining 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: Expenditures Summary Table
- Table 2: Contributing Actions Summary Table
- Table 3: Annual Update Summary Table
- Table 4: Budgeted Expenditures Calculation Table
- Table 5: Planned Quality Improvements Calculation Table
- Table 6: Carryover Calculation Table

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, provide the following information for each action in the LCAP for the relevant LCAP year:

1. **LCFF Funding:** 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.

See California Education Code (EC) sections 2574 (for county offices of education) and 42238.02 (for school districts and charter schools), as applicable, for LCFF apportionment calculations.

- **2. Estimate of LCFF Funds provided on the basis of the number and concentration of unduplicated students:** 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. Percentage to Increase or Improve Services:** Provide the 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)(8)
- **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.
- **Increased / Improved:** 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 TK-5), 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".

- **Personnel Expense:** This column will be automatically calculated based on information provided in the following columns:
 - **Total Personnel:** Enter the total amount of personnel expenditures utilized to implement this action.
 - **Total Non-Personnel:** This amount will be automatically calculated.
- **LCFF Funds:** Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA's total LCFF target (i.e. base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).
 - **Note:** For an action to contribute towards meeting the increased or improved services requirement it must include some measure of LCFF funding. The action may also include funding from other sources, however the extent to which an action contributes to meeting the increased or improved services requirement is based on 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%).
 - **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 dollars. 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 dollars 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.

Annual Update Summary Table

In the Annual Update Summary 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 Budgeted Expenditures Calculation Table

In the Budgeted Expenditures Calculation Table, provide the following information for each contributing action in the LCAP for the relevant LCAP year:

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

Contributing Actions Planned Quality Improvements Calculation Table

In the Planned Quality Improvements Calculation Table, provide the following information for each contributing action in the LCAP for the relevant LCAP year:

- **Estimated Actual Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis only to unduplicated students, and that does not have funding associated with the action, enter the total estimated actual quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%).
 - Building on the example provided above for calculating the Planned Percentage of Improved Services, the LEA in the example implements the action. As part of the annual update process the LEA reviews implementation and student outcome data and determines that the action was implemented with fidelity and that outcomes for foster youth students improved. The LEA reviews the original estimated cost for the action and determines that had it hired additional staff to collect and analyze data and to coordinate supports for students that estimated actual cost would have been \$169,500 dollars due to a cost of living adjustment. The LEA would divide the estimated actual cost of \$169,500 dollars 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.

Calculations in the Summary Tables

To reduce the duplication of effort of LEAs, the Summary 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 Budgeted Expenditures Calculation Table. For transparency, the functionality and calculations used are provided below.

Data Entry Table

- Planned Percentage of Improved Services
 - For any action that does not meet the prerequisites of 1) being identified as contributing, 2) being provided on a Limited basis to unduplicated students, and 3) that does not have funding associated with the action, the column will populate a percentage of zero (0.00%).

Contributing Actions Summary Table

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

Contributing Actions Budgeted Expenditures Calculation

- 4. Total Planned Contributing Expenditures (LCFF Funds)
 - This amount is the total of the Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)
- 6. Total Estimated Actual Expenditures for Contributing Actions
 - This amount is the total of the Estimated Actual Expenditures for Contributing Actions (LCFF Funds)
- Total Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 4 from 6)
 - This amount is the Total Planned Contributing Expenditures (4) subtracted from the Total Estimated Actual Expenditures for Contributing Actions (6)

Contributing Actions Planned Quality Improvements Calculation

Pursuant to EC Section 42238.07(c)(2), if the Total Planned Contributing Expenditures (4) is less than the Estimate of LCFF Funds provided on the basis of the number and concentration of unduplicated students (2), 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 Estimate of LCFF Funds provided on the basis of the number and concentration of unduplicated students (2) a message will appear stating that this calculation is not required.

- 5. Total Planned Percentage of Improved Services (%)
 - This amount is the total of the Planned Percentage of Improved Services column
- 7. Total Estimated Actual Percentage of Improved Services (%)
 - This amount is the total of the Estimated Actual Percentage of Improved Services column
- Total Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 6)
 - This amount is the Total Planned Percentage of Improved Services (5) subtracted from the Total Estimated Actual Percentage of Improved Services (7)

Carryover Calculation Table

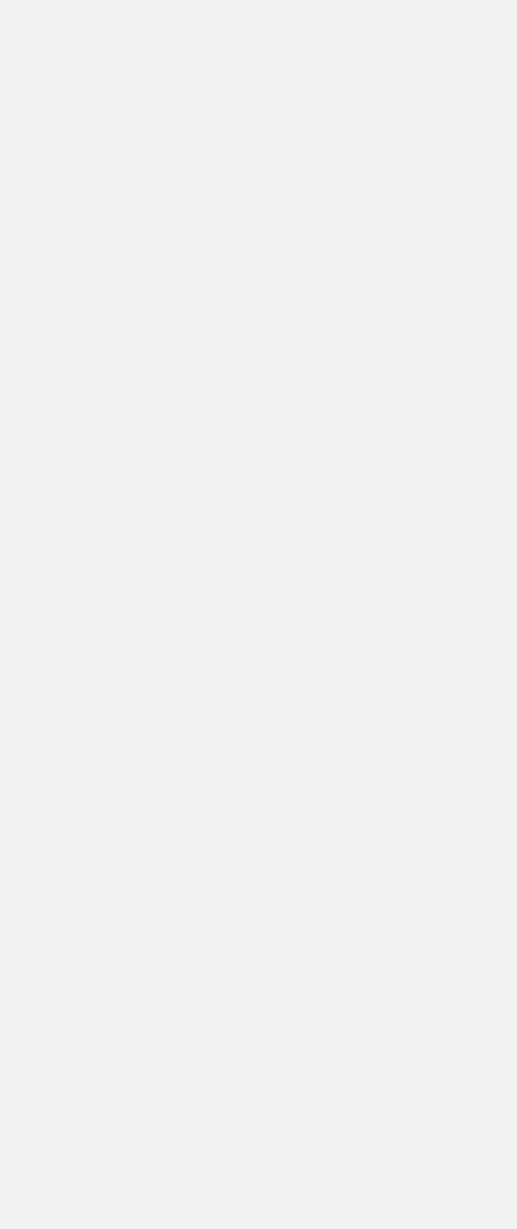
- 8. Total Estimated Actual Percentage of Increased or Improved Services (6 divided by 1, plus 7)
 - This percentage is the Total Estimated Actual Expenditures for Contributing Actions divided by the LCFF Funding (1), then converting the quotient to a percentage and adding the Total Estimated Actual Percentage of Improved Services
- Required Carryover of the Unused Portion of Funds Generated by Unduplicated Students (Subtract 3 from 8 and multiply by 1)
 - If the Total Estimated Actual Percentage of Increased or Improved Services is less than the Percentage to Increase or Improve Services (3), the LEA is required to carry over an unused portion of LCFF funds.

The unused portion of funds is calculated by subtracting the Percentage to Increase or Improve Services (3) from the Total Estimated Actual Percentage of Increased or Improved Services (8) and then multiplying by the LCFF Funding (1). This amount is the unused portion of LCFF funds that must be reported as Required Carryover in the Increased or Improved Services section.

If the Total Estimated Actual Percentage of Increased or Improved Services is greater than the Percentage to Increase or Improve Services (3), the LEA has no required carryover and the page will display a message that carryover is not required.

California Department of Education

September, 2021



LCFF Equity Coalition Att B_Carryover Summary Table (10.10.21)

DRAFT LCFF Carryover Calculation Table

Based on the information provided in the table below, the LEA must

1. LCFF Base Funding
\$ 11,953,288

Carryover Calculation in Dollars

6. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Estimated Fiscal Equivalent Amount of the Improved Services (7 times 1)	9. Total Estimated Actual Expenditures Plus Fiscal Equivalence of Improved Services (6 plus 7)
\$ 545,324	\$ 119,533	\$ 664,857

Carryover Calculation in Percent Increase and Improved Services

10. Estimated Percent Increased Services for Contributing Actions (6 divided by 1)	7. Estimated Percent of Improved Services	11. Total Estimated Actual Percentage of Increased or Improved Services (7 plus 10)
4.56%	1.00%	5.56%

Explanatory Notes (not to be included in template, just to explain changes)

- The current chart tries to combine dollar amounts and percent increased/improved in ways that are not standard
- This approach effectively does the carryover calculation twice, once in dollars and once in percent
- To do the dollar calculation, the qualitative percent improved services needs to be converted to a dollar amount
- to do the percent calculation, the estimated amount spent on contributing actions is converted to a percent
- The advantage of this approach is that it the reader will be able to see how each of the amounts are calculated
- Note in the CDE Draft V3, the calculation of the carryover amount multiplies the percent carryover

carry over an unused portion of LCFF funds

2. Estimate of LCFF Funds provided on the basis of the number and concentration of unduplicated students	Required Carryover of the Unused Portion of Funds Generated by Unduplicated Students (2 minus 9)
\$ 757,782	\$ 92,925

3. Required Percentage to Increase or Improve Services	Shortfall in meeting the Increased or Improved Service Requirement (3 minus 11)
6.34%	0.78%

most no reader will be able to follow because there is a lot of missing information of MPP. To do the dollar calculation, the qualitative percent needs to be converted to fiscal equivalent amount to be added to get a combined quantitative and qualitative total percentage increased to be added to the percent improved. e calculated. by the S&C grants instead of multiplying that amount by the LCFF Base Grant (Error fixed in this version)

LCFF Equity Coalition_Att C_Staff Expenditure Page 7 Table (10.10.21)

Page 7 Table with LCFF Equity Coalition Recommended Modifications (changes highlighted in Green)

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

Staff-to-student ratios of classified staff by type of school and concentration of unduplicated students	Elementary Schools w/ student concentration of 55% or less	Elementary Schools with a student concentration of greater than 55-percent	Middle/Junior High Schools with a student concentration of 55-percent or less	Middle/Junior High Schools with a student concentration of greater than 55-percent	High Schools with a student concentration of 55-percent or less	High Schools with a student concentration of greater than 55-percent
Current-year staff to student ratio of classified staff providing direct services to students	[Provide ratio here]	[Provide ratio here]	[Provide ratio here]	[Provide ratio here]	[Provide ratio here]	[Provide ratio here]
2020-21 staff to student ratio of classified staff providing direct services to students	[Provide ratio here]	[Provide ratio here]	[Provide ratio here]	[Provide ratio here]	[Provide ratio here]	[Provide ratio here]
Change in staff to student ratio of classified staff providing direct services to students	[Provide +/- change ratio here]	[Provide +/- change ratio here]	[Provide +/- change ratio here]	[Provide +/- change ratio here]	[Provide +/- change ratio here]	[Provide +/- change ratio here]

Staff-to-student ratios of certificated staff by type of school and concentration of unduplicated students	Elementary Schools with a student concentration of 55–percent or less	Elementary Schools with a student concentration of greater than 55–percent	Middle/Junior High Schools with a student concentration of 55–percent or less	Middle/Junior High Schools with a student concentration of greater than 55–percent	High Schools with a student concentration of 55–percent or less	High Schools with a student concentration of greater than 55–percent
Current-Year staff to student ratio of certificated staff providing direct services to students	[Provide ratio here]	[Provide ratio here]	[Provide ratio here]	[Provide ratio here]	[Provide ratio here]	[Provide ratio here]
2020-21 staff to student ratio of certificated staff providing direct services to students	[Provide ratio here]	[Provide ratio here]	[Provide ratio here]	[Provide ratio here]	[Provide ratio here]	[Provide ratio here]
Change in staff to student ratio of certificated staff providing direct services to students	[Provide +/- change ratio here]	[Provide +/- change ratio here]	[Provide +/- change ratio here]	[Provide +/- change ratio here]	[Provide +/- change ratio here]	[Provide +/- change ratio here]

[Provide description here]

**LCFF Equity Coalition_Att D_Icapannupsupplement.2021.v2.1 (CDE
Tues@2 10.5.2021)_(10.10.21)**

**DRAFT Supplement for the Annual Update to the 2021–22 Local Control
and Accountability Plan Due On/Before February 22, 2022**

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
[Insert LEA Name here]	[Insert Contact Name and Title here]	[Insert Email and Phone here]

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 stakeholders related to engagement on, and implementation of, these Acts.

A description of **how and when** the LEA **engaged, or plans to engage, its stakeholders on** the use of funds provided through the Budget Act of 2021 that were not included in the 2021–22 Local Control and Accountability Plan (LCAP).

[Respond here]

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.

[Respond here]

A description of **how and when** the LEA **engaged its stakeholders 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.

[Respond here]

Commented [L1]: Suggest clarifying this document is due earlier than the rest of the LCAP documents. See our further comments at Instructions, page 3.

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.

[Respond here]

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.

[Respond here]

Instructions for the Supplement for 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 for the Annual Update to the 2021–22 Local Control and Accountability Plan (LCAP), please contact the local 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 for 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 stakeholders.

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 Summary Tables for the 2022-23 LCAP
- The Instructions for the LCAP Template

As such, the 2021–22 Supplement that the LEA Board reviewed and approved by February 28, 2022, will be submitted for review with an LEAs 2022–23 LCAP.

Commented [L2]: This due date should be highlighted and distinguished from the statement below that states (correctly) that the Supplement is part of the 2022-23 LCAP. We suggest including the February 28, 2022 Due Date on the front page for this purpose.

Commented [L3]: This clarifies that the Supplement is a document that is presented to the Board and public months earlier than the LCAP review/adoption public meetings.

Instructions

Respond to the following prompts, as required. In responding to these prompts LEAs **must, to the greatest extent practicable**, provide succinct response and a level of detail that will be meaningful and accessible for the LEA's diverse stakeholders 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 stakeholders on the use of funds provided through the Budget Act of 2021 that were not included in the 2021–22 Local Control and Accountability Plan (LCAP).**”

To the extent that an LEA received funds through the 2021 Budget Act that included a requirement for the LEA to engage stakeholders on the use of funds and those funds were not included in the LEAs adopted 2021-22 LCAP, describe how and when the LEA engaged, or plans to engage, its stakeholders on the use of funds provided in the Budget Act of 2021.

If an LEA did not receive funds through the 2021 Budget Act that included a requirement to engage stakeholders on the use of funds, provide this explanation. If an LEA included the applicable funds in its adopted 2021-22 LCAP, provide this explanation.

Prompt 2: “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.**”

Describe how the LEA **has used, or plans to use, the additional** 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 (55%).**

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.

If the LEA included actions related to this requirement in its 2021-22 LCAP, identify the applicable actions and provide the location of the 2021–22 LCAP. If the LEA does not receive the concentration grant add-on, provide this explanation.

Prompt 3: “A description of *how and when* the LEA *engaged* its stakeholders *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.”

Describe *how and when* the LEA *engaged* its stakeholders *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](#) for a listing of COVID-19 relief funding and the [Federal Stimulus Funding web page](#) for additional information on these funds. The LEA is not required to describe engagement that has taken place related to state funds.

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.

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.”

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.

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

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.”

Describe 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 *goals, actions and expenditures in 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
September 2021