

LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Community Magnet Charter School

CDS Code: 19 64733 6094726

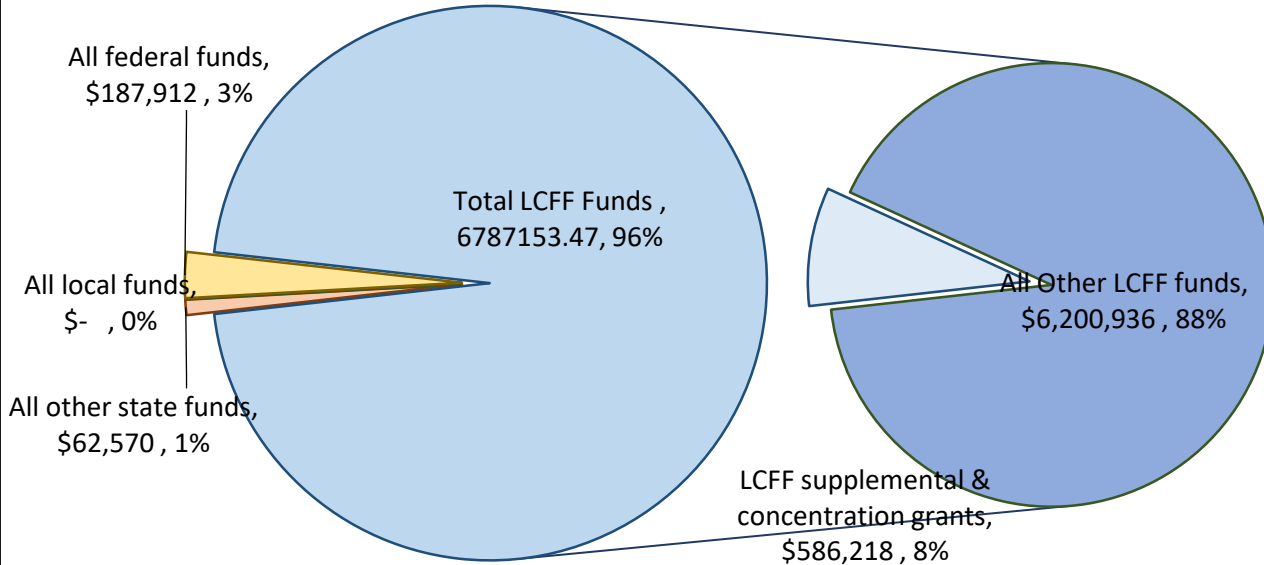
School Year: 2023-24

LEA contact information: Toni Klugh, Principal; trk2932@lausd.net

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

Budget Overview for the 2023-24 School Year

Projected Revenue by Fund Source

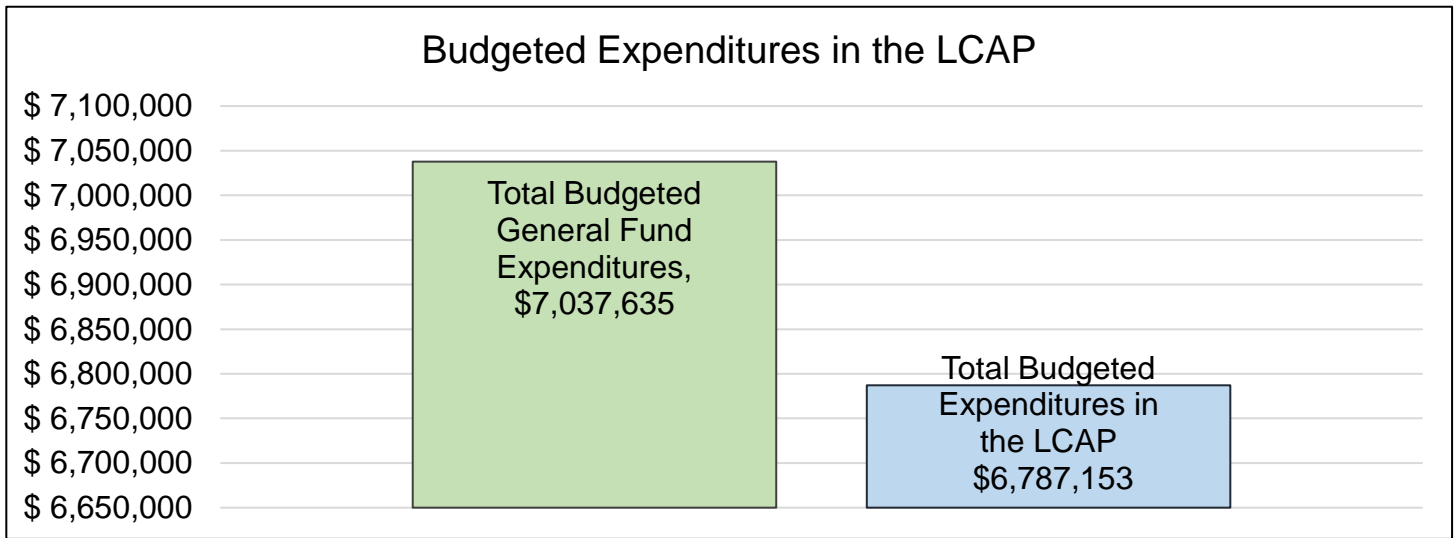


This chart shows the total general purpose revenue Community Magnet Charter School expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Community Magnet Charter School is \$7,037,635.47, of which \$6,787,153.47 is Local Control Funding Formula (LCFF), \$62,570.00 is other state funds, \$0.00 is local funds, and \$187,912.00 is federal funds. Of the \$6,787,153.47 in LCFF Funds, \$586,217.72 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

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



This chart provides a quick summary of how much Community Magnet Charter School plans to spend for 2023-24. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Community Magnet Charter School plans to spend \$7,037,635.47 for the 2023-24 school year. Of that amount, \$6,787,153.47 is tied to actions/services in the LCAP and \$250,482.00 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

Affiliated charter schools like Community Magnet Charter are operated by the District and follow all district-wide policies. In alignment with the District's Plan, our school's LCAP includes all LCFF sources as identified in the adopted Los Angeles Unified district budget. Note that the Action Tables only reflect the school's discretionary funds (as these funds carry over within our school's budget). All District-determined expenditures are reflected in the LAUSD LCAP, but are referenced in the body of the LCAP Goals and Actions for reference.

Additional General Fund expenditures not in the LCAP may include: Education Protection Account, Lottery and unrestricted General Fund resources, school-site positions and instructional materials; Title 1, resources for low income students to schools and summer programs; Title 2, teacher and administrator professional development; Title 3, English Learner coaching and other efforts; Low Performing Student Block Grant, resources for low performing students on the state assessments ; Title 4 Part A, well-rounded education and student support; Title 4 Part B, 21st Century Community Learning Centers Program; Special Education IDEA Support, Mental Health resources and services; College and Career Pathways Trust grant; After School Education and Safety program; Federal funding for after-school, reserve and student health & human services support personnel; State Teacher Retirement System (STRS) on-behalf pension contributions; additional funds to support facilities improvements; Workforce, Vocational Education and Transition Partnership programs.

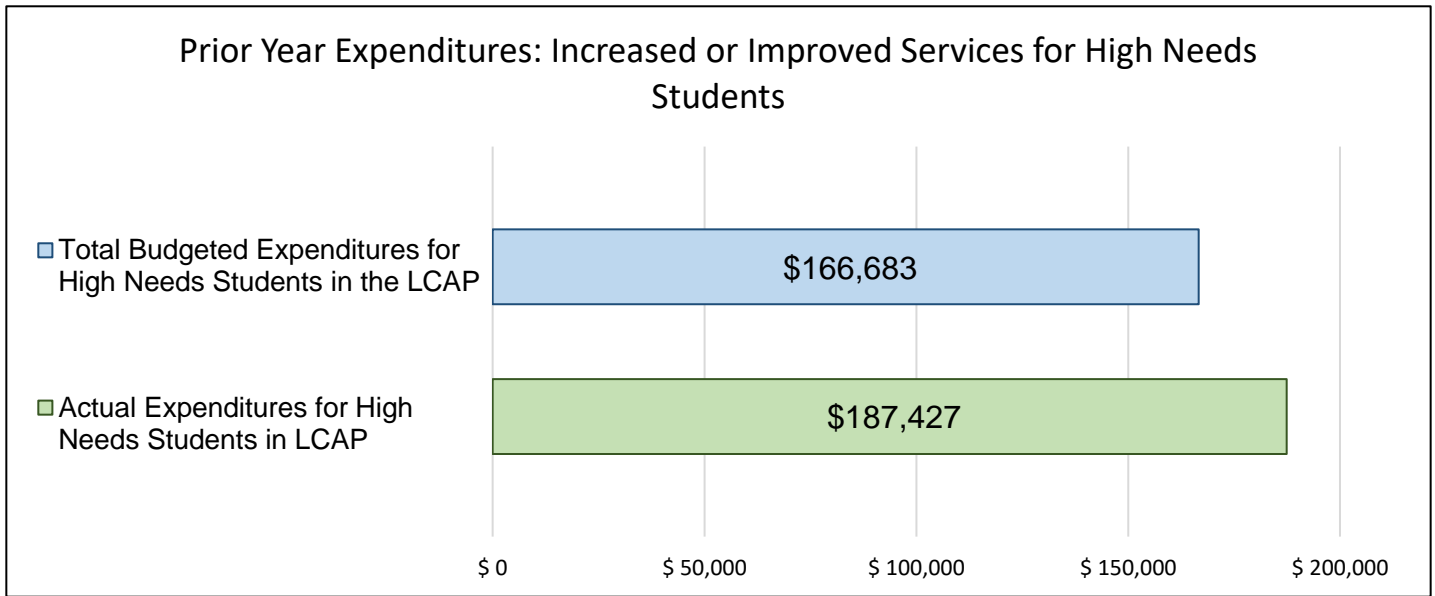
LCFF Budget Overview for Parents

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

In 2023-24, Community Magnet Charter School is projecting it will receive \$586,217.72 based on the enrollment of foster youth, English learner, and low-income students. Community Magnet Charter School must describe how it intends to increase or improve services for high needs students in the LCAP. Community Magnet Charter School plans to spend \$586,217.72 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

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



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

The text description of the above chart is as follows: In 2022-23, Community Magnet Charter School's LCAP budgeted \$166,683.00 for planned actions to increase or improve services for high needs students. Community Magnet Charter School actually spent \$187,427.00 for actions to increase or improve services for high needs students in 2022-23.

Local Control and Accountability Plan

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Community Magnet Charter School	Toni Klugh, Principal	trk2932@lausd.net 310-476-2281

Plan Summary [2023-24]

General Information

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

Located in the hills above UCLA in West Los Angeles, **Community Magnet Charter School** has existed as a Los Angeles Unified School District (“LAUSD” or the “District”) full Magnet School since 1977. In 2007, the school applied to become an affiliated charter –magnet school that operates under the auspices of LAUSD. Community Magnet Charter School, a National Blue Ribbon School and a California Distinguished School, continues to maintain its status as one of LAUSD’s highest performing schools. Community Magnet serves approximately 460 students which includes 10% African American, 29% Asian, 16% Latino, 9% other and 37% White. Of this population, 5% are English Learners, 8% are Special Education, 26% are economically disadvantaged. Students travel from all parts of Los Angeles to take advantage of the outstanding educational programs offered at Community Magnet School. The school is a place that has a wonderful atmosphere, a place where diverse children, parents and staff, come from ethnically, socio- economically and geographically different backgrounds, to create a very special place where children learn, grow and thrive.

Community Magnet Charter Elementary School, an affiliated charter school, serves students throughout the Los Angeles Unified School District. We are the only Kindergarten through 5th Grade Humanities Magnet Charter in the Los Angeles Unified School District that provides a free, nonsectarian, public education for 460 students who desire exciting, hands-on, creative learning opportunities in a nurturing, safe, small-school environment where students enjoy a sense of belonging. Community Magnet Charter Elementary Schools provides an integrated core curriculum focused on independent thinking, decision-making, problem-solving skills, and creativity – with an emphasis on promoting a sense of community and an appreciation of multiculturalism. Our education plan allows students to achieve according to their individual abilities and learning styles. Our faculty meets all federal guidelines and requirements to provide qualified professionals in our classrooms.

Reflections: Successes

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

Student performance in English Language Arts and Math is very high. Our students performed 70.4 points above standard on SBAC ELA and 58.1 points above standard on SBAC Math.

Another success is the mental health and wellness of our students. This is our second year providing counseling services to our students. We have contracted with West Valley Counseling Center which provides a counselor twice a week. Students are referred by teachers and parents for participation and we have a lengthy waitlist. Students responses on the latest School Experience Survey are more positive in Social-Emotional learning when compared to the district average: Growth Mindset=82%; Self-Efficacy=75%; Self Management=77%; Social Awareness=74%.

Reflections: Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Attendance is an area in need of significant improvement. According to the California School Dashboard, Community Magnet's has a chronic absenteeism rate of 10.5%.

Since we are a magnet school, all of our students have access to bus transportation to get to and from school. Community Magnet has developed a strong enrichment program which includes high interest classes such as technology/robotics, dance, visual arts, drama, vocal music, PE, and chess. Our exciting enrichment program increases student engagement and participation in school. Counselors from our West Valley Counseling Center provide services to students who are in need of mental health support which also helps to increase our attendance.

LCAP Highlights

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

Community Magnet has added a few exciting programs and initiatives for the 2023-23 school year. This year, we have partnered with Dr. Sharokky Hollie who will be providing professional development to teachers on the topic of culturally relevant and responsive teaching to help diminish the achievement gap for our African American and Latino students. Dr. Hollies' team will also provide observations, feedback, and coaching to improve instruction.

Community Magnet has also partnered with UCLA's Center X Parent Empowerment Project to provide our African American students with a summer bridging program, Young Black Scholars, to better prepare them to matriculate to the next grade level.

Finally, we are strengthening our existing CATCH (Caring Adults Teaching Children How) program which provides mentoring and academic support to students in the areas of English Language Arts and Math.

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.

This information is not applicable to our school, which has not been identified for Comprehensive Support and Improvement.

Support for Identified Schools

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

This information is not applicable to our school, which has not been identified for Comprehensive Support and Improvement.

Monitoring and Evaluating Effectiveness

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

This information is not applicable to our school, which has not been identified for Comprehensive Support and Improvement.

Engaging Educational Partners

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

Parents were engaged in making important decisions for our school by participating on our Community Council and attending monthly Tea Time with Toni meetings. Each meets monthly to discuss and address concerns and issues at Community. The Community Council consists of classified and certificated staff, and parents. Parents and staff also participate on two key sub-committees, Safety and School-Wide Positive Behavior and Intervention. These sub-committees also meet monthly and report back to the larger Council on safety and discipline issues. Community has partnered with UCLA's Parent Empowerment Program to address Black student achievement by providing relevant parent workshops.

Teachers and staff will participate in a series of professional development series by Dr. Sharokky Hollie who specializes in culturally relevant and responsive instruction. Dr. Hollie's team will also support instruction by observing, providing feedback and coaching to teachers.

A summary of the feedback provided by specific educational partners.

Feedback from our partners continues to focus on the achievement gap for our African American and Latino students. Teams have identified strategies and programs to address this and we will implement and maintain these programs throughout the 2023-24 school year.

Beginning DIBELS data showed 57%-62% of African-American and Latino students performing above grade level while 70%-91% of Asian and Caucasian students performing above grade level. African American students performed at a lower level than Caucasian students on SBAC Math (20% vs. 61% respectively) and ELA (40% vs. 72% respectively).

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

In response to this feedback from our educational partners, we are addressing the achievement gap in the following ways: partnerships with Dr. Sharokky Hollie and UCLA's Center X Parent Empowerment program will help parents and teachers learn and implement strategies to increase achievement for, not just our African American students, but for all students who will benefit from culturally relevant and responsive instruction.

In addition to these partnerships, we will continue to strengthen our schools CATCH program which provides mentors to students who need that support and one-on-one/small group academic support to students struggling with math, reading, and writing. Our after-school intervention program is provided each semester at every grade level for students who are not meeting grade-level academic expectations.

Goal 1

Goal #	Description
1	Academic Excellence

An explanation of why the LEA has developed this goal.

Previously Proficiency for All (Goal 1):

To ensure that 100% of students in Los Angeles Unified are prepared to graduate, they must be nurtured as scholars from the beginning. Los Angeles Unified and its Affiliated Charter Schools, including Community Magnet Charter, will provide a personalized educational experience to support student needs and aspirations. Early success builds the foundation for continued proficiency and ultimate achievement in life. Students with disabilities are inspired to reach their maximum potential as productive and responsible citizens. High-quality instruction is aligned with the needs of students, with clear performance expectations. Student choice and access to visual and performing arts is part of a well-rounded education.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–2024
Smarter Balanced Distance from Standard (DFS) Met in English Language Arts - Grades 3-5	2018-2019 All Students: 63.6 African American/Black: 15.7 Hispanic/Latino: 40.2 English Learner: -49.8 RFEP: 67.1 Standard English Learner: 29.8	2020-2021 DIBELS data- EOY All Students: 88.5% K: 96% Grade 1: 93% Grade 2: 91% Grade 3: 88% Grade 4: 82% Grade 5: 81%	2021-2022 All Students: 71 African American/Black: 13.4 Hispanic/Latino: 43.2 English Learner: -91.6 RFEP: 58.4 Standard English Learner: 37.3	2022-2023 This information will be provided in future LCAP cycles, in compliance with the LCAP template.	All Students: 72 African American/Black: 18.7 Hispanic/Latino: 44 English Learner: 92 RFEP: 70.1 Standard English Learner: 38

	Students with Disability: -13.2 Low Income: 27.2		Students with Disability: -24.5 Low Income: 26.6		Students with Disability: -21.5 Low Income: 30.2
Smarter Balanced Distance from Standard (DFS) Met in Math - Grades 3-5	2018-2019 All Students: 55.4 African American/Black: -3.5 Hispanic/Latino: 28.9 English Learner: -31.4 RFEP: 71.5 Standard English Learner: 14.3 Students with Disability: -32.6 Low Income: 26.1	2020-2021 All Students: 95% K: 98% Grade 1: 97% Grade 2: 97% Grade 3: 98% Grade 4: 96% Grade 5: 94% *2020-2021 EOY Report Card data students receiving a 3 or 4 in Mathematics Content	2021-2022 All Students: 57.5 African American/Black: -18.2 Hispanic/Latino: 22.4 English Learner: -34.9 RFEP: 76.9 Standard English Learner: 7.8 Students with Disability: -35.5 Low Income: 17	2022-2023 <i>This information will be provided in future LCAP cycles, in compliance with the LCAP template.</i>	All Students: 58.4 African American/Black: 21 Hispanic/Latino: 32 English Learner: 35 RFEP: 77 Standard English Learner: 17.3 Students with Disability: -29 Low Income: 29.1
Percent Met/Exceed Standard on California Science Test - Grade 5	2018-2019 All Students: 69.3% Hispanic/Latino: 55.6% Standard English Learner: 47.8% Students with Disability: 31.3%	2020-2021 All Students: 99% Hispanic/Latino: 90% Standard English Learner: 95% Students with Disability: 85% Low Income: 90%	2021-2022 All Students: 59.2% Hispanic/Latino: 56.3% Standard English Learner: 45.8% Students with Disability: 15.4%	2022-2023 <i>This information will be provided in future LCAP cycles, in compliance with the LCAP template.</i>	All Students: 72.3% Hispanic/Latino: 58.6% Standard English Learner: 50.8% Students with Disability: 34.3% Low Income: 51.1%

	Low Income: 48.1%	*2020-2021 EOY Report Card data students receiving a 3 or 4 in Science Content	Low Income: 35.3%		
Percent of Students Meeting Early Literacy Benchmarks in Kindergarten	2019-2020 All Students: 91.2% Hispanic/Latino: 88.9% Standard English Learner: 87.5% Low Income: 84.6%	2020-2021 N/A	2021-2022 All Students: 100% Hispanic/Latino: 100% Standard English Learner: 100% Low Income: 93.3%	2022-2023 <i>This information will be provided in future LCAP cycles, in compliance with the LCAP template.</i>	All Students: 94.2% Hispanic/Latino: 91.95% Standard English Learner: 90.5% Low Income: 87.6%
Percent of Students Meeting Early Literacy Benchmarks in Grade 1	2019-2020 All Students: 92.8% African American/Black: 87.5% Standard English Learners: 94.7% Low Income: 87.5%	2020-2021 All Students: 86.7% African American/Black: 50% Standard English Learners: 33.3% Low Income: 100%	2021-2022 All Students: 95.5% African American/Black: 92.3% Standard English Learners: 93.8% Low Income: 94.7%	2022-2023 <i>This information will be provided in future LCAP cycles, in compliance with the LCAP template.</i>	All Students: 95.8% African American/Black: 90.5% Standard English Learners: 97.7% Low Income: 90.5%
Percent of Students Meeting Early Literacy Benchmarks in Grade 2	2019-2020 All Students: 88.7% Standard English Learner: 76.9% Low Income: 84.2%	2020-2021 N/A	2021-2022 All Students: 93.7% Standard English Learner: 92.9% Low Income: 100%	2022-2023 <i>This information will be provided in future LCAP cycles, in compliance with the LCAP template.</i>	All Students: 91.7 % Standard English Learner: 79.9% Low Income: 87.2%

English Learner Reclassification Rate	2019-2020 All Students: 3%	2020-2021 All Students: 31.3%	2021-2022 All Students: 31.4%	2022-2023 <i>This information will be provided in future LCAP cycles, in compliance with the LCAP template.</i>	All Students: 10%
Percent of English Learners Who Progress in English Proficiency (as measured by ELPI Levels)	2018-2019 All Students: 55.6%	2020-2021 All Students: N/A	2021-2022 All Students: 58.3%	2022-2023 <i>This information will be provided in future LCAP cycles, in compliance with the LCAP template.</i>	All Students: 58.6%
Percent of English Learners Meeting ELPAC Performance Level 4	2018-2019 All Students: 25%	2020-2021 All Students: 45.9%	2021-2022 All Students: 43.3%	2022-2023 <i>This information will be provided in future LCAP cycles, in compliance with the LCAP template.</i>	All Students: 28%
Percent of Students with Disabilities Who Are in the General Education Program at Least 80% of the School Day	2019-2020 All Students: 100% Hispanic/Latino: 100% Standard English Learner: 100% Low Income: 100%	2020-2021 All Students: 100% Hispanic/Latino: 100% Standard English Learner: 100% Low Income: 100%	2021-2022 All Students: 97.9% Hispanic/Latino: 100% Standard English Learner: 100% Low Income: 94.1%	2022-2023 <i>This information will be provided in future LCAP cycles, in compliance with the LCAP template.</i>	All Students: 100% Hispanic/Latino: 100% Standard English Learner: 100% Low Income: 100%
Percent of Students Whose Eligibility for Special Education Services Were Determined	2019-2020 All Students: 84.6%	2020-2021 All Students: 79.1%	2021-2022 All Students: 78.6%	2022-2023 <i>This information will be provided in future LCAP cycles, in compliance with the LCAP template.</i>	All Students: 87.6%

Within 60 Days of Guidelines					
Percent of Students with Disabilities Who Receive Services Specified in Their Individualized Education Programs (IEPs)	2019-2020 All Students: 95.1% African American/Black: 92.3% Hispanic/Latino: 100% English Learner: 100% Standard English Learners: 96.7% Low Income: 95.7%	2020-2021 All Students: 70.3% African American/Black: 55.6% Hispanic/Latino: 63.2% English Learner: 60% Standard English Learners: 68.8% Low Income: 55%	2021-2022 All Students: 43.5% African American/Black: 36.4% Hispanic/Latino: 33.3% English Learner: 35.7% Standard English Learners: 40% Low Income: 39.3%	2022-2023 <i>This information will be provided in future LCAP cycles, in compliance with the LCAP template.</i>	All Students: 98.1% African American/Black: 100% Hispanic/Latino: 100% English Learner: 100% Standard English Learners: 100% Low Income: 100%

Actions

Action #	Title	Description	Total Funds	Contributing
1	General Fund School Program	Community Magnet Charter will provide quality first instruction to all students to reach Academic Excellence.	School Discretionary Fund Cost: \$ 2,421,856	N
2	Magnet Program	Community Magnet Charter will continue to implement the following magnet program to support our students: Community Magnet Charter School emphasizes the study of humanities and the social sciences through a multicultural perspective. We are a diverse school community committed to developing the character and full learning potential of all students through cooperation among all stakeholders (students, teachers, administrators, parents and support staff).	District Cost: \$ 186,012	N
3	Special Education Supports	Los Angeles Unified School District will continue to provide centralized funding to support Special Education programs at Affiliated Charter Schools like Community Magnet Charter to provide quality first instruction to all students to reach Academic Excellence.	District Cost: \$ 1,538,866	N
4	Charter School Categorical Block Grant	Our school will use funds from the Charter School Categorical Block Grant to purchase 12 instructional aides, 6 Teacher Assts (w/ benefits and PNWD), Toshiba contract, general supplies.	School Discretionary Fund Cost: \$ 259,891	N
5	Class Size Reduction	Los Angeles Unified will continue to support smaller class sizes and supports for English Learners, students in foster care, and low income students at Community Magnet Charter.	District Cost: \$ 366,968	Y

6	Charter Supplemental/Concentration Funds in Lieu of EIA	Our school will use funds from the Supplemental/Concentration funds in lieu of EIA to purchase supervision aides, campus aide, TA overtime, field trip transportation	School Discretionary Fund Cost: \$ 53,805	Y
7	SENI Investments towards Academic Excellence	<p>Implementing Four Topic Study Cycle to Maximize implementation of Eureka Math in grades K-5/6</p> <p>Understand the story of the module/units and how a topic fits in the progression of the standards</p> <p>Develop a deeper knowledge in the topic/content for each major work of the grade level standards</p> <p>Deepen understanding of the essential foundational knowledge that students need to understanding to access the content and/or topic</p> <p>Analyze assessment items to connect to the standards identified in the topic/unit</p> <p>Pre-post survey data will be collected from all teacher and school leaders to identify areas of self identified needs and growth after engaging in the coaching cycle.</p> <p>Student exit data will be collected after each session to capture students' understanding of the content presented.</p> <p>Providing a well-rounded arts education to enhance opportunities to further students' arts education experiences.</p> <p>Increase classroom support to assist teachers in providing one-on-one or small group instruction to students by providing a teacher/instructional aide in every classroom.</p>	School Discretionary Fund Cost: \$ 117,149	Y

Goal Analysis for [2022-23]

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

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

Students achievement increased in 2022-2023 based on results on DIBELS and EDULASTIC assessments. We expect to see growth on the SBAC as well. This success can be attributed to the extra support from our after-school intervention and CATCH programs. The need for student discipline has decreased across all grade levels. Referrals, ISTARs, and MISIS documentation had decreased. This success can be attributed to our counseling program, West Valley Counseling Center.

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

Community did not have any material differences between planned and actual expenditures.

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

In the year 2021-22, we implemented Intervention / Tutoring for at-risk students. This targeted support improved the academic performance for students and, therefore, helped our school make progress toward our goals. We expect similar results for 2022-2023. For 2021-22, we allocated SENI funds for a vocal music teacher. Vocal music is one of many enrichment programs which have proven to be highly engaging for our students. These programs have helped keep our attendance rate at high levels. Attendance levels for 2022-23 have improved over last year.

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

We will not be making changes to our programs.

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

Goal 2

Goal #	Description
2	Joy and Wellness

An explanation of why the LEA has developed this goal.

In order for our students to be excited to attend school and to thrive academically, emotionally, and behaviorally, they must feel safe, cared for, connected and respected. Los Angeles Unified schools, including Community Magnet Charter must have a safe and orderly environment that is conducive to learning, where all students and staff are safe and supported. Los Angeles Unified and its Affiliated Charter Schools will also continue to create data-based attendance plans that incorporate strategies to address chronic absenteeism, dropout prevention, student recovery, prompt enrollment and leverage community resources.

Previously Excellent Attendance (Goal 2):

Good attendance is fundamental to proficiency and success. To increase enrollment and improve attendance we must provide high-quality instruction in a safe, welcoming, nurturing environment with the appropriate tiered resources to support success. Los Angeles Unified and its Affiliated Charter Schools, including Community Magnet Charter, will continue to create data-based attendance plans that incorporate strategies to address chronic absenteeism, dropout prevention, student recovery, prompt enrollment and leverage community resources.

Previously School Safety and Climate (Goal 4):

In order for the whole child to thrive, they must feel safe, cared for, connected and respected. Los Angeles Unified schools, including Community Magnet Charter must have a safe and orderly environment that is conducive to learning, where all students and staff are safe and supported.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–2024
Percent of All Students with Excellent Attendance (96% or Higher)	2019-2020 All Students: 69.7% African American/Black: 70.2% Hispanic/Latino: 62.5% English Learner: 75% RFEP: 76.9% Standard English Learner: 66.4% Students with Disability: 58.7% Low Income: 66.7%	2020-2021 All Students: 97.1% African American/Black: 81.4% Hispanic/Latino: 95.9% English Learner: 100% RFEP: 100% Standard English Learner: 89.8% Students with Disability: 94.7% Low Income: 92.1%	2021-2022 All Students: 53.2% African American/Black: 35.3% Hispanic/Latino: 29.2% English Learner: 68% RFEP: 72.7% Standard English Learner: 32.1% Students with Disability: 44.4% Low Income: 47.8%	2022-2023 <i>This information will be provided in future LCAP cycles, in compliance with the LCAP template.</i>	All Students: 72.7% African American/Black: 73.2% Hispanic/Latino: 65.5% English Learner: 78% RFEP: 79.9% Standard English Learner: 69.4% Students with Disability: 61.7% Low Income: 69.7%
State Chronic Absenteeism Rate (90% or Lower) - Grades K-8	2019-2020 All Students: 5.2% African American/Black: 6.4% Hispanic/Latino: 4.2%	2020-2021 All Students: 1.8% African American/Black: 11.9% Hispanic/Latino: 2.7% English Learner: 0%	2021-2022 All Students: 10.5% African American/Black: 11.8% Hispanic/Latino: 16.9%	2022-2023 <i>This information will be provided in future LCAP cycles, in compliance with the LCAP template.</i>	All Students: 2.2% African American/Black: 9.4% Hispanic/Latino: 7.2%

	English Learner: 12.5% RFEP: 10.3% Standard English Learner: 3.5% Students with Disability: 8.2% Low Income: 4.2%	RFEP: 0% Standard English Learner: 6.4% Students with Disability: 4.9% Low Income: 2.6%	English Learner: 8% RFEP: 6.3% Standard English Learner: 13.8% Students with Disability: 13% Low Income: 18.3%		English Learner: 15.5% RFEP: 13.3% Standard English Learner: 6.5% Students with Disability: 11.2% Low Income: 7.2%
Percent of All Students Chronically Absent (91% or Lower) - Grades K-5 (District Calculation)	2019-2020 All Students: 7.6% African American/Black: 10.6% Hispanic/Latino: 5.6% English Learner: 12.5% RFEP: 12.8% Standard English Learner: 6.2% Students with Disability: 15.2% Low Income: 8.1%	2020-2021 All Students: 1.8% African American/Black: 14% Hispanic/Latino: 1.4% English Learner: 0% RFEP: 0% Standard English Learner: 6.5% Students with Disability: 2.6% Low Income: 5.5%	2021-2022 All Students: 17.4% African American/Black: 27.5% Hispanic/Latino: 26.2% English Learner: 8% RFEP: 6.1% Standard English Learner: 26.6% Students with Disability: 26.7% Low Income: 28.3%	2022-2023 <i>This information will be provided in future LCAP cycles, in compliance with the LCAP template.</i>	All Students: 4.6% African American/Black: 13.6% Hispanic/Latino: 8.6% English Learner: 15.5% RFEP: 15.8% Standard English Learner: 9.2% Students with Disability: 18.2% Low Income: 11.1%

Percent of Staff with Excellent Attendance (96% or Higher)	2019-2020 All Staff: 92.9%	2020-2021 All Staff: 98.2%	2021-2022 All Staff: 81.8%	2022-2023 <i>This information will be provided in future LCAP cycles, in compliance with the LCAP template.</i>	All Staff: 95.9%
Single Student Suspension Rate	2019-2020 All Students: 0%	2020-2021 All Students: 0%	2021-2022 All Students: 0%	2022-2023 <i>This information will be provided in future LCAP cycles, in compliance with the LCAP template.</i>	All Students: 0%
Instructional Days Lost to Suspension	2019-2020 All Students: 0	2020-2021 All Students: 0	2021-2022 All Students: 0	2022-2023 <i>This information will be provided in future LCAP cycles, in compliance with the LCAP template.</i>	All Students: 0
Expulsion Rate	2019-2020 All Students: 0%	2020-2021 All Students: 0%	2021-2022 All Students: 0%	2022-2023 <i>This information will be provided in future LCAP cycles, in compliance with the LCAP template.</i>	All Students: 0
Percent of Students Who Feel Safe at School (per School Experience Survey)	2019-2020 All Students: 91.6% African American/Black: 100% Hispanic/Latino: 93.3% RFEP: 95.7% Standard English Learners: 95.6%	2020-2021 All Students: 92.6% African American/Black: 100% Hispanic/Latino: 91.7% RFEP: 90% Standard English Learners: 93%	2021-2022 All Students: 87.6% African American/Black: 85.7% Hispanic/Latino: 85.7% RFEP: 91.7% Standard English Learners: 89.2%	2022-2023 <i>This information will be provided in future LCAP cycles, in compliance with the LCAP template.</i>	All Students: 95% African American/Black: 100% Hispanic/Latino: 96.3% RFEP: 98.7%

	Students with Disability: 81.3% Low Income: 90.4%	Students with Disability: 88.2% Low Income: 93.2%	Students with Disability: 93.3% Low Income: 86.5%		Standard English Learners: 98.6% Students with Disability: 84.3% Low Income: 93.4%
Percent of Parents who Feel Their Child is Safe on School Grounds (per School Experience Survey)	2019-2020 All Parents: 95.7%	2020-2021 All Parents: Not available <i>This question was not included in the 2020-21 School Experience Survey.</i>	2021-2022 All Students: 92.4%	2022-2023 <i>This information will be provided in future LCAP cycles, in compliance with the LCAP template.</i>	All Parents: 98%
Percent of Staff who Feel Safe at School (per School Experience Survey)	2019-2020 All Staff: 96.2%	2020-2021 All Staff: 97.9%	2021-2022 All Students: 100%	2022-2023 <i>This information will be provided in future LCAP cycles, in compliance with the LCAP template.</i>	All Staff: 99%
Percent of Students Who Feel They are a Part of their School (per School Experience Survey)	2019-2020 All Students: 86%	2020-2021 All Students: 79.5%	2021-2022 All Students: 78.7%	2022-2023 <i>This information will be provided in future LCAP cycles, in compliance with the LCAP template.</i>	All Students: 90%
Percent of Parents who Feel Welcome to Participate at their Child's School (per School Experience Survey)	2019-2020 All Parents: 96.1%	2020-2021 All Parents: 93.7%	2021-2022 All Parents: 94.3%	2022-2023 <i>This information will be provided in future LCAP cycles, in compliance with the LCAP template.</i>	All Parents: 98%
Percent of Staff who Feel Their School is a	2019-2020 All Staff: 98.1%	2020-2021	2021-2022 All Staff: 85.7%	2022-2023 <i>This information will be provided in future LCAP</i>	All Staff: 98.5%

Supportive and Inviting Place to Work (per School Experience Survey)		All Staff: Not available <i>This question was not included in the 2020-21 School Experience Survey.</i>		<i>cycles, in compliance with the LCAP template.</i>	
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Actions

Action #	Title	Description	Total Funds	Contributing
1	Base-Funded Health Services	In order to ensure health access and equity for all students, Community Magnet Charter will continue to receive additional nursing support.	District Cost: \$ 117,021	N
2	Base-Funded School Climate Support Staff	Community Magnet Charter will provide base-funded school climate support staffing to ensure all students feel safe and welcome at school.	District Cost: \$ 18,130	N
3	Supplemental School Climate Support Staff	To provide additional supports so that our English Learners, students in foster care, and low-income students feel safe and welcome on campus, Community Magnet Charter will also provide supplemental school climate support staffing.	District Cost: \$ 6,048	Y
4	Supplemental Afterschool Programs	To provide additional support for English Learners, students in foster care, and low-income students, Community Magnet will provide supplemental afterschool programming.	District Cost: \$ 15,159	Y
5	SENI Investments towards Joy and Wellness	Leverage a Multi-Tiered Systems of Support framework that improves social-emotional wellness by strategically reducing and eliminating barriers to student learning and providing a comprehensive array of services.	School Discretionary Fund Cost: \$ 27,089	Y

Goal Analysis for [2022-23]

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

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

Discipline referrals have decreased dramatically this school year. We will continue to add additional days for our school psychologist and to provide counseling services to our students with West valley Counseling Center.

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

There were no material differences between planned and actual expenditures.

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

Increased school psychologist time and a counseling program to address social emotional wellness have been successful. This has led to a decrease in student discipline and referrals.

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

We will not make adjustments to our programs.

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

Goal 3

Goal #	Description
3	Engagement and Collaboration

An explanation of why the LEA has developed this goal.

Previously Parent, Student and Community Engagement (Goal 3):

Working closely with families and community partners, the District will engage, develop and empower students to reach their full potential. Los Angeles Unified and its Affiliated Charter Schools, including Community Magnet Charter, will leverage resources and programs within the larger community in order to provide services that support the whole child.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–2024
Percent of Parents Reporting on the School Experience Survey: "This school includes me in important decisions about my child's education."	2019-2020 All Parents: 86.3%	2020-2021 All Parents: 82.7%	2021-2022 All Parents: 82.8%	2021-2022 <i>This information will be provided in future LCAP cycles, in compliance with the LCAP template.</i>	All Parents: 89%
Percent of parents reporting on the School Experience Survey: "I can easily find information about parent workshops or other programs offered at this school"	2019-2020 All Parents: 88.2%	2020-2021 All Parents: 86%	2021-2022 All Parents: 86.7%	2021-2022 <i>This information will be provided in future LCAP cycles, in compliance with the LCAP template.</i>	All Parents: 91%

Percent of parents reporting on the School Experience Survey: “This school provides instructional resources to help me support my child's education.”	2019-2020 All Parents: 88.6%	2020-2021 All Parents: 82%	2021-2022 All Parents: 81%	2021-2022 <i>This information will be provided in future LCAP cycles, in compliance with the LCAP template.</i>	All Parents: 84%
Percent of Parents Reporting on the School Experience Survey: "This school provides me with information (verbal and written) I can understand."	2019-2020 All Parents: 98%	2020-2021 All Parents: 95.3%	2021-2022 All Parents: 96.7%	2021-2022 <i>This information will be provided in future LCAP cycles, in compliance with the LCAP template.</i>	All Parents: 100%

Actions

Action #	Title	Description	Total Funds	Contributing
1	SENI Investments towards Engagement and Collaboration	While Community Magnet did not invest LCFF-SENI funds towards Engagement and Collaboration in 2023-24, please refer to the LAUSD LCAP for more information on district-wide supports for Engagement and Collaboration.	School Discretionary Fund Cost: \$0	Y

Goal Analysis for [2022-23]

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

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

This year, we have slowly returned to in-person parent meetings and workshops. Parent and community engagement was supported by the purchasing speakers for workshops and paying staff to provide child care during meetings and events.

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

Funds set aside to pay for a Zoom subscription had been used instead for Parent and community engagement was supported by the purchasing speakers for workshops and paying staff to provide child care during meetings and events.

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

Providing workshops and child care has increased parent engagement.

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.

Community will not make adjustments to our current programs.

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

Goal 4

Goal #	Description
4	Operational Effectiveness & Investing in Staff

An explanation of why the LEA has developed this goal.

Previously Basic Services (Goal 5):

To support the efforts described in the previous Goals, Los Angeles Unified and its Affiliated Charter Schools like Community Magnet Charter will continue to maintain safe and clean facilities, ensure teachers are appropriately credentialed, provide students with standards-based instructional materials, and comply with all other operational mandates

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–2024
Percent of Facilities in Good Repair	2019-2020 100%	2020-2021 100%	2021-2022 100%	2022-2023	100%
Percent of Teachers Are Appropriately Credentialed for the Students They Are Assigned to Teach	2019-2020 100%	2020-2021 100%	2021-2022 100%	2022-2023	100%
Percent of Schools Providing Students with Standards-Based Instructional Materials by Meeting Williams Act Requirements	2019-2020 100%	2020-2021 100%	2021-2022 100%	2022-2023	100%

Actions

Action #	Title	Description	Total Funds	Contributing
1	LAUSD Support for Affiliated Charter Operations	As an Affiliated Charter School in Los Angeles Unified, Community Magnet Charter will continue to receive centralized supports for the operation of our school and its facilities.	District Cost: \$1,659,160	N

Goal Analysis for [2022-23]

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

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

SENI funds were used to purchase more teacher x time for additional teacher training and conferences.

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

Our school is implementing a new Math curriculum, Eureka. To support teachers in the implementation of this program, spent additional funds on teacher training and professional development.

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

Community students performed at a higher level than the district average last year. We are hoping to match that success as we implement the new curriculum with teacher training and professional development.

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

We will continue to provide teachers with supports (PD, training) as they enter the second year of Eureka implementation.

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

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students for [2023-24]

Projected LCFF Supplemental and/or Concentration Grants	Projected Additional LCFF Concentration Grant (15 percent)
\$198,043.00 (School Discretionary Funds - new S/C revenues)	\$0 (note: not part of School Discretionary Funds)
\$586,217 (Total District and School S/C funds, including carryover)	

Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
7.38%	0%	\$3,193,419.00	7.38%

The Budgeted Expenditures for Actions identified as Contributing may be found in the Contributing Actions Table.

Required Descriptions

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

The following actions have been designated as increasing / improving services in the LCAP for Community Magnet Charter.

Goal 1, Action 5: Class Size Reduction

Los Angeles Unified School District, including Community Magnet Charter, continues to serve over 550,000 students, each with individual strengths and learning needs. These learning needs have only been heightened following the unprecedented challenges of the immediate transition to distance learning necessitated by the COVID-19 pandemic. In order to deliver increased individualized support for our students, especially our low-income students, students in foster care, and English Learners, the District will reduce class sizes and provide additional site-level staffing above and beyond the base-funded instructional staffing.

Throughout the educational partnership engagement process in 2020-21, one of the highest priorities that emerged was the need for reduced class sizes to enable teachers to engage individually with students and address their needs. This was further supported in District-level engagement of English Learners and students in foster care: when asked what staff and supports have been helpful in reaching academic success and college/career readiness, these students emphasized the importance of the support they received from their classroom teachers.

Goal 1, Action 6: Charter Supplemental/Concentration Funds in Lieu of EIA

Our school will use funds from the Supplemental/Concentration funds in lieu of EIA to purchase supervision aides, campus aide, TA overtime, field trip transportation.

Goal 1, Action 7: SENI Investments in Academic Excellence

Implementing Four Topic Study Cycle to Maximize implementation of Eureka Math in grades K-5/6

Understand the story of the module/units and how a topic fits in the progression of the standards

Develop a deeper knowledge in the topic/content for each major work of the grade level standards

Deepen understanding of the essential foundational knowledge that students need to understanding to access the content and/or topic

Analyze assessment items to connect to the standards identified in the topic/unit

Pre-post survey data will be collected from all teacher and school leaders to identify areas of self identified needs and growth after engaging in the coaching cycle.

Student exit data will be collected after each session to capture students' understanding of the content presented.

Providing a well-rounded arts education to enhance opportunities to further students' arts education experiences.

Increase classroom support to assist teachers in providing one-on-one or small group instruction to students by providing a teacher/instructional aide in every classroom.

Goal 2, Action 3: Supplemental School Climate Support Staff

Per the 2019-20 School Year School Experience Survey, 67% of students designated as low-income, 70% of students in foster care, and 74% of English Learners felt safe at their school. Additionally, 72% of low-income students, 74% of students in foster care and 75% of English Learners felt as though there was at least one adult at their school who supports them. Funding site-level School Climate Support staff like Campus Aides is expected to increase these perceptions from students.

In order to address these needs, and to expand the supports provided by the base-funded School Climate Support staffing described in Goal 2, Action 2, the Los Angeles Unified School District will provide additional staffing to address the school climate needs of English Learners, students in foster care, and students designated as low-income. While all students will benefit from this increase in staffing, we expect that English Learners, students in foster care, and students designated as low-income will experience greater benefits to their reported feeling of safety and connectedness, based on the additional barriers these students face.

Goal 2, Action 4: Supplemental Afterschool Programs

To provide additional support for English Learners, students in foster care, and low-income students, Community Magnet will provide supplemental afterschool programming.

Goal 2. Action 5: SENI Investments in Joy and Wellness

Leverage a Multi-Tiered Systems of Support framework that improves social-emotional wellness by strategically reducing and eliminating barriers to student learning and providing a comprehensive array of services.

Goal 3. Action 1: SENI Investments in Engagement and Collaboration

While Community Magnet did not invest LCFF-SENI funds towards Engagement and Collaboration in 2023-24, please refer to the LAUSD LCAP for more information on district-wide supports for Engagement and Collaboration.

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

Los Angeles Unified and its Affiliated Charter Schools, including Community Magnet Charter, remain focused on ensuring learning recovery and acceleration for all students. As such, the Los Angeles Unified School District LCAP includes a baseline level of District support for all students across the four LCAP Goals:

1. Academic Excellence: All students reach their full academic potential and are prepared throughout their education to graduate ready for college and career pathways.
 - Basic Instructional Services such as materials and textbooks, instructional staff, assessments, and professional development to improve the teacher pipeline and to support beginning teachers
 - Academic initiatives for all students, including the Magnet School program and base-funded Arts Education
 - Gifted and Talented Education Programs
 - Student group-specific initiatives and programs for students with disabilities (including extended school year, Intensive Diagnostic Education Centers, Inclusion Services, and Special Day Program) and African American students
 - Graduation Readiness through the Options Program and Summer School Credit Recovery
 - Career Readiness through Career Technical Education Program
2. Joy and Wellness: All students feel safe, welcome and excited to attend school.
 - Base-funded student health services
 - Programs for student engagement, including athletics programs, academic decathlon, marching band, and other after school programs
 - School Safety staffing, including School Police
 - Base-funded School Climate Support staff
3. Engagement and Collaboration: All communities are empowered to participate and collaborate towards improving educational outcomes across Los Angeles.
 - Parent and Family engagement initiatives

- Translation services to support all communities
4. Basic Services (Operational Effectiveness and Investing in Staff): Operating costs and compliance requirements are met to continue to support the District and school communities.

However, recognizing the additional barriers to this learning acceleration that face our English Learners, students in foster care, and students designated as low-income, both the District LCAP and the Community Magnet Charter LCAP outline additional strategies to support the success of these LCFF target student groups.

Leveraging the input from educational partners across the District over the last year as outlined in the Engaging Educational Partners Section, the Los Angeles Unified District LCAP outlines the following district-level supports to close equity gaps for these three student groups:

1. Academic Excellence: All students reach their full academic potential and are prepared throughout their education to graduate ready for college and career pathways.
 - Alignment of supports throughout the District, from Local Districts to Communities of Schools to school level staffing
 - Academic initiatives to close equity gaps for low-income students, students in foster care, and English Learners, including Instructional technology initiative, supplemental Arts Education, expanded Transitional Kindergarten, and elementary and secondary interventions
 - Graduation Readiness Initiatives including A-G Interventions and the Diploma Project
 - College Readiness through the College Access Program and AP / IB Programs
 - Career Readiness through Linked Learning Pathways
2. Joy and Wellness: All students feel safe, welcome and excited to attend school.
 - Supplemental health services to ensure health access and equity
 - Supplemental after school programs
 - Attendance supports such as School Enrollment Placement and Assessment (SEPA centers) and other attendance interventions administered by Pupil Services & Attendance (PSA) Counselors
 - Specialized attendance supports for students in foster care and experiencing homelessness
 - Supplemental School Climate Staff to provide additional supports for LCFF target student groups
 - Additional mental health supports and Positive Behavior Interventions initiatives
3. Engagement and Collaboration: All communities are empowered to participate and collaborate towards improving educational outcomes across Los Angeles.
 - LCAP Engagement to empower the voices of LCFF target student groups in the development of the District LCAP as well as Local District, Community of Schools, and School plans
 - Student Empowerment programs

In addition to these district-wide supports for our English Learners, students in foster care, and students designated as low-income, Community Magnet Charter is also working to support the needs of our school community through site-level initiatives and interventions (for

more detail, see the action by action breakdown above).

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

Community Magnet Charter is not eligible for these funds.

Staff-to-student ratios by type of school and concentration of unduplicated students	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of classified staff providing direct services to students	14.80 LCFF-funded full-time equivalent classified staff (filled and vacant positions) serving 435 students (As of May 15, 2023) <i>*Note that these figures are also included in the LAUSD LCAP.</i>	<i>Not Applicable</i>
Staff-to-student ratio of certificated staff providing direct services to students	34.12 LCFF-funded full-time equivalent certificated staff (filled and vacant positions) serving 435 students (As of May 15, 2023) <i>*Note that these figures are also included in the LAUSD LCAP.</i>	<i>Not Applicable</i>

Community Magnet 2022-23 Annual Update Annual Update Table

Totals:	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Actual Expenditures (Total Funds)
Totals:	\$ 2,734,282.50	\$ 2,708,861.95

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1	General Fund School Program	No	\$ 2,301,595	\$ 2,468,810
1	4	Charter School Categorical Block Grant	No	\$ 266,004	\$ 146,339
1	7	Charter Supplemental / Concentration Funds in Lieu of EIA	Yes	\$ 65,682	\$ 48,193
1	8	SENI Investments towards 100% Graduation	Yes	\$ 23,723	\$ 16,499
1	9	SENI Investments towards Proficiency for All	Yes	\$ 77,278	\$ 29,021
2	2	SENI Investments towards 100% Attendance	Yes	\$ -	\$ -
3	1	SENI Investments towards Parent, Student, and Community Engagement	Yes	\$ -	\$ -
4	3	SENI Investments towards School Safety and Climate	Yes	\$ -	\$ -

Community Magnet 2022-23 Annual Update Contributing Actions Annual Update Table

6. Estimated Actual LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Actual Percentage of Improved Services (%)	Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)
\$93,506	\$ 166,683	\$ 187,427	\$ (20,744)	0.00%	0.00%	0.00% - No Difference

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	7	Charter Supplemental / Concentration Funds in Lieu of EIA	Yes	\$ 65,682	\$ 48,193	0.00%	0.00%
1	8	SENI Investments towards 100% Graduation	Yes	\$ 23,723	\$ 16,499	0.00%	0.00%
1	9	SENI Investments towards Proficiency for All	Yes	\$ 77,278	\$ 29,021	0.00%	0.00%
2	2	SENI Investments towards 100% Attendance	Yes	\$ -	\$ 48,193	0.00%	0.00%
3	1	SENI Investments towards Parent, Student, and Community Engagement	Yes	\$ -	\$ 16,499	0.00%	0.00%
4	3	SENI Investments towards School Safety and Climate	Yes	\$ -	\$ 29,021	0.00%	0.00%

Community Magnet 2022-23 Annual Update LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
\$ 2,567,599	\$ 93,506	2.85%	6.49%	\$ 187,427	0.00%	7.30%	\$0.00 - No Carryover	0.00% - No Carryover

Community Magnet 2023-24 Total Planned Expenditures Table

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	\$ 2,879,790	\$ -	\$ -	\$ -	2,879,790	\$ 2,722,451	\$ 157,339

Goal #	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1	General Fund School Program	All Students	\$ 2,421,856	\$ -	\$ -	\$ -	\$ 2,421,856
1	4	Charter School Categorical Block Grant	All Students	\$ 259,891	\$ -	\$ -	\$ -	\$ 259,891
1	7	Charter Supplemental / Concentration Funds in Lieu of EIA	Low Income, Foster Youth, English Learners	\$ 53,805	\$ -	\$ -	\$ -	\$ 53,805
1	8	SENI Investments towards Academic Excellence	Low Income, Foster Youth, English Learners	\$ 117,149	\$ -	\$ -	\$ -	\$ 117,149
2	4	SENI Investments towards Joy and Wellness	Low Income, Foster Youth, English Learners	\$ 27,089	\$ -	\$ -	\$ -	\$ 27,089
3	1	SENI Investments towards Engagement and Collaboration	Low Income, Foster Youth	\$ -	\$ -	\$ -	\$ -	\$ -

Community Magnet 2023-24 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
\$ 2,681,747	\$ 198,043	7.38%	0.00%	7.38%	\$ 198,043	0.00%	7.38%	Total:	\$ 198,043
								LEA-wide Total:	\$ -
								Limited Total:	\$ -
								Schoolwide Total:	\$ 198,043

Goal #	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	7	Charter Supplemental / Concentration Funds	Yes	Schoolwide	Low Income, Foster Youth, English Learners	All Schools	\$ 53,805	0.00%
1	8	SENI Investments towards Academic Excellence	Yes	Schoolwide	Low Income, Foster Youth, English Learners	All Schools	\$ 117,149	0.00%
2	4	SENI Investments towards Joy and Wellness	Yes	Schoolwide	Low Income, Foster Youth, English Learners	All Schools	\$ 27,089	0.00%
3	1	SENI Investments towards Engagement and Leadership	Yes	Schoolwide	Low Income, Foster Youth, English Learners	All Schools	\$ -	0.00%

Instructions

[Plan Summary](#)

[Engaging Educational Partners](#)

[Goals and Actions](#)

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

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

Introduction and Instructions

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

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

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

- o Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (*EC* sections 52064[b][1] and [2]).
- o Annually reviewing and updating the LCAP to reflect progress toward the goals (*EC* Section 52064[b][7]).

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

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

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

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

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

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

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

Engaging Educational Partners

Purpose

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

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

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

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

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

Requirements and Instructions

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

Local Control and Accountability Plan:

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

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

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

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

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

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

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

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

- Inclusion of a goal or decision to pursue a Focus Goal (as described below)
- Inclusion of metrics other than the statutorily required metrics
- Determination of the desired outcome on one or more metrics
- Inclusion of performance by one or more student groups in the Measuring and Reporting Results subsection
- Inclusion of action(s) or a group of actions
- Elimination of action(s) or group of actions
- Changes to the level of proposed expenditures for one or more actions
- Inclusion of action(s) as contributing to increased or improved services for unduplicated services
- Determination of effectiveness of the specific actions to achieve the goal
- Determination of material differences in expenditures
- Determination of changes made to a goal for the ensuing LCAP year based on the annual update process
- Determination of challenges or successes in the implementation of actions

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

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

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

Focus Goal(s)

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

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

Broad Goal

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

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

Maintenance of Progress Goal

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

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

Required Goals

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

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

- **Consistently low-performing student group(s) goal requirement:** An LEA meeting the consistently low-performing student group(s) criteria must include a goal in its LCAP focused on improving the performance of the student group or groups that led to the LEA’s eligibility for Differentiated Assistance. This goal must include metrics, outcomes, actions, and expenditures specific to addressing the needs of, and improving outcomes for, this student group or groups. An LEA required to address multiple student groups is not required to have a goal to address each student group; however, each student group must be specifically addressed in the goal. This requirement may not be met by combining this required goal with another goal.
- **Goal Description:** Describe the outcomes the LEA plans to achieve to address the needs of, and improve outcomes for, the student group or groups that led to the LEA’s eligibility for Differentiated Assistance.
- **Explanation of why the LEA has developed this goal:** Explain why the LEA is required to develop this goal, including identifying the student group(s) that lead to the LEA being required to develop this goal, how the actions and associated metrics included in this goal differ from previous efforts to improve outcomes for the student group(s), and why the LEA believes the actions, metrics, and expenditures included in this goal will help achieve the outcomes identified in the goal description.

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

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

Measuring and Reporting Results:

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

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

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

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

Complete the table as follows:

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

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

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

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

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

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

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

Goal Analysis:

Enter the LCAP Year.

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

- Describe the overall implementation of the actions to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process. This must include any instance where the LEA did not implement a planned action or implemented a planned action in a manner that differs substantively from how it was described in the adopted LCAP.
- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures and between the Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services, as applicable. Minor variances in expenditures or percentages do not need to be addressed, and a dollar-for-dollar accounting is not required.
- Describe the effectiveness of the specific actions to achieve the articulated goal as measured by the LEA. In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal. When responding to this prompt, LEAs

may assess the effectiveness of a single action or group of actions within the goal in the context of performance on a single metric or group of specific metrics within the goal that are applicable to the action(s). Grouping actions with metrics will allow for more robust analysis of whether the strategy the LEA is using to impact a specified set of metrics is working and increase transparency for educational partners. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.

- Describe any changes made to this goal, expected outcomes, metrics, or actions to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard or other local data, as applicable.

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

Purpose

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

Requirements and Instructions

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

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

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

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

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

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

Required Descriptions:

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

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

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

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

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

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

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

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

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

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

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

For School Districts Only:

Actions Provided on an LEA-Wide Basis:

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

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

Actions Provided on a Schoolwide Basis:

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

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

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

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

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

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

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

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

Provide the following descriptions, as applicable to the LEA:

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

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

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

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

Complete the table as follows:

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

Action Tables

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

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

- Table 1: Total Planned Expenditures Table (for the coming LCAP Year)
- Table 2: Contributing Actions Table (for the coming LCAP Year)
- Table 3: Annual Update Table (for the current LCAP Year)
- Table 4: Contributing Actions Annual Update Table (for the current LCAP Year)
- Table 5: LCFF Carryover Table (for the current LCAP Year)

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

Data Entry Table

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

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

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

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

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

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

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

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

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

LCFF Carryover Table

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

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

Calculations in the Action Tables

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

Contributing Actions Table

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

Contributing Actions Annual Update Table

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

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

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

LCFF Carryover Table

- 11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)
 - This percentage is the Total Estimated Actual Expenditures for Contributing Actions (7) divided by the LCFF Funding (9), then converting the quotient to a percentage and adding the Total Estimated Actual Percentage of Improved Services (8).
- 12. LCFF Carryover — Dollar Amount LCFF Carryover (Subtract 11 from 10 and multiply by 9)
 - If the Estimated Actual Percentage of Increased or Improved Services (11) is less than the Estimated Actual Percentage to Increase or Improve Services (10), the LEA is required to carry over LCFF funds.

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

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

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