



Central Union School District

Lemoore, CA

LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Central Union Elementary Sch Dist

CDS Code: 16-63883-0000000

School Year: 2022-23

LEA contact information:

Cindee Rael

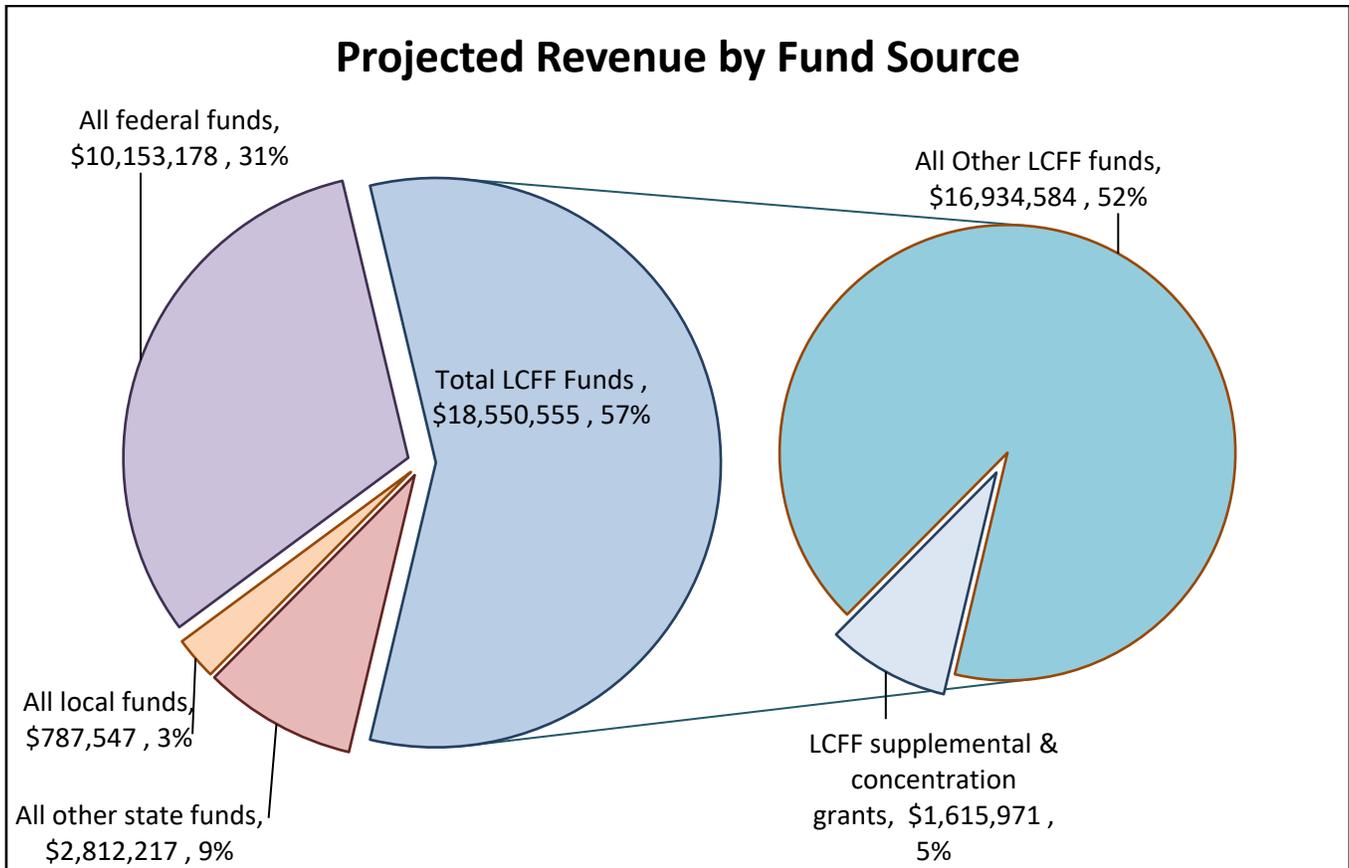
Coordinator of Curriculum & Instruction

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5599243405

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

Budget Overview for the 2022-23 School Year

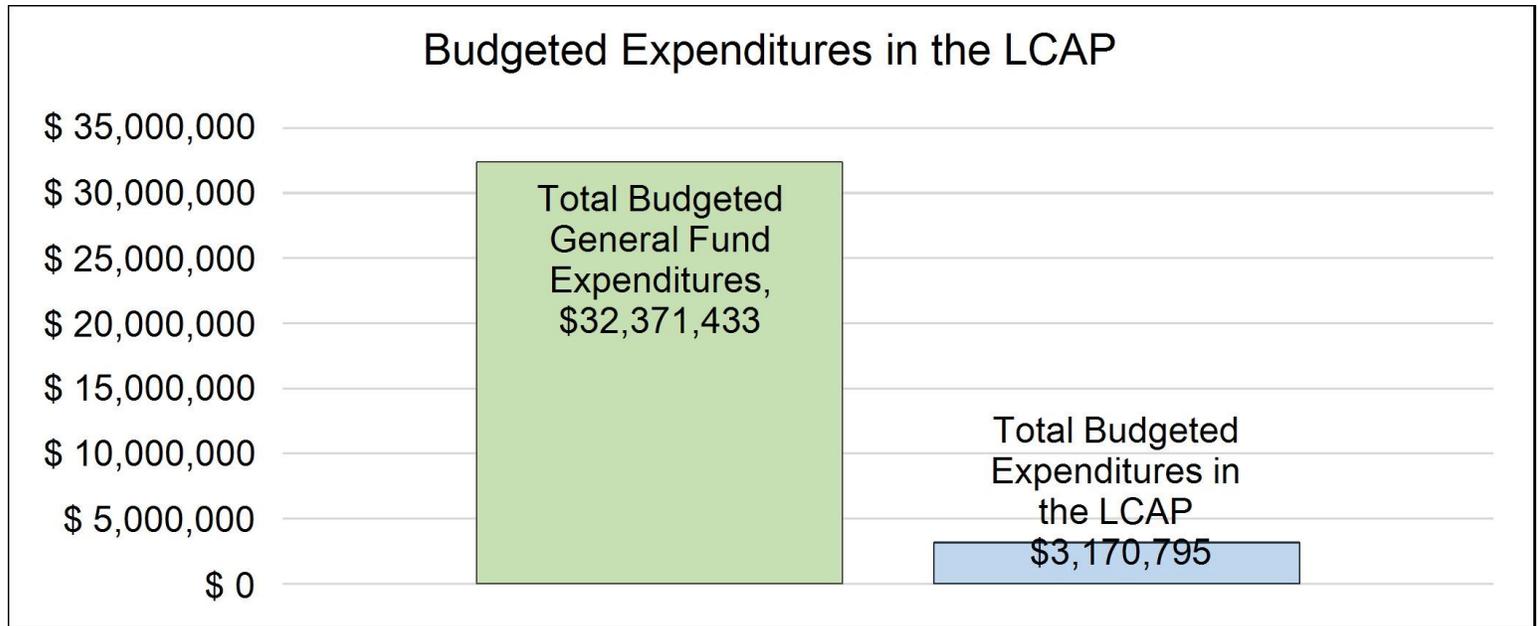


This chart shows the total general purpose revenue Central Union Elementary Sch Dist expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Central Union Elementary Sch Dist is \$32,303,497, of which \$18,550,555 is Local Control Funding Formula (LCFF), \$2,812,217 is other state funds, \$787,547 is local funds, and \$10,153,178 is federal funds. Of the \$18,550,555 in LCFF Funds, \$1,615,971 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 Central Union Elementary Sch Dist plans to spend for 2022-23. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Central Union Elementary Sch Dist plans to spend \$32,371,433 for the 2022-23 school year. Of that amount, \$3,170,795 is tied to actions/services in the LCAP and \$29,200,638 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

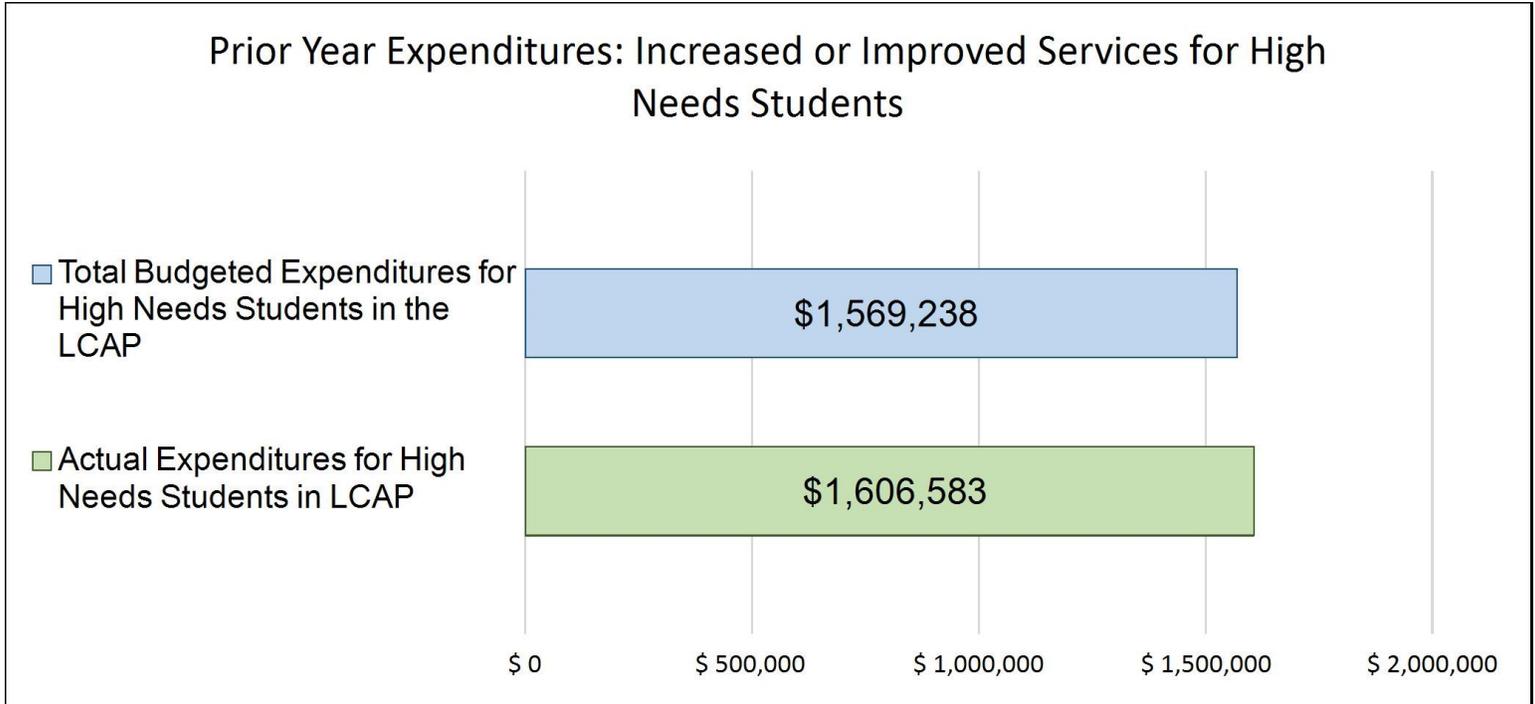
Classroom teachers, school and district administration, maintenance, and district operations including fiscal services and human resources.

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

In 2022-23, Central Union Elementary Sch Dist is projecting it will receive \$1,615,971 based on the enrollment of foster youth, English learner, and low-income students. Central Union Elementary Sch Dist must describe how it intends to increase or improve services for high needs students in the LCAP. Central Union Elementary Sch Dist plans to spend \$1,630,564 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

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



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

The text description of the above chart is as follows: In 2021-22, Central Union Elementary Sch Dist's LCAP budgeted \$1,569,238 for planned actions to increase or improve services for high needs students. Central Union Elementary Sch Dist actually spent \$1,606,583.00 for actions to increase or improve services for high needs students in 2021-22.



Central Union School District

Lemoore, CA

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Central Union Elementary Sch Dist	Cindee Rael Coordinator of Curriculum and Instruction	crael@central.k12.ca.us 5599243405

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

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

Funds provided to the District that would have typically been included within the LCAP, but were not included in the 2021-22 Local Control Accountability Plan (LCAP) include:

- Educator Effectiveness Block Grant
- Elementary and Secondary School Emergency Relief Funds, (ESSER III Funds)
- Expanded Learning Opportunities Grant (ELO-G)

The district utilized community input gathered during in the development of the 2021-22 LCAP and the ELO Grant Plan in conjunction with additional input sought for the ESSER III plan to achieve meaningful consultation and develop the ESSER III Funding Plan and Educator Effectiveness Plan. The district’s process to consult with groups includes consultation through meetings with a variety of committees/stakeholder groups, as well as, Local Surveys for Parents/Guardians, Staff (Classified and Certificated), and students. A variety of modes are used to provide notification of opportunities including email, mail, phone calls, and Parent Square.

STUDENTS

Students K-8 participate in a survey each year to provide input, concerns and recommendations on the district’s programs and services. Students representing all schools and all of the district’s student groups participate in this survey.

FAMILIES

The district seeks to engage all families in meaningful consultation. For families that speak a language other than English, translation is provided as need for meetings, engagement opportunities, notifications, agendas and the local survey.

DISTRICT ADVISORY COMMITTEE (DAC) - The district maintains a District Advisory Committee that meets regularly throughout the year, providing input into the district's programs and services for students. The committee includes site administrators and parent representatives. Members come from (and therefore represent) each school site, all grade levels, all socioeconomic levels and ethnicities. The committee includes parents representing English Learners, children with disabilities, homeless, foster youth, migratory students, and other underserved children. Therefore, the members of our DAC fully consider the perspectives and insights of each of the required community members in identifying the strengths and needs of the district, especially as they relate to the COVID10 pandemic, utilizing those perspectives and insights as they give input and make recommendations.

DISTRICT ENGLISH LEARNER ADVISORY COMMITTEE (DELAC)

The District English Learner Advisory Committee (DELAC) is comprised of a majority of parents of students who are English Learners. DELAC meets regularly throughout the school year. The committee focuses on the unique needs of students who are English Learners across the district. Regardless of the specific plan or funding sources, DELAC gives input and recommendations on programs, services and actions to meet the needs of English Learners (academic and social-emotional). DELAC members represent the district's different sites, grade levels, all socioeconomic levels and ethnicities, families of English Learners, students with disabilities, migrant, and foster or homeless. Members consider the perspectives and insights as they make recommendations on programs, services and actions.

INDIAN EDUCATION COUNCIL (IEC)

The district participates in the Indian Education Counsel (IEC) on the Santa Rosa Rancheria (SRR). Members of the counsel include SRR employees, parents, and a district employee from both Lemoore High School District and Central Union. The members represent and consider the perspectives and insights of the Santa Rosa Rancheria community and the Native American student group. The focus of this counsel is the success and unique needs of Native American Students. The members of this review district data comparing the progress of the Native American student to the All Students group. They give input and make recommendations to address those unique needs through the programs, services, and actions, the district implements.

PARENT/GUARDIAN LOCAL SURVEY

Parents/Guardians from all sites participate in an online survey each year in which they voice their opinions or concerns and make recommendations on the district's programs and services. Translated surveys are available for families who speak a language other than English. Devices are available at each site for parents to take the survey or paper copies are available if needed. Parents/families received ESSER III Funds background information and appropriate uses. They were asked to provide guidance on how the district should prioritize the use of these funds through a survey provided digitally through Parent Square.

TEACHERS, OTHER EDUCATORS, SCHOOL STAFF, LOCAL BARGAINING UNITS

Teachers, other educators, and school staff participate in an online Local Survey annually to provide input and make recommendations. Meetings are scheduled to provide information and gather additional perspectives and insights from the Bargaining Units. District Staff (Teachers, Other Educators, School Staff, Bargaining Unit Members) received ESSER III Funds background information and appropriate uses. They were asked to provide guidance on how the district should prioritize the use of these funds through a survey provided digitally through Parent Square.

DISTRICT ADMINISTRATORS, SPECIAL EDUCATION ADMINISTRATORS, PRINCIPALS/SCHOOL LEADERS

The District Administrative Team (District Administrators, Special Education Administrator, Principals, and Assistant Principals) meets regularly throughout the school year. At these meetings, the Admin. Team conducts analysis of the district's student achievement data, school climate data and data showing the students' social emotional needs. Team members come from (and therefore represent) the different sites which comprise the district. They analyze the strengths and areas of need, consider the perspectives and insights of each of the required community groups, and the students (students who are low-income, English Learners, students of color, foster youth, homeless, students with disabilities, and migratory students) as they strategically plan for student success.

Members of the District Administrative Team participate in the annual Local Survey giving input and making recommendations on the programs, services and actions of the district. They also received ESSER III Funds background information and appropriate uses. They were asked to provide guidance on how the district should prioritize the use of these funds through a survey provided digitally through Parent Square. The Team met to analyze the data, priorities, and actions needed in the ESSER III Plan.

ALL STAKEHOLDERS AND MEMBERS OF THE PUBLIC

The drafted ESSER III Expenditure Plan was posted on the District website for stakeholder and public comment. Opportunity for Public Comment provided at the CUSD Board Meeting on October 18, 2021.

The drafted Educator Effectiveness Plan was shared at a public CUSD Board Meeting on November 8, 2021. Educator Effectiveness Plan was approved a a public CUSD Board Meeting on December 13, 2021.

2022 Students, Staff, and Parent/Guardian Surveys were completed in January as the district provides on-going opportunities for educational partner engagement.

January 19, 2022 District English Learner Advisory Committee (DELAC) included a review of district plans (LCAP, Educator Effectiveness, ESSER III)

February 14, 2022 CUSD Board Meeting - Presentation of Supplement to the Annual Update to the 2021-22 Local Control Accountability Plan

FUTURE EDUCATIONAL PARTNER ENGAGEMENT OPPORTUNITIES:

- February 15, 2022 Indian Education Council (IEC)
- February 17, 2022 District Advisory Committee (DAC)
- March 2, 2022 District English Learner Advisory Committee (DELAC)
- March 7, 2022 District Bargaining Units
- March 15, 2022 Indian Education Council (IEC)
- April 6, 2022 District English Learner Advisory Committee (DELAC)
- April 19, 2022 Indian Education Council (IEC)
- April 21, 2022 District Advisory Committee (DAC)
- May 17, 2022 Indian Education Council (IEC)

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

Central Union Elementary School District did not receive the Concentration Grant Add-On Funds.

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

HOW WERE EDUCATIONAL PARTNERS ENGAGED WHEN PLANNING EXPENDITURES FOR CARES ACT - LLMF, ESSER I, GEER I; CRRSA - ESSER II?

The District regularly engages educational partners through committees and counsel meetings, surveys, a 2-way communication system and various opportunities for dialogue to discuss needs and priorities. With the onset of COVID, regular opportunities to receive information and give input regarding concerns and needs were provided. Planning for use of these funds was determined based on shared needs and aligned with District priorities.

EXPANDED LEARNING OPPORTUNITIES GRANT PLAN 2021 - description of parents, teachers, and staff involvement in development of the plan on page 2 of plan.

http://www.central.k12.ca.us/UserFiles/Servers/Server_4550549/File/Curriculum/2021_Expanded_Learning_Opportunities_Grant_Plan_20210518.pdf

ESSER III Expenditure Plan 2021 - description of how educational partners were engaged in development of the plan on pages 3-7 of plan.

http://www.central.k12.ca.us/UserFiles/Servers/Server_4550549/File/ESSER/2021%20ESSER%20III%20Expenditure%20Plan%20CUSD.pdf

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

ESSER III Plans have just recently been adopted by District Governing Boards. Therefore, implementation data gathering is limited at this point.

UPDATE ON IMPLEMENTATION OF THE SAFE RETURN TO IN-PERSON INSTRUCTION AND CONTINUITY OF SERVICES PLAN

The Safe Return to In-Person instruction is regularly updated to align to the California Department of Health, Kings County Health Department and now CAL OSHA requirements and guidelines. The plan is located at: <https://sites.google.com/central.k12.ca.us/employeesafety/>

UPDATE ON ESSER III PLAN

Although data gathering is somewhat limited to its recent approval by the Board, the District has actively begun implementing its ESSER III Plan.

Action 1.1 Implementing Health Protocols - This action is in progress with ongoing monitoring of needs within this area.

Action 2.1 i-Ready, a comprehensive assessment and instruction program, has been purchased. Teachers and Site Admin received training on how to administer the Diagnostic and leverage data resulting from the adaptive assessment . Results are now available for delivery of Personalized Instruction based on an individual student's specific needs. Differentiated instruction is being provided through online lessons including tailored instruction and practice for each student to accelerate growth. In-the-moment resources are provided for teachers for further reteaching and individualization. Available to student during and beyond school days and hours. Data on the impact of this action is not yet available.

Action 2.2 Professional Planning Preservice Days are scheduled for August 2, 3, and 4 of 2020.

Action 2.3 Temporary Additional Instructional Aide Hrs. Each site has been allocated additional hours based on their ADA and have developed plans detailing how to leverage those hours. All Instructional Aides have been provided training on Reading Foundations including specific strategies to be implemented during the additional hours, as well as, when supporting literacy in the classroom.

Action 3.1 Social Emotional (SEL) Training. Training was provided November 1, 2021 to all Certificated Staff and on duty classified staff (off classified were also invited to participate and many did). Additional training is currently available to all staff in the form of 12 online Modules to be completed by May 2022.

Action 3.2 School Mental Health Professional - The District has contracted for Mental Health Services with 2 licensed Marriage and Family Therapists to provide additional mental health support through the Tier 3 Referral Process.

SUCSESSES AND CHALLENGES DURING IMPLEMENTATION

Challenges continue to be the impact of COVID19, specifically surges in cases. Staff and student quarantines impact consistent implementation of programs. Also, necessary protocols to limit mixing student groups have also made implementation challenging.

Successes have been in getting all teachers trained to administer the Diagnostic and use resulting data. Also successful has been staff response to the SEL Training (action 3.1) . Staff comments in modules indicate strategies for supporting SEL throughout the day are being implemented. With training still ongoing

Implementation data gathering is limited due to recent adoption of plan.

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

The district is using its fiscal resources received for the 2021-22 school year in a manner that is consistent with the applicable plans and is aligned with the District's 2021-22 LCAP and Annual Update.

The ESSER III EXPENDITURE PLAN provides actions consistent with the areas of focus :

- Strategies for Continuous and Safe In-Person Learning
- Addressing Lost Instruction Time (minimum of 20% of the district's ESSER funds)
- Use of other Remaining Funds

ESSER III Expenditure PLAN includes an alignment to other school plans on pages 8-

10. http://www.central.k12.ca.us/UserFiles/Servers/Server_4550549/File/ESSER/2021%20ESSER%20III%20Expenditure%20Plan%20CUSD.pdf

EXPANDED LEARNING OPPORTUNITIES GRANT (ELO-G) PLAN provides actions for using funds consistent with the seven supplemental instruction and support strategies identified by the grant.

Providing supplemental instruction and support to students, including those identified as needing academic, social-emotional, and other supports, including the provision of meals and snacks continue to be priorities for the district. Actions aligned to these objectives are being implemented on an on-going basis. This plan and its actions aligned to the District's 2021-22 LCAP with the social-emotional needs in LCAP Goal 2 and academic needs in LCAP Goal 3.

During the Summer 2021 Expanded Learning Opportunity provided, Reading Proficiency (measured by STAR Reading) increased for students participating from 14.2% on Spring2 to 19.7% on the post test (Summer STAR Reading administration). Students also demonstrated growth in Math Proficiency (measured by STAR Math) with an increase for students participating from 9.5% on the pretest (Spring2 administration) to 15.8% on the post-test (Summer administration).

EDUCATOR EFFECTIVENESS PLAN provides for professional learning within the 10 identified allowable purposes identified by the program.

CUSD's plan focuses on professional learning to supporting "effective, standards-aligned instruction and improve instruction in literacy across all subject areas", purpose 2. This plan was recently adopted by the Board (December 2021) and funds have not yet begun to be expended. Funds may be expended through 2025-26. This plan aligns with LCAP Goal 3 Action 1 (Implement PLC Process, MTSS/RTI) and focuses on Tier 1 instruction.

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

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

Introduction

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

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

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

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

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

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

Instructions

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

must, to the greatest extent practicable, use language that is understandable and accessible to parents.

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

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

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

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

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

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

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

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

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

Describe how and when the LEA engaged its educational partners on the use of one-time federal funds it received that are intended to support recovery from the COVID-19 pandemic and the impacts of distance learning on students. See the COVID-19 Relief Funding Summary Sheet web page (<https://www.cde.ca.gov/fq/cr/relieffunds.asp>) for a listing of COVID-19 relief funding and the Federal Stimulus Funding web page

(<https://www.cde.ca.gov/fq/cr/>) for additional information on these funds. The LEA is not required to describe engagement that has taken place related to state funds.

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

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

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

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

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

California Department of Education
November 2021



Central Union School District

Lemoore, CA

Local Control Accountability Plan

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Central Union Elementary Sch Dist	Cindee Rael Coordinator of Curriculum & Instruction	crael@central.k12.ca.us 5599243405

Plan Summary [2022-23]

General Information

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

CUSD is an incredible place for educational opportunity for the children and families in our community. CUSD is proud of its history. It is through the labors and partnerships of staff, parents, and the community that CUSD achieves its successes. CUSD is a safe, caring, and academically oriented District. The District is confident that each child will have an excellent experience because of the combined efforts of its staff, parents, and community working with a common vision for ALL children.

CUSD Vision

Central Union Schools will be known as world-class quality schools for all students, empowering every student to excel to their highest potential.

CUSD Mission Statement

Central Union School District seeks to be an exemplary learning community. We build the foundation of this community through meaningful relationships, relevant and engaging learning, effective communication, and providing a safe atmosphere. Each student will be treated as an individual, given the tools to be a lifelong learner, and taught to function as a member of a group and as a productive member of society. We challenge ourselves to be better than we think we can be, and advocate for the greater good of our community. Our success in this mission will build lifelong, confident learners, who have the tools necessary for success in a changing world.

CUSD is comprised of 4 schools with 3 distinct populations.

Akers and Neutra Schools are located on the NAS Lemoore Base serving primarily military dependent students and some civilian employee dependents. These schools serve a very diverse population with the greatest number of ethnic groups of our schools. And while they have a relatively small English Learner population, it is again are our most diverse English Learners including more than 6 different languages. Central School is located near the Santa Rosa Rancheria, which belongs to the federally recognized Tachi Yokut tribe, and serves a significant Native American Population. And while our Native American students are often not in the Unduplicated student group, they have

historically been one of our most at risk student groups. Finally, Stratford School is located in a rural farming community with many of its students English Learners.

While the District is comprised of very different schools, it strives to provide a cohesive and equitable program to meet the needs of all students to ensure success. This is accomplished in part by Central's focused efforts in two key research and evidence-based practices to ensure greatest success for ALL Students. The District is actively working on the implementation and refinement of a Multi-Tiered System of Support (MTSS) addressing both the academic and social-emotional & behavioral needs of students. This includes Tier 1 guarantees for all students on both sides of this system. In addition, Tier 2 supports have been implemented focusing on providing the supports needed for students to meet grade level Essential Standards in ELA and Math. Tier 2 continues to be refined for continuous improvement. Tier 3 supports for our most at risks students is also being addressed. Secondly, the district is committed to an effective and sustainable Professional Learning Community (PLC). Both classified and certificated staff have received training on the "why" for PLCs. Districtwide and Site level teams have been established and coaching of teams through partnerships has been provided. Administrators collaborate reviewing and analyzing District and Site data as well as sharing effective strategies leading to successes and asking questions. In Central Union, ALL means ALL.

CUSD is located in a rural community in the Central Valley. The past 2 years, COVID has had a significant impact on our students, staff, and community. Pre-pandemic (2019-20), District enrollment was 1875, but for 2021-22, enrollment is 1753. This loss of enrollment coupled with attendance challenges due to COVID surges at various times through the year impact student learning, staff, and funding. Like most districts, we have seen increases in social-emotional, behavioral, and mental health needs in our students both in frequency and severity. Staff alike have been impacted as well both personally and professionally as they strive to meet the needs of their students and families.

Reflections: Successes

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

DISTRICT SUCCESSES BASED ON DATA AVAILABLE

SUSPENSION RATE - The rate for most student groups is lower than for All Students.

ALL 0.3%

American Indian 0%

English Learners - 0%

Socioeconomically Disadvantaged 0.3%

Two or More Races 0%

Students with Disabilities 1%

(DataQuest 2020-21 data)

ENGLISH LEARNER PROGRESS

26.5% Reclassification Rate compared to CA: 13.8% Kings County: 11.9% (2019-20 Rates per DataQuest)
7.5% Reclassification Rate compared to CA: 6.9% Kings County: 3.8% (2020-21 Rates per DataQuest)

2021-22 ADDITIONAL LOCAL DATA

ENGLISH LANGUAGE ARTS

iReady ELA Diagnostic Data indicates the number of students Proficient increased from 38% (Winter 21-22) to 44.7% (Spring 21-22)

MATHEMATICS

iReady Math Diagnostic Data indicates the number of students Proficient increased from 26.5% (Winter 21-22) to 38.9% (Spring 21-22)

The LEA plans to build upon these successes:

Pre-COVID19, ALL students were making progress towards proficiency and student groups were demonstrating closing of learning gaps with a Multi-Tiered System of Supports (MTSS) in place and strong Professional Learning Communities focusing of data driven instruction. The district plans to build on successes by continuing to refine and strengthen MTSS and continue to support Professional Learning Communities with even greater emphasis on the Continuous Cycle of Improvement by leveraging data.

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

96.98% 2020-21 P2 Data

91.8% 2021-22 P2 Data

CHRONIC ABSENTEEISM

Fall 2019 Dashboard, 0 Student Groups in Orange or Red. Rather, 3 Student groups in Green and 6 in Blue.

Chronic Absenteeism Rate 6.5%, DataQuest 2020-21

29% American Indian

3.5% Black

8.2% Hispanic

8.9% SWD

3.6% EL

10.9% Socioeconomically Disadvantaged

2021-22 Local Data (SchoolZilla)

All Students, 26.5%

Foster Youth, 41.2%

English Learners, 34.7%

Socio-economically Disadvantaged, 25.9%

2021-22 ADDITIONAL LOCAL DATA (Spring 2022)

ENGLISH LANGUAGE ARTS

iReady ELA Diagnostic Data indicates 44.7% of ALL students Proficient (3rd - 8th).

23.5% American Indian

57.2% Black

20.2% Hispanic

17.7% SWD

5.2% EL

STAR Reading indicates 47.5% of All Student Proficient (1st - 8th)

19.1% American Indian

22.1% SWD

12.4% EL

27.6% Socio-economically Disadvantaged

MATHEMATICS

iReady Math Diagnostic Data indicates 38.9% of ALL students Proficient (3rd - 8th).

17.9% American Indian

40.6% Black

20.7% Hispanic

16.2.7% SWD

7.5% EL

STAR Math indicates 39.2% of ALL Students Proficient (1st - 8th)

21.4% American Indian

16.5% SWD

12.3% EL

26.3% Socio-economically Disadvantaged

Based on analysis of data, student groups most at risk are American Indians, Students with Disabilities, and Unduplicated Students. Attendance and Chronic Absenteeism Rates indicate that Student Engagement must continue to be a high priority. Like other District, Central

is committed to addressing learning loss due to COVID for all students. The District will continue to focus on closing achievement gaps for student groups.

In order to address our greatest areas of need, CUSD will

1. Engage Unduplicated Students, meeting their social-emotional needs and strengthening their school connections.

2. Continue its focus on ALL Means ALL.

This includes three key steps:

1 - addressing the social-emotional and behavioral needs of our students

2 - enabling students to achieve at high standards and engage productively

3 - have access to and utilize timely data to carefully monitor progress of student groups priority areas

LCAP Highlights

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

Goal 1: CONDITIONS FOR LEARNING leading to college and career readiness

Action 1: Basic Services (appropriately assigned and credentialed teachers, standards-aligned materials, facilities in good repair.)

Action 2: Implementation of State Standards (Grade level standards-aligned Instruction for Tier 1, Designated and Integrated ELD for English Learners.

Action 3: Broad Course of Study for ALL students

Goal 2: ENGAGE Parents, Students, and Community

Action 1: Engage Parents (Student Inventory, parent resources, input, 2-way communication system, and additional teacher contact.

Action 2: Engage Students (MTSS for Social-Emotional and Behavioral needs, Tier I SEL Curriculum, Trauma Informed Practices, Counselors and PE Teachers collaborating to promote Social and Emotional learning through physical Activity, SMART Goals and plans for celebrating and improving attendance each site.)

Action 3: School Climate of Safety and Connectedness (Connectedness strategies at all sites, Resource Officer, Safety & Security Enhancements, Stop It (Bully Program), Raptor (screening of adults on campus), and Securly (internet filtering software))

Goal 3: ACHIEVEMENT of state adopted standards through data driven decision making

Action 1: PLC Process and MTSS/RTI (Comprehensive PD Plan, PD Materials/Supplies & Supplementary Materials, MTSS/RTI for Academics with emphasis on Essentials Standards, Implement Balanced Assessment Plan including Academic Screener 3 times per year, Local Assessment & Data Management Systems for purposes of collaboration in

monitoring and decision making, and Professional Learning Communities)
Action 2: Replace Technology Devices
Action 3: Targeted Additional Services (Summer Learning Opportunities and Targeted Interventions beyond the school day)
Action 4: Targeted Additional Services for English Learners (Summer Intensive ELD and Target Intervention services beyond the school day)
Action 5: ELD Coaching & Supplementary Materials
Action 6: Instructional Aides
Action 7: Title I Program District Administrative Costs
Action 8: Title I Homeless Set-Aside - Services to Homeless students across the District.

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.

The LEA has no schools identified for CSI.

Support for Identified Schools

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

The LEA has no schools identified for CSI.

Monitoring and Evaluating Effectiveness

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

The LEA has no schools identified for CSI.

Engaging Educational Partners

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

Central uses a process to consult with Educational Partners on the LCAP and Annual update through both group and individual input opportunities. The process includes consultation with staff, parents, community and students. This is accomplished through meetings with a variety of committees/Educational Partner groups as well as Local Surveys for Parent/Guardians, Staff (Classified and Certificated), and students. A variety of modes are used to provide notification of meetings including email, ParentSquare, and phone calls. Data and Annual update information are also shared at meetings. Surveys and meetings also provided opportunity for questions and input. Translators are available at meetings if needed. Written translation of Agendas and Minutes are also provided as needed.

District Advisory Committee (DAC) - includes Parents (including parents of English Learner and Student with Exceptional Needs), Administrators, and Community Members

October 21, 2021

February 17, 2022

April 21, 2022

Indian Education Counsel (IEC)

November 16, 2021

February 15, 2022

March 15, 2021

April 15, 2022

District English Learner Advisory Committee (DELAC)

January 19, 2022

April 6, 2022

Local Bargaining Units

Certificated - March 7, 2022

Classified Bargaining Units - March 7, 2022

Kings County SELPA - May 13, 2022

District Board Meetings - includes Community Members

September 13, 2021

February 14, 2022

June 13, 2022 (Public Hearing)
June 15, 2022 (Adoption)

In addition to the above district committee's sites share information and opportunity for input at the site through Staff Meetings and School Site Counsel (SSC) Meeting.

LEA Staff (classified, teachers, and administrators) were provided an opportunity to provide input through the 2021-22 Survey.

Parents/Community provided input through the 2021-22 Survey (as well as various committees listed above).

Students provided input to the LCAP through the Winter 2022 Student Survey.

Members of the public were notified of the opportunity to submit comments regarding specific actions and expenditures proposed to be included.

A summary of the feedback provided by specific educational partners.

Feedback from specific educational partner groups included:

District English Learner Advisory Committee (DELAC) - Parents indicate that needs of their students are being met. Overall, they indicated that 3-year plan was still appropriate and working. As parents, expressed a need for assistance for them in helping their children. A concern expressed multiple attendees was attendance and Chronic Absenteeism.

Indian Education Counsel (IEC) - Feedback from this group was that the 3-year plan was working overall. They did express difficulty in speaking to facilities due to lack of campus access this year due to COVID. Actions specifically called out as working well included collaboration of counselors and PE teachers, 1:1 technology, and instructional aides. Parents shared that ParentSquare has been a great tool for communicating with teachers. They suggested that more physical activity be included in the day.

Local Bargaining Units did not recommend any significant changes to the 3-year plan. They indicated that ParentSquare (Goal 2.1) was going well, but would like it expanded to include student access. They expressed the need for EL training and additional materials. The unit indicated that PLCs need to continue to improve to be well functioning PLCs.

LEA Staff (classified, teachers, and administrators)- Overall, staff surveys indicate a continued support of actions included in the goals of the current 3-year plan. Staff Surveys indicate that actions needed to increase student engagement and meet students' needs include Counselors, Class/Site Connectedness Strategies, Engaging PE, and MTSS for Social/Emotional/Behavior. Additionally, S.E.A.L.(Social Emotional and Academic Learning) learning modules offered to all staff in response to critical needs identified during the year, were also mentioned as important in understanding and meeting student needs. Staff also indicated the important role that Visual and/or Performing

Arts, elective opportunities and sports play in student engagement. Staff identified Instructional Aides, Essential Standards, Replacement of Technology, and Rigorous Tier 1 Instruction as high priorities to supporting Goal 3 in the Staff Survey.

Kings County SELPA - Consultation feedback included the recommendation to re-include the questions about students knowing their Essential Standards in the Student Survey next year. SELPA suggested site focus on high risk SWD to improve Suspension Rate for SWD. The District was encouraged seek greater input from high risk student groups (SWD, American Indian, Unduplicated Students) regarding what is the one activity they only get to access when they come to school. Continuing to seek to understand and address barriers to Engaging Parents was encouraged, such as location of opportunities.

Students - Student Surveys show the significant impact on relationships (connectedness) and sense of safety that COVID has had on students over the past 2 years. The data indicates the significant need for ongoing actions addressing the social, emotional, and mental health needs of students. Students also report need in knowing how to persevere, confidence in their ability to be successful, and (especially grades 4-8), understanding of how to manage emotions, thoughts and feelings in different situations. Students indicate the importance of P.E. teachers.

Trends that emerged

Educational Partners consistently affirmed the Goals and Actions in the current 3-year plan. Concerns/Questions that were called out within those areas in need of further support were Attendance & Chronic Absenteeism, refining of PLCs and MTSS including greater clarity on the "why", additional days of ELD training & Support/Coaching, and greater SEL support to students to support closing of learning gaps.

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

For Goal 1: Basic Services

While educational partners agree appropriately credentials and assigned staff, standards aligned instructional materials, and schools in good repair are important. The District has and will consistently provide this and no input indicating needs or changes were provided.

For Goal 2: Engagement

All educational partner groups indicate the need for increased student engagement. Consistently stakeholders indicated the concern for students social, emotional well being. Goal 2, Action 2 focuses on Actively Engaging Students in the Learning Process. It includes the implementation of MTSS for social, emotional, and behavioral needs, Social Emotional Curriculum, Counselors, and Engaging PE with coaches collaborating with counselors. Input for increasing Parent Engagement included parent resources to develop understanding of grade level Essential Standards and positive, effective 2-way communication with parents. Goal 2, Action 1 focuses on Engaging Parents in the Learning process and includes the type resources parents and parent committees indicated are needed and a system for 2-way communication with embedded translation.

For Goal 3: Achievement

All educational partner groups expressed concerns for student learning loss. Input included continued work in PLCs, academic screener, focus on Essential Standards, Rigorous Standards aligned Tier 1, PLCs, Academic Screener which are included in Goal 3, Action 1. Addition input is reflected in inclusion of actions Instructional Aides (Goal 3, Action 6), Up-to-Date Tech (Goal 3, Action 2, and Expanded Learning Opportunities (Goal 3, Actions 3 & 4).

Goals and Actions

Goal

Goal #	Description
1	All Students will be provided the CONDITIONS FOR LEARNING leading to college and career readiness. They will receive a broad educational program delivered by qualified staff using standards aligned instructional materials in facilities which are well maintained.

An explanation of why the LEA has developed this goal.

Ensuring the Conditions for Learning are in place and ALL students have equitable access to them is foundational to student success.

2022-23 focuses on continued implementation of school facilities' safety procedures as recommended by health department to support In-Person Learning for ALL students.

Goal developed to address the following State Priorities and measured by the aligned metrics: (See Baseline data below)

- Priority 1 - Basic Services
- Priority 2 - Implementation of State Standards
- Priority 7 - Access to Broad Course of Study

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
1A Teachers appropriately assigned & fully credentialed	Met (Priority 1 Basic Services at School: Self-Reflection Tool)	Met (Priority 1 Basic Services at School: Self-Reflection Tool)			Met (Priority 1 Basic Services at School: Self-Reflection Tool)
1B Pupil Access to standards-aligned Instructional Materials	1A Teachers With Full Credential - 99 Without Full Credential - 2 Teaching Outside Subject Area of	1A Teachers With Full Credential - 103 Without Full Credential - 0 Teaching Outside Subject Area of			1A Teachers appropriately assigned & fully credentialed. 100% Teachers appropriately assigned

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
1C Facilities maintained in good repair	<p>Competence (with full credential) - 0</p> <p>1B Instructional Materials Instructional Materials 100% - Goal Met.</p> <p>1C Facilities 100% Facilities Good or Better - Goal Met.</p>	<p>Competence (with full credential) - 0</p> <p>1B Instructional Materials Instructional Materials 100% - Goal Met.</p> <p>1C Facilities 100% Facilities Good or Better - Goal Met.</p>			<p>100% Teachers fully credentialed</p> <p>1B Instructional Materials Instructional Materials 100% - Goal Met.</p> <p>1C Facilities 100% Facilities Good or Better - Goal Met.</p>
2A Implementation of SBE adopted content and performance standards	<p>Met (Priority 2: Implementation of State Standards Reflection Tool)</p> <p>1. PD for teaching to Standards 4-Full Implementation 2. Instructional Materials aligned to Standards 5-Full Implementation & Sustainability 3. Policies & Programs supporting staff in identifying where they can improved 4-Full Implementation *Other Adopted Academic Standards</p>	<p>Met (Priority 2: Implementation of State Standards Reflection Tool)</p> <p>1. PD for teaching to Standards 4-Full Implementation 2. Instructional Materials aligned to Standards 5-Full Implementation & Sustainability 3. Policies & Programs supporting staff in identifying where they can improved 4-Full Implementation *Other Adopted Academic Standards</p>			<p>Met (Priority 2: Implementation of State Standards Reflection Tool)</p> <p>*Providing PD for teaching Standards 4 *Instructional Materials aligned to Standards 5 *Progress Implementing Policies & Programs supporting staff in identifying where they can improved remained a 4 *Other Adopted Academic Standards 4 *Support for Teachers and Administrators 4</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	3-Initial Implementation *Support for Teachers and Administrators 4-Full Implementation	3-Initial Implementation *Support for Teachers and Administrators 4-Full Implementation			
2B Programs/Services enable ELs to access CA and ELD Standards	Met (Priority 2: Implementation of State Standards Reflection Tool) See details above. 100% ELs access and enrollment in courses aligned to CA State Standards. 100% ELs access and enrollment in ELD. (2020-21 Master Schedule)	Met (Priority 2: Implementation of State Standards Reflection Tool) See details above. 100% ELs access and enrollment in courses aligned to CA State Standards. 100% ELs access and enrollment in ELD. (2021-22 Master Schedule)			Met (Priority 2: Implementation of State Standards Reflection Tool) See details above. 100% ELs access and enrollment in courses aligned to CA State Standards. 100% ELs access and enrollment in ELD. (2023-24 Master Schedule)
7A Broad Course of study	100% Students have access to ELA, Math, Science, HSS, Physical Education/Health and Integrated Visual and Performing Arts 100% ELD for ELs (2020-21 Master Schedule)	100% Students have access to ELA, Math, Science, HSS, Physical Education/Health and Integrated Visual and Performing Arts 100% ELD for ELs (2021-22 Master Schedule)			100% Students have access to ELA, Math, Science, HSS, Physical Education/Health and Integrated Visual and Performing Arts 100% ELD for ELs (2023-24 Master Schedule)

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
7B Programs/Services Unduplicated Students	100% Unduplicated Students have access to ELA, Math, Science, HSS, Physical Education/Health and Integrated Visual and Performing Arts 100% ELD for ELs (2019-20 Master Schedule)	100% Unduplicated Students have access to ELA, Math, Science, HSS, Physical Education/Health and Integrated Visual and Performing Arts 100% ELD for ELs (2021-22 Master Schedule)			100% Unduplicated Students have access to ELA, Math, Science, HSS, Physical Education/Health and Integrated Visual and Performing Arts 100% ELD for ELs (2023-24 Master Schedule)
7C Programs/Services Students with exceptional needs	100% Students with exceptional needs have access to ELA, Math, Science, HSS, Physical Education/Health and Integrated Visual and Performing Arts 100% ELD for ELs (2019-20 Master Schedule)	100% Students with exceptional needs have access to ELA, Math, Science, HSS, Physical Education/Health and Integrated Visual and Performing Arts 100% ELD for ELs (2021-22 Master Schedule)			100% Students with exceptional needs have access to ELA, Math, Science, HSS, Physical Education/Health and Integrated Visual and Performing Arts 100% ELD for ELs (2023-24 Master Schedule)

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Provide all students access to Basic Services	All Students will have access to (1)appropriately assigned and credentialed teachers, (2)their own copy of standards-aligned materials,	\$408,113.00	No

Action #	Title	Description	Total Funds	Contributing
		<p>(3)facilities that, at a minimum, meet the standard of "good repair." (Including guidance and protocols for cleaning and sanitation for COVID19 based on current CDC and County Health Dept. guidance.)</p> <p>Aligned to Priority 1 Basic Conditions Measured by Metrics 1A, 1B, and 1C Local Indicator: Priority 1 Basic Conditions at School Self-Reflection Tool</p>		
1.2	Continue to Implement State Standards including programs/services that enable English Learners to access CA and ELD Standard.	<p>Grade level standards-aligned instruction for all students in Tier 1. All English Learners will be provided both Designated and Integrated ELD as part of core curriculum. (Instruction provided by staff provided in Action 1. No Additional cost).</p> <p>Aligned to Priority 2 Measured by Metrics 2A and 2B Local Indicator: Priority 2 Implementation of State Standards Self-Reflection Tool</p>	\$0.00	No
1.3	Broad Course of Study	<p>All Students will have access to a Broad Course of Study including Unduplicated students and students with exceptional needs. (Instruction provided by staff provided in Action 1. No Additional cost).</p> <p>Aligned to Priority 7 Access to Broad Course of Study Measured by Metrics 7A, 7B, and 7C (Master Schedule) Local Indicator: Priority 7 Pupil Access Self-Reflection Tool</p>	\$0.00	No

Goal Analysis [2021-22]

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

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

This goal was implemented as planned in 2021-22. Successes in implementing the actions include the consistency of access to a Broad Course of Study in the District and the hiring and retaining of Qualified Staff. The District faced significant challenge faced this year relative to Action 2. Due to COVID school closures and long term remote learning (Spring 2020 and 2020-21), a much higher than typical number of standards-aligned instructional materials had to be replaced.

All Students were provided the CONDITIONS FOR LEARNING leading to college and career readiness. Students received a broad educational program, evidenced by Metric 7 - 100% Access for ALL students - including Unduplicated Students and Students with Exceptional Needs. Instruction was delivered by qualified staff as demonstrated by Metric 1 (0 Without Full Credential/0 Teaching Outside Subject Area of competence) in facilities which are well maintained with 100% of Facilities in Good or Exceptional repair (FIT Tool).

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

There were no material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

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

All actions were effective in making progress toward the goal with all students having access to Basic Services including credentialed and appropriately assigned teachers, standards aligned instructional materials, and well-maintained facilities.

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.

Planned Changes to metrics:

For 1A Teachers appropriately assigned & fully credentialed, Priority 1 Basic Services at School: Self-Reflection Tool meets the metric requirements. The additional information of Number of Teachers With Full Credential, Without Full Credential, and Teaching Outside Subject Area of Competence has removed from 2023-24 Desired Outcomes and will not be included subsequent Year Outcomes. Information will be reported as percent of teachers appropriately assigned and fully credentialed.

Planned Changes to Actions

Action 1.1 Description (1)appropriately assigned and credentials teachers corrected to (1)appropriately assigned and credentialed teachers

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

Goals and Actions

Goal

Goal #	Description
2	Parents, Students, and the community will be ENGAGED to participate collaboratively in the educational process.

An explanation of why the LEA has developed this goal.

Parents, Students, and the School Community partnering together is one of the best ways to create a positive learning environment and support student success.

2021-22 will focus sense of safety and connectivity to meet increased social-emotional needs of students due to COVID19 and support parents as they partner in their student learning.

Based on March 2021 local data, Chronic Absenteeism Rate was 6% compared to 5.1% at the same time 2020.

Goal developed to address the following State Priorities and measured by the aligned metrics: (See Baseline data below)

- Priority 3 - Parent Involvement
- Priority 5 - Pupil Engagement
- Priority 6 - School Climate

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
3A Parental input in decision making	94.1% Parents Agree 2021 Local Survey Parent Survey	92.4% Parents Agree 2022 Local Survey Parent Survey			95% Parents Agree 2023-24 Local Survey Parent Survey
3B Promote parent participation - unduplicated pupils	96.1% Parents Agree 2021 Local Survey Parent Survey	93.3% Parents Agree 2022 Local Survey Parent Survey			97% Parents Agree 2023-24 Local Survey Parent Survey

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	(Parents of Unduplicated pupils)	(Parents of Unduplicated pupils)			(Parents of Unduplicated pupils)
3C Promote parent participation - exceptional needs	100% Parents Agree 2021 Local Survey Parent Survey (parent of pupils with exceptional needs)	95.7% Parents Agree 2022 Local Survey Parent Survey (parent of pupils with exceptional needs)			100% Parents Agree 2023-24 Local Survey Parent Survey (parent of pupils with exceptional needs)
5A School Attendance Rates	96.98% 2020-21 P2 Data	91.8% 2021-22 P2 Data			98% 2023-24 P2 Data
5B Chronic Absenteeism	Chronic Absenteeism Rate Indicator 2.7% Green. Low (Fall 2019 Dashboard/DataQuest 2018-19) Chronic Absenteeism 6% March 2021 SchoolZilla	Chronic Absenteeism Rate Indicator Not available Chronic Absenteeism Rate 6.5% All Students 14.3% Foster Youth DataQuest 2020-21 Chronic Absenteeism All Students 26.5% Foster 41.2% English Learners 34.7% Socioeconomically Disadvantaged 25.9% (SchoolZilla - Spring 2022)			Chronic Absenteeism Rate Indicator Green. Low (Fall 2023 Dashboard: 2022-23 data)

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
5C Middle School Drop out Rate	Middle School Drop out Rate 0% (CALPADS Reports 1.12 (2020-21))	Middle School Drop out Rate 0% (CALPADS Reports 1.12 (2021-22))			Middle School Drop out Rate 0% (CALPADS Reports 1.12 (2023-24))
5D High School Drop-out 5E High School Graduation Rate	Not Applicable/H.S Measure	Not Applicable/H.S Measure			Not Applicable/H.S Measure
6A Pupil Suspension	Suspension Rate Indicator Green, 1.9% ALL Orange, 2.6% American Indian 2.4%, Orange English Learners Orange, 2.7% Two or More Races (Fall 2019 Dashboard/DataQuest 2018-19) Suspension Rate 2.1% (DataQuest 2019-20 data)	Suspension Rate Indicator CA Schools Dashboard data not available for Fall 2021. Suspension Rate 0.3% ALL American Indian 0% English Learners - 0% Socioeconomically Disadvantaged 0.3% Two or More Races 0% Students with Disabilities 1% Foster 0% (DataQuest 2020-21 data) Suspension Rate All Students 3.5%			Suspension Rate Indicator Green, 1.8% (Fall 2023 Dashboard: 2022-23 data) Suspension Rate 1.9% DataQuest 2022-23

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		Foster Students 11.8% Socioeconomically Disadvantaged 2.9% (Schoolzilla- Spring 2022)			
6B Pupil Expulsion	Expulsion Rate 0.10% (DataQuest 2019-20 data)	Expulsion Rate 0% (DataQuest 2020-21 data)			Expulsion Rate 0.10% (CALPADS Report 7.3 and DataQuest 2022- 23)
6C Local Measures – Sense of Safety and School Connectedness Pupils, Parents, Teachers	Sense of Safety Staff 87% Agree (Staff Survey) Sense of Connectedness Staff 75% Agree (Staff Survey) Sense of Safety K-2 Students 88% Agree 3-8 Students 89% Agree (Student Surveys) Sense of Connectedness	Sense of Safety Staff 83.5% Agree (Staff Survey) Sense of Connectedness Staff 76% Agree (Staff Survey) Sense of Safety 1-3 Students 77% Agree 4-8 Students 65% Agree (Student Surveys) Sense of Connectedness			Sense of Safety Staff 89% Agree (Staff Survey) Sense of Connectedness Staff 78% Agree (Staff Survey) Sense of Safety 3-5 Students 85% Agree 6-8 Students 80% Agree (Student Surveys) Sense of Connectedness 3-5 Students 85% Agree

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	K-2 Students 93% Agree 3-8 Students 79% Agree (Student Surveys) Sense of Safety Parents 99.5% Agree (Parent Survey) Sense of Connectedness Parents 86.7% Agree (Parent Survey) (2020-21 Local Surveys - Parents, Staff, and Students)	1-3 Students 80% Agree 4-8 Students 66% Agree (Student Surveys) Sense of Safety Parents 98.7% Agree (Parent Survey) Sense of Connectedness Parents 93.8% Agree (Parent Survey) (2021-22 Local Surveys - Parents, Staff, and Students)			6-8 Students 80% Agree (Student Surveys) Sense of Safety Parents 99.5% Agree (Parent Survey) Sense of Connectedness Parents 88% Agree (Parent Survey) (2023-24 Local Surveys - Parents, Staff, and Students)

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	Actively Engage Parents in the Learning Process	The District and Sites will (1)Build Relationships: - Support staff in learning about families through use of parent completed Student Inventory (strengths, culture, language, goals). (2)Build Partnerships for Student Outcomes: Provide parents Information & Resources to Support Learning at Home. (3)Seek Input for Decision Making - Provide opportunities to plan, design, implement and evaluate family engagement together (families, teachers, principals, and district admin.) (4)Sites will implement at least 1 new opportunity for teachers to meet with families.	\$15,000.00	No

Action #	Title	Description	Total Funds	Contributing
		<p>(5)System for 2-way communication between parents and teachers, sites, and/or District Office.</p> <p>Aligned to Priority 3 Parent Involvement Metric: Local Indicator Self-Reflection Tool for Priority 3 Parent Engagement Local Measure: Local Survey and Input from Committees</p>		
2.2	Actively Engage Students in the Learning Process	<p>The District and Sites will . . .</p> <p>(1)Implement Multi-Tiered System of Supports for Social-Emotional and Behavioral needs including Tier I SEL Curriculum and Trauma Informed Practices (2)Counselors and PE Teachers collaborating to promote Social and Emotional learning through physical Activity (3)Develop SMART Goals and plans for celebrating and improving attendance each site. Principally Directed for Unduplicated Students.</p> <p>Aligned to Priority 5 Pupil Engagement Measured by Metrics: School attendance, Chronic Absenteeism Rate, Middle School Drop out Rate</p>	\$999,904.00	Yes
2.3	Create and sustain a School Climate of Safety and Connectedness	<p>The District and Sites will . . .</p> <p>(1)Implement planned Connectedness strategies at all sites (2)Resource Officer (3)Safety and Security Enhancements (4)Stop It (Bully Program) (5)Raptor (screening of adults on campus) (6)Securly (internet filtering software)</p> <p>Aligned to Priority 6 School Climate</p>	\$86,016.00	No

Action #	Title	Description	Total Funds	Contributing
		Measured by Metrics: Suspension Rate, Expulsion Rate, Local Measures of pupils', parents', and teachers' sense of Safety and Connectedness Local Measure: Local Survey		

Goal Analysis [2021-22]

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

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

This goal and planned actions were implemented as planned overall in 2021-22 with no substantive differences for Actions 2 and 3. In Action 1, onsite parent engagement activities were not able to be held during the 2021-22 year due to COVID. However, through ESSER III Funding, parents were offered multiple online opportunities focused on social-emotional needs with Dr. Hood. The District experienced both successes and challenges in implementation of this goal. Due to COVID, only essential personnel were able to be on campus most of the year creating challenges to building relationships and partnerships with parents/guardians. However, it also led to a success in offering the online SEL opportunity to parents. Another challenge experienced was the return of students with much greater social-emotional and behavioral needs than in previous years as well as connectedness issues following long periods of isolation due to the pandemic.

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 not material differences in the Budgeted Expenditures and Estimated Actual Expenditures for the overall goal. Although there were not material differences in Action 2, salary costs increased the expenditures and percentage contributing to Increased and/or Improves Services. In Actions 1 and 3, there were material differences but these resulted from not including the cost of ParentSquare (Action 1) and Raptor & Securly (Action 3) in the Budgeted Expenditures which has been addressed for 22-23. (See Change Box below.)

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

Action 1 was not as effective in building parent partnerships and relationships with only very limited opportunity for parents to be on campus due to COVID as determined based on input and comments in committees (DELAC, IEC, DAC). Onsite parent partnering opportunities are planned to return for 22-23. All actions are effective means of making progress toward the goal. However, we continue to see the impact COVID has continued to have on metrics. For example, with the return to full In-Person instruction connectivity and student self regulation have required a great deal more attention and effort this year. Based on Chronic Absenteeism Rates (26.5 All Students, 141.2% Foster, 34.7% English Learners, 25.9% Socio-economically disadvantaged per 21-22 local SchoolZilla data), Action 2 may appear to not have been effective in making progress toward the goal. However, the district has seen significant increases in Chronic Absenteeism during the year

due to COVID surges and patterns developed from school closures. At the same time, PE teachers report seeing improvement in social interactions and self-regulation through implementation of strategies as a result of collaboration with counselors. Increased focus on attendance and connectivity is planned for next year to continue progress toward the goal.

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

Changes to Planned Metrics for 2022-23

6C Local Measures – The data collected for this metric was based on a survey with different grade span configurations than previously used. Moving forward, the LEA will be utilizing the Panorama platform for local surveys. Student data will be reported 3-5 and 6-8. Desired Outcomes for 2023-24 have been updated to reflect this change.

Changes to Planned Actions for 2022-23

Action 2.1 Actively Engage Parents in the Learning Process budgeted amount is increased to \$15, 000.

Action 2.2 Actively Engage Students in the Learning Process budgeted amount is increased to \$999,904

Action 2.3 Create and sustain a School Climate of Safety and Connectedness budgeted amount is increased to \$86,016.

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

Goals and Actions

Goal

Goal #	Description
3	All students will make progress towards proficient ACHIEVEMENT of state adopted standards through data driven decision making.

An explanation of why the LEA has developed this goal.

Preparing learners for their futures in a world that is rapidly changing is an ever moving target. Monitoring student progress towards proficiency, using data driven decision making, and providing the necessary learning opportunities and supports, are necessary to ensure all individual students and student groups are equipped to meet their futures with success.

2021-22 is focusing on addressing student learning loss and closing learning gaps for student groups. The district had been making progress in closing student group gaps; Local data (STAR Reading & Math) indicate impact of COVID has been greater on some student groups than others.

Goal developed to address the following State Priorities and measured by the aligned metrics: (See Baseline data below)
 Priority 4 - Pupil Achievement
 Priority 8 - Other Student Outcomes

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
4A Statewide Assessments English Language Arts	Academic Performance Indicator: ELA ALL Students Yellow, Medium 7 points above standard English Learners Yellow, Low	Academic Performance Indicator: ELA CA Schools Dashboard not Available Local Indicator - Percent Proficient STAR Reading			Academic Performance Indicator: ELA ALL Students Green 12 points above standard English Learners Yellow

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	20.7 points below standard	Spring2 (May 2021)			5 points below standard
	Socioeconomically Disadvantaged Orange, Low 8.9 Points below Standard	43% ALL students 4.2% English Learners 22.8% Socioeconomically Disadvantaged			Socioeconomically Disadvantaged Green 1 Points above Standard
	Hispanic Orange, Low 8.9 Points below Standard	32.7% Hispanic 14.3% Native American 19% Students with Disabilities			Hispanic Green 1 Points above Standard
	American Indian Orange, Low 59.4 Points below Standard				American Indian Orange 50 Points below Standard
	Students with Disabilities Red, Very Low 72.1 Points below Standard (Dashboard: 2018-19 data)	ELA Proficiency All students 47% Foster Youth 35.7% • iReady (Spring 2022)			Students with Disabilities Orange 50 Points below Standard (Dashboard: 2023-24 data)
	STAR Reading March 2021 percent proficient 42.4%ALL students 12.5%English Learners				

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	40.9% Socioeconomically Disadvantaged 30.6% Hispanic 14.3% Native American 20% Students with Disabilities				
4A Statewide Assessments Mathematics	Academic Performance Indicator: Math ALL Students Yellow, Medium 16.2 Points below Standard American Indian Yellow, Low 84.8 Points below Standard Students with Disabilities Red, Very Low 103.1 Points below Standard English Learners Yellow, Low 42.9 Points below Standard	Academic Performance Indicator: Math CA Schools Dashboard not Available Local Indicator - Percent Proficient STAR Math Spring2 (May 2021) 28.8% ALL Students 11.4% American Indian 14.3% Students with Disabilities 10.4% English Learners 14.9% Socioeconomically Disadvantaged 17.9% Hispanic Math Proficiency			Academic Performance Indicator: Math ALL Students Green 5 Points below Standard American Indian Yellow 60 Points below Standard Students with Disabilities Orange 80 Points below Standard English Learners Yellow 25 Points below Standard

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<p>Socioeconomically Disadvantaged Yellow, Low 30 Points below Standard</p> <p>Hispanic Orange, 33.3 Points below Standard (Dashboard: 2018-19 data)</p> <p>STAR Reading March 2021 percent proficient</p> <p>32.9% ALL Students 10.9% American Indian 15% Students with Disabilities 12.6% English Learners 30.8% Socioeconomically Disadvantaged 19.6% Hispanic</p>	<p>All students 38.8% Foster Youth 20%%</p> <ul style="list-style-type: none"> iReady (Spring 2022) 			<p>Socioeconomically Disadvantaged Green 10 Points below Standard</p> <p>Hispanic Yellow, 20 Points below Standard (Dashboard: 2023-24 data)</p>
4B A-G Completion	Not Applicable/H.S Measure	Not Applicable/H.S Measure			Not Applicable/H.S Measure
4C Percentage of ELs making progress	4C Percentage of ELs making progress	4C Percentage of ELs making progress			4C Percentage of ELs making progress

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
towards English Proficiency 4D English Learner Reclassification Rate	towards English language proficiency 55.4%, High (Dashboard Fall 2019) 4D English Learner Reclassification Rate 26.5% (DataQuest 2019-20 data)	towards English language proficiency Dashboard Not Available Spring 2020 Testing Suspended 13.98% Level 4 - Proficient 33.66% Level 3 23.57% Level 2 19.79% Level 1 Summative ELPAC 2020-21 (DataQuest) 4D English Learner Reclassification Rate 7.5% (DataQuest 2020-21 data)			towards English language proficiency 58%, High (Dashboard Fall 2022) 4D English Learner Reclassification Rate 15% (2021-22 DataQuest)
4E AP Exam 4F College Preparedness	Not Applicable/H.S Measure	Not Applicable/H.S Measure			Not Applicable/H.S Measure
8 Pupil Outcomes	Learning in Broad Course of Study ELA 88% Math 87% Science 93% Social Studies 91%	Learning in Broad Course of Study ELA 96% Math 97% Science 98% Social Studies 97%			Learning in Broad Course of Study ELA 98% Math 98% Science 98% Social Studies 98%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	PE/Health 93% Arts 86% (Visual/Performing) ELD for ELs 79% Each Site have at least 1 Performance or Exhibit including Visual and/or Performing Arts (suspended due to COVID)	PE/Health 100% Arts 100% (Visual/Performing) ELD for ELs 100% (T2 Data) Each Site had at least 1 Performance or Exhibit including Visual and/or Performing Arts			PE/Health 100% Arts 100% (Visual/Performing) ELD for ELs 100% Each Site had at least 1 Performance or Exhibit including Visual and/or Performing Arts

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	Implement PLC Process and MTSS/RTI	The District and Sites will . . . (1)Implement a Comprehensive PD Plan to build capacity of all staff (classified, certificated, and administration) (2) Administrators provided ongoing coaching to lead the work of PLCs & MTSS/RTI at their sites as the Instructional Leaders. (3)PD Materials/Supplies & Supplementary Materials (4)Implement MTSS/RTI for Academics with emphasis on Essentials Standards at each site (5)Implement Balanced Assessment Plan including Academic Screener 3 times per year, Formative, Interim, and Summative Assessments. (6)Local Assessment & Data Management Systems including access to local and state data for purposes of collaboration in monitoring and decision making. (7)Professional Learning Communities (District, Site, Teacher and Administrators) will actively collaborate around and make decisions based on data. (Weekly early release days are provided.)	\$328,670.00	No

Action #	Title	Description	Total Funds	Contributing
		<p>Aligned to Priority 4 Pupil Achievement Metrics: Statewide Assessments, Percentage of English Learners who make progress toward English Proficiency (ELPAC), English Learner Reclassification Rate</p> <p>Aligned to Priority 8 Other Student Outcomes Metrics: Students making Learning in Broad Course of Study (T2 grades)</p>		
3.2	Replace Technology Devices	<p>Replacement of instructional technology to ensure access to up-to-date technology and regular academic use. (400 new iPads)</p> <p>Aligned to Priority 8 Other Student Outcomes Metrics: Students making Learning in Broad Course of Study (T2 grades)</p>	\$242,550.00	No
3.3	Provide targeted additional services	<p>The District will provide . . . (1)Summer Learning Opportunities (2)Targeted Interventions (before school, after school, Saturdays)</p> <p>Aligned to Priority 4 Pupil Achievement Metrics: Statewide Assessments, Percentage of English Learners who make progress toward English Proficiency (ELPAC), English Learner Reclassification Rate</p> <p>Aligned to Priority 8 Other Student Outcomes Metrics: Students making Learning in Broad Course of Study (T2 grades)</p>	\$409,505.00	No

Action #	Title	Description	Total Funds	Contributing
3.4	Provide targeted additional services for English Learners	<p>The District will provide . . .</p> <p>(1) Summer Intensive ELD</p> <p>(2) Target Intervention services beyond the school day</p> <p>Aligned to Priority 4 Pupil Achievement Metrics: Statewide Assessments, Percentage of English Learners who make progress toward English Proficiency (ELPAC), English Learner Reclassification Rate</p>	\$13,591.00	Yes
3.5	ELD Coaching & Supplementary Materials	<p>The District will provide . . .</p> <p>(Title III Funded)</p> <p>(1)ELD Consultant to provide training and coaching to support staff in effectively meeting the needs of their English Learners. (improving Designated and/or Integrated ELD, and EL Intervention)</p> <p>(2)ELD supplementary materials</p> <p>Aligned to Priority 4 Pupil Achievement Metrics: Statewide Assessments, Percentage of English Learners who make progress toward English Proficiency (ELPAC), English Learner Reclassification Rate</p>	\$15,000.00	No
3.6	Instructional Aides	<p>Instructional Aides, principally directed for Unduplicated Students, will support small group instruction and assist in providing "just in time" supports in ELA, Math, and overall literacy. This action is principally directed to meet the needs of most at-risk students, our Unduplicated Students. Aides Salaries (# staff)</p> <p>Aligned to Priority 4 Pupil Achievement Metrics: Statewide Assessments, Percentage of English Learners who make progress toward English Proficiency (ELPAC), English Learner Reclassification Rate</p>	\$617,069.00	Yes

Action #	Title	Description	Total Funds	Contributing
		Aligned to Priority 8 Other Student Outcomes Metrics: Students making Learning in Broad Course of Study (T2 grades)		
3.7	Title I Program District Administrative Costs	Title I Program administrative costs. (Title I Funded)	\$33,877.00	No
3.8	Title I Homeless Set-Aside	Funds set aside to provide a variety of services to homeless students. Includes services to assist homeless students in meeting the State's challenging academic standards and other services to help homeless students effectively take advantage of educational opportunities. (see also Consolidated Application) (Title I Funded)	\$1,500.00	No

Goal Analysis [2021-22]

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

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

This goal was implemented as planned in 2021-22 to support students making progress towards proficient ACHIEVEMENT of state adopted standards. There were no substantive differences in planned actions and actual implementation of these actions. Challenges experienced in implementing actions in Goal 3 were around the ongoing impact of COVID. There were challenges to in-person collaborations for staff and mingling students based on needs due to protocols necessary to limit the spread of the virus. Successes were experienced in the form of staff collaboration and professional learning pivoting to remote options when needed to continue to work. Success was also demonstrated through student growth with 47% of students scoring at or above their grade level (Spring iReady Reading Diagnostic) compared to 37.8% in the Winter administration. Similarly, 38.9% of students scored at or above their grade level in Math (Spring iReady Diagnostic) compared to Winter results of 25.5%.

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

Overall, there were no material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services. Action 3.4 Provide targeted additional services for English Learners and Action 3.6 Instructional Aides are the only actions contributing to Increased and/or Improved Services. Action 3.8 Homeless

Set-Aside has a material difference. Each year in the Consolidated Application (ConApp), the District is required to set-aside some Title I Funds to support the needs of Homeless students throughout the District. Most expenditures are quite unpredictable as the number of Homeless students can vary greatly and do the needs of those students. All needs for our Homeless students were met through the actual expenditures and the coordination of services within the county.

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

Although most students experienced learning loss due to the impact of COVID19, students did make progress towards Proficient ACHIEVEMENT of State Standards as evidenced by growth from winter to spring in both ELA and Math on iReady Diagnostic Assessments. Actions in this goal work together to support students making progress towards proficient achievement.. For example, Action 2.4 Technology Devices made it possible for students to take adaptive assessments (included in Action 3.1) and staff to leverage that data through the Cycle of Continuous Improvement in Professional Learning Communities (Action 3.1).

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.

Changes to Planned Actions for 2022-23

Action 3.2 Replace Technology Devices budgeted amount is increased to \$242,550.

Action 3.4 Provide Targeted Additional Services for English Learners increased to \$13,591.

Action 3.5 ELD Coaching & Supplementary Materials budgeted amount is increased to \$15,000.

Action 3.6 Instructional Aides budgeted amount is increased to \$617,069.

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

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

Projected LCFF Supplemental and/or Concentration Grants	Projected Additional LCFF Concentration Grant (15 percent)
1615971	0

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
9.77%	0.00%	\$0.00	9.77%

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 District's Goals for its Unduplicated Students are the same as for All Students. However, often times, based on the needs of Unduplicated Students, actions need to put be in place to provide the necessary supports for the success of unduplicated students.

"Maslow's Hierarchy of Needs clearly communicates students' need for safety, Love/Belonging and Esteem must be met before we can expect them to be able to effectively participate in such endeavors as problem solving and creativity which are at the heart of the State Standards and 21st Century Learning. Further, The California Healthy Students Research Project in "Healthy Steps Toward Student Achievement" cites extensive research on the significance of positive school environments, the critical role a student's sense of connection plays, and the importance of caring interpersonal relationships. Based on research as well as input from staff, parents/community, and students, the District is placing a high priority on addressing the social-emotional/behavioral needs of our unduplicated students leading to attendance issues, suspensions, and bullying.

The Statewide initiative focusing scaling up MTSS is based on extensive research and served as a resource in the development and ongoing refinement of a systemic plan for a Multi-tiered System of Social/Emotional/Behavioral Supports. The research on the effectiveness of such a

system is extensive and very positive. The effectiveness of our system is evaluated and refined on an ongoing basis. Having a system of positive behavioral supports and intervention including exploring community resources is critical to meeting the needs of our Unduplicated Students (English Learners, Foster Youth, and Low Income) and increasing Student Engagement (State Priority 5) and ultimately State Priority 4 (Student Achievement). The effectiveness of a cohesive Multi-tiered System of Behavior Supports is well documented.

The National Center for Chronic Disease Prevention and Health Promotion (CDC) clearly communicates the evidenced link between physical activity and academic achievement. The research indicates that “Students who are physically active tend to have better grades, school attendance, cognitive performance (e.g., memory), and classroom behaviors (e.g., on-task behavior).

The implementation of counselors and an engaging PE program have been actions principally directed for unduplicated students in our district for the past several years with steps evidenced in closing gaps in engagement and academics based on CA Schools Dashboard 2019 metrics. Through the COVID pandemic, our unduplicated students have been significantly impacted. To provide even greater support to our unduplicated students, we began partnering our counselors and physical education teachers in 2021-22. PE teachers are provided the crosswalk for PE Standards and CASEL SEL Core Competencies (SHAPE America) and collaborate with counselors to embed SEL competencies into physical education addressing identified SEL needs of unduplicated students. Our unduplicated students often have the least opportunity to participate in physical activities such as team sports outside of the school setting. To support regular physical activity and the promotion of healthy life styles, which ultimately support academic achievement, the District is utilizing Supplemental and Concentration funds to provide an enriching physical education program including specialized PE staff and Fitness Zones. (LEA-Wide). These services are principally directed to support Unduplicated students in developing a healthy lifestyle, linked to State Priority 8 (Other Student Outcomes).

ACTION 2.2 Actively Engage Students in the Learning Process

The District and sites are working together to implement and refine Multi-Tiered System of Supports for Social Emotional and Behavioral needs. The District and sites develop SMART Goals and plans for celebrating and improving attendance. Engaging PE programs are provided at each site and District Counselors provide services and support at sites.

HOW SERVICES ARE PRINCIPALLY DIRECTED TO MEET THE DISTRICTS GOALS FOR UNDUPLICATED STUDENTS:

The needs of English Learners, Socioeconomically Disadvantaged Students, and Foster Youth were considered first in the development of this action. CA Schools Dashboard (2018) showed unduplicated students demonstrating higher rates of Chronic Absenteeism and Suspension. While All Students were in the Green (4.5%) for Chronic Absenteeism, English Learners were in the Red (11.1%). Foster Youth (9.1%) and Socioeconomically Disadvantaged (5.9%) were all in the Orange. In the Suspension Rate, All Students at 2.6% were in the Green, while Socioeconomically Disadvantaged (3.1%) were in Yellow and Foster Youth (3.6%) were in Orange. Implementation of counselors addressing social emotional needs and a comprehensive PE program engaging them in an active lifestyle showed gains in gaps

closing (CA Schools Dashboard 2019). However, current local data (SchoolZilla) shows Chronic Absenteeism for All Students (26.5%), Foster (41.2%), English Learners (34.7%), and Socioeconomically Disadvantaged (25.9%). Suspension Rate (Schoolzilla, current local data) indicates Suspension Rates for All Students (3.5%), Foster Students (11.8%), and Socioeconomically Disadvantaged (2.9%).

Unduplicated Students have needs for health and wellness as well as social and emotional supports that go well beyond what all students need. During 2021-22, local data (Schoolzilla) showed the Chronic Absence and Suspension Rates for Foster Youth, English Learners, and Low-Income Students had increased. Our Unduplicated students had higher rates of staying in remote learning raising concerns about student connectedness. Students from low income families and students who are foster youth may lack the resources to access the types of health and wellness as well as social supports that reduce barriers to learning. These barriers may include inconsistent school attendance and discipline incidents that result in missed days of school, time out of class, or suspension. Therefore, the needs of these students were considered first as services provided under Action 2.2 were developed. The services provided under Action 2.2 are designed to support Unduplicated students by providing English Learners, low income students, foster youth, and students experiencing Homelessness with supports designed to improve health, promote wellness and school attendance, decrease behavior incidents and suspensions, and increase engagement. Counselors will be trained in Trauma informed Practices and share these practices with staff. They support the social emotional learning on campus and provide individual and small group counseling services. Counselors and Physical Education teachers will collaborate on effective ways to integrate the non-academic skills of Social Emotional Learning (SEL) essential for success in school and beyond into physical education. PE teachers will provide an Engaging physical education experience while teaching students valuable life skills and encouraging them to live healthy, active lives.

HOW SERVICES ARE EFFECTIVE IN MEETING THE DISTRICT'S GOALS FOR UNDUPLICATED STUDENTS AND MOST EFFECTIVE USE OF FUNDS TO MEET THE GOALS FOR UNDUPLICATED STUDENTS:

The services provided to students under Action 2.2 are effective in meeting Goal 2 "Parents, Students, and the community will be ENGAGED to participate collaboratively in the educational process." Before students can make progress towards proficient achievement, they must be present and engaged. Higher Chronic Absenteeism and Suspension Rates are contrary to a successful learning experience. Data from the California School Dashboard indicated that Chronic Absenteeism declined for English Learners and students from low income families. Suspension Rates were also down for students from low income families and Foster Youth. English Learners increased. (2019 Dashboard) On the District's Local Survey, 86% of students indicated that having a PE teacher is important.

The effectiveness of these actions have been evidenced by improvement in closing gaps between unduplicated students and all students in chronic absenteeism, suspension rates, suspensions, and Academics (CA Schools Dashboard 2019). English Learners and Socioeconomically Disadvantaged Chronically Absent Rates dropped 11.1% and 3.1% respectively with both in the Blue while All Students were in Green. Suspension Rates dropped for Foster Youth to 0% (Blue) and for Socioeconomically Disadvantaged to 1.8% (Green). During the pandemic, unduplicated students have not had the same accessibility to these supports, often learning from remote settings. With the return to full in-person learning in 2021-22, student connectedness gains made for unduplicated students showed significant impact from the

isolation of the pandemic. The collaboration of PE and Counselor is expected to provide even greater results next year as unduplicated students are fully supported through these resources.

The metrics of Suspension Rate and Chronic Absenteeism Rate will continue to be utilized. Our Goal is to see a 1% closing of gaps in connectedness as measured by these metrics.

ACTION 3.6 Instructional Aides

School sites are provided Instructional Aides to support small group instruction and assist in providing "just in time" supports in ELA, Math, and overall literacy.

HOW SERVICES ARE PRINCIPALLY DIRECTED TO MEET THE DISTRICTS GOALS FOR UNDUPLICATED STUDENTS:

All students need access a broad, standards aligned instructional program in a way that is equitable and make progress towards achievement proficiency possible. Unduplicated Students (low-Income students, English Learners, Foster, and students experiencing Homelessness) have needs for instructional supports that go well beyond what all students need. Pre-Pandemic, CA Schools Dashboard (2018) showed unduplicated students demonstrating lower rates of meeting grade level standards in both ELA and Math. ELs and Socioeconomically Disadvantaged student groups were in the Yellow in ELA while the All Students group was in the Green. In Math, ELs and Socioeconomically Disadvantaged were in the Yellow, while again the All Students group was in the Green. Unduplicated students experienced significant learning loss due to the pandemic, with English Learners showing the greatest academic impact. Based on local data (iReady, Spring 2022, Schoolzilla), ELA Proficiency was 47% for All students, compared to English (14.2%) Learners, Foster Students (35.7%), and Socioeconomically Disadvantaged (46.3%). While math proficiency was lower for All Students (38.8%), Unduplicated Students are even more at risk (English Learners 8.7%, Foster Students 20%, and Socioeconomically Disadvantaged 20.4%).

Therefore, the needs of these students are considered first as services provided under Action 3.6 are developed. The actions and services under 3.6 are designed to support Unduplicated Students by providing them with greater access to small group instruction and "just in time" supports that allow them to access the standards aligned instruction in a way that is equitable to all students and assist them in making progress towards proficiency. Unduplicated Students often lack prerequisite skills and understanding to build on during new or first instruction. Small group instruction and additional scaffolds, available in the moment, during that instruction supports Unduplicated Students with support to access and master grade level standards and close student group learning gaps. Instructional Aides receive training in Direct Instruction Reading Mastery, a program with over 5 decades of research. Balanced Early literacy Training and strategies for foundational and prerequisite skills are provided. The Instructional Aides in the classroom reduce the student to adult ratio allowing for more adult interactions and timely supports both especially important for Unduplicated students. State Priority 2 (Implementation of State Standards) and State Priority 4 (Student Achievement) are strongly supported for Unduplicated Students through these services.

HOW SERVICES ARE EFFECTIVE IN MEETING THE DISTRICT'S GOALS FOR UNDUPLICATED STUDENTS AND MOST EFFECTIVE USE OF FUNDS TO MEET THE GOALS FOR UNDUPLICATED STUDENTS:

The services provided for unduplicated students under Action 3.6 are effective in meeting Goal 3 that "All students will make progress towards proficient ACHIEVEMENT of state adopted standards through data driven decision making." Based on 2019 Dashboard, English Learners increased and Students from low-income families maintained in ELA. Both student groups increased in Math. 54.4% of English learners made progress on the state assessment for English learners (ELPAC) (2019 California School Dashboard). Student groups were making progress closing learning gaps pre-COVID. Instructional aides support of students is working well according to 80% of teachers and administrators. 91% of parents indicate their child is able to get help when needed (Parent Survey Winter 2022).

2021-22 SBAC Data will serve as new baseline data across the state due to COVID. Therefore effectiveness of this action in 2022-23 will be measured comparing iReady Data from Spring 2022 to Spring 2023. Our goal is to see a 2% closing of achievement gaps for Unduplicated Students.

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

The LEA wide and school wide services provided in the LCAP are designed to support Unduplicated students and are effective in achieving the District's goals. Students who are English learners, from low-income families, and/or foster youth, face barriers to learning that students who are English only, live with their families, and have greater financial means do not. Principally directed services provided in the LCAP (Actions 2.2 and 3.6 above) are developed based on the needs of Unduplicated Students.

In Addition LCAP 3.4 Provide Targeted Additional Services for English Learners includes additional engaging learning opportunities to build background knowledge, vocabulary, and support for closing learning and experience gaps for English Learners. Specific objectives for sessions are based on timely actionable data and focused on the current needs of the English Learners participating.

Taken together, the LEA and/or school wide services discussed above, along with Action 3.4 limited to Unduplicated student group (English Learners) provide a increase to services for Unduplicated pupils that is equal to or greater than the required "Percentage to Increase or Improve Services" shown 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.

The District does not receive concentration grand add-on funding. Therefore, no applicable.

Staff-to-student ratios by type of school and concentration of unduplicated students	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of classified staff providing direct services to students	N/A	N/A
Staff-to-student ratio of certificated staff providing direct services to students	N/A	N/A

2022-23 Total Expenditures Table

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	\$2,306,716.00	\$494,505.00		\$369,574.00	\$3,170,795.00	\$2,087,116.00	\$1,083,679.00

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1.1	Provide all students access to Basic Services	All	\$258,113.00	\$100,000.00	\$0.00	\$50,000.00	\$408,113.00
1	1.2	Continue to Implement State Standards including programs/services that enable English Learners to access CA and ELD Standard.	All	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
1	1.3	Broad Course of Study	All	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
2	2.1	Actively Engage Parents in the Learning Process	All	\$6,000.00	\$0.00	\$0.00	\$9,000.00	\$15,000.00
2	2.2	Actively Engage Students in the Learning Process	English Learners Foster Youth Low Income	\$999,904.00	\$0.00	\$0.00	\$0.00	\$999,904.00
2	2.3	Create and sustain a School Climate of Safety and Connectedness	All	\$68,369.00	\$0.00	\$0.00	\$17,647.00	\$86,016.00
3	3.1	Implement PLC Process and MTSS/RTI	All	\$328,670.00	\$0.00	\$0.00	\$0.00	\$328,670.00
3	3.2	Replace Technology Devices	All	\$0.00	\$0.00	\$0.00	\$242,550.00	\$242,550.00
3	3.3	Provide targeted additional services	All	\$15,000.00	\$394,505.00	\$0.00	\$0.00	\$409,505.00
3	3.4	Provide targeted additional services for English Learners	English Learners	\$13,591.00	\$0.00	\$0.00	\$0.00	\$13,591.00

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
3	3.5	ELD Coaching & Supplementary Materials	English Learners	\$0.00	\$0.00	\$0.00	\$15,000.00	\$15,000.00
3	3.6	Instructional Aides	English Learners Foster Youth Low Income	\$617,069.00	\$0.00	\$0.00	\$0.00	\$617,069.00
3	3.7	Title I Program District Administrative Costs	Low Income Students	\$0.00	\$0.00	\$0.00	\$33,877.00	\$33,877.00
3	3.8	Title I Homeless Set-Aside	Homeless	\$0.00	\$0.00	\$0.00	\$1,500.00	\$1,500.00

2022-23 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
16540136	1615971	9.77%	0.00%	9.77%	\$1,630,564.00	0.00%	9.86 %	Total:	\$1,630,564.00
								LEA-wide Total:	\$1,616,973.00
								Limited Total:	\$13,591.00
								Schoolwide Total:	\$0.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
2	2.2	Actively Engage Students in the Learning Process	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$999,904.00	
3	3.4	Provide targeted additional services for English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	\$13,591.00	
3	3.6	Instructional Aides	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$617,069.00	

2021-22 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	\$3,048,970.00	\$3,116,320.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1.1	Provide all students access to Basic Services	No	\$402,235.00	402,235
1	1.2	Continue to Implement State Standards including programs/services that enable English Learners to access CA and ELD Standard.	No	\$0.00	0
1	1.3	Broad Course of Study	No	\$0.00	0
2	2.1	Actively Engage Parents in the Learning Process	No	\$6,000.00	10,578
2	2.2	Actively Engage Students in the Learning Process	Yes	\$945,280.00	978,923
2	2.3	Create and sustain a School Climate of Safety and Connectedness	No	\$65,000.00	85,594
3	3.1	Implement PLC Process and MTSS/RTI	No	\$328,670.00	328,000
3	3.2	Replace Technology Devices	No	\$224,000.00	228,520
3	3.3	Provide targeted additional services	No	\$409,505.00	409,505

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)
3	3.4	Provide targeted additional services for English Learners	Yes	\$9,215.00	10,591
3	3.5	ELD Coaching & Supplementary Materials	No	\$8,945.00	8,945
3	3.6	Instructional Aides	Yes	\$614,743.00	617,069
3	3.7	Title I Program District Administrative Costs	No	\$33,877.00	35,410
3	3.8	Title I Homeless Set-Aside	No	\$1,500.00	950

2021-22 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
\$1,537,182	\$1,569,238.00	\$1,606,583.00	(\$37,345.00)	0.00%	0.00%	0.00%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
2	2.2	Actively Engage Students in the Learning Process	Yes	\$945,280.00	\$978,923.00		
3	3.4	Provide targeted additional services for English Learners	Yes	\$9,215.00	\$10,591		
3	3.6	Instructional Aides	Yes	\$614,743.00	\$617,069.00		

2021-22 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
\$15,675,932	\$1,537,182	0	9.81%	\$1,606,583.00	0.00%	10.25%	\$0.00	0.00%

Instructions

[Plan Summary](#)

[Engaging Educational Partners](#)

[Goals and Actions](#)

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

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

Introduction and Instructions

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

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

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

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

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

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

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

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

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

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

Engaging Educational Partners

Purpose

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

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

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

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

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

Requirements and Instructions

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

Local Control and Accountability Plan:

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

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

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

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

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

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

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

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

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

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

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

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

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

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

Focus Goal(s)

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

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

Broad Goal

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

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

Maintenance of Progress Goal

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

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

Required Goals

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

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

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

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

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

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

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

Measuring and Reporting Results:

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

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

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

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

Complete the table as follows:

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

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

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

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

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

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

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

Goal Analysis:

Enter the LCAP Year.

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

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

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

Purpose

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

Requirements and Instructions

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

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

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

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

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

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

Required Descriptions:

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

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

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

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

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

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

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

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

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

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

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

For School Districts Only:

Actions Provided on an LEA-Wide Basis:

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

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

Actions Provided on a Schoolwide Basis:

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

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

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

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

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

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

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

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

Provide the following descriptions, as applicable to the LEA:

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

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

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

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

Complete the table as follows:

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

Action Tables

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

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

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

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

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

Data Entry Table

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

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

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

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

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

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

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

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

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

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

LCFF Carryover Table

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

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

Calculations in the Action Tables

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

Contributing Actions Table

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

Contributing Actions Annual Update Table

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

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

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

LCFF Carryover Table

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

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

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

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