

# LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Montecito Union School District

CDS Code: 42-69252-0000000

School Year: 2023-24

LEA contact information:

Anthony Ranii

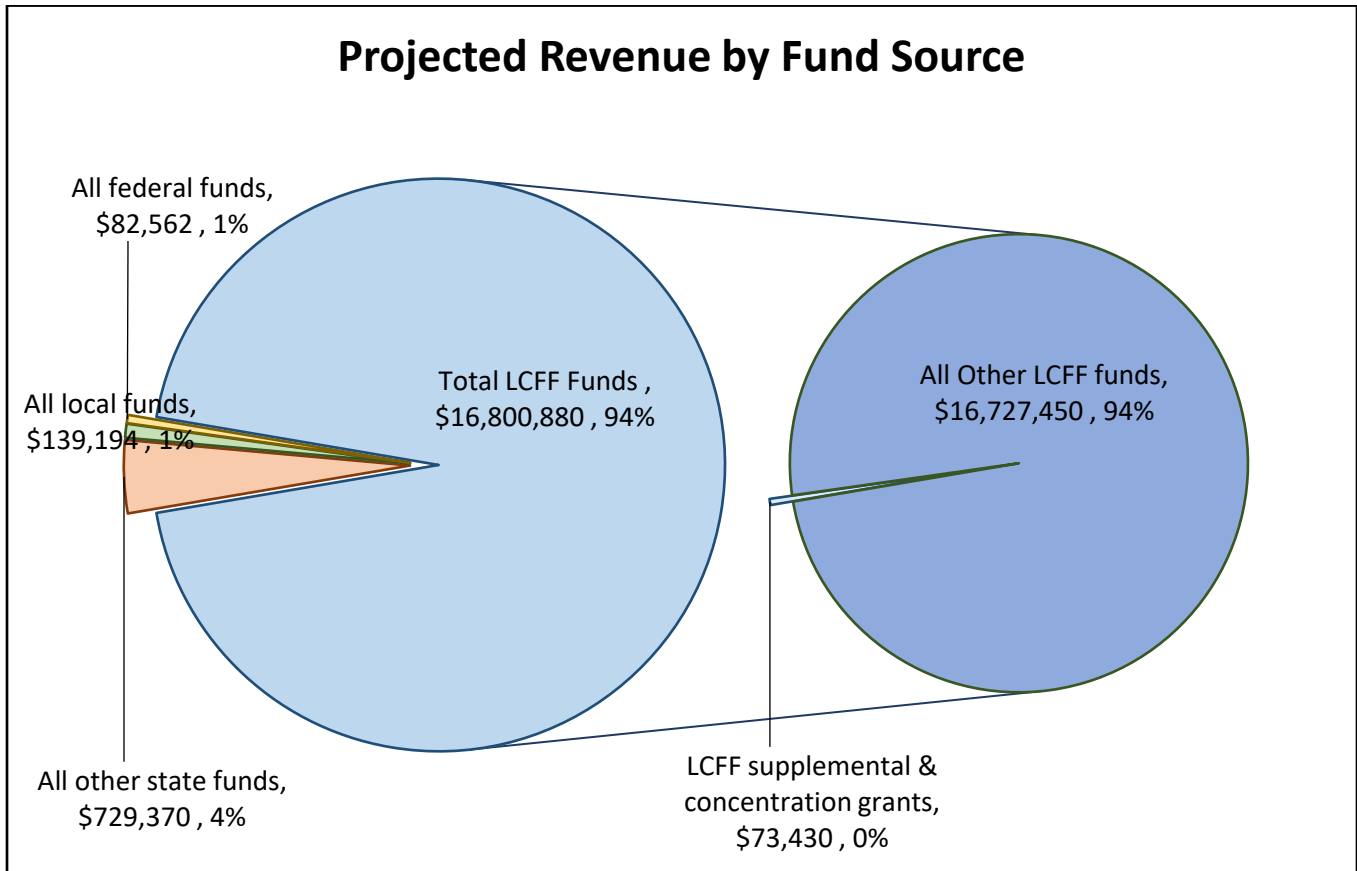
Superintendent

aranii@montecitou.org

805-969-3249 ext. 401

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

## Budget Overview for the 2023-24 School Year

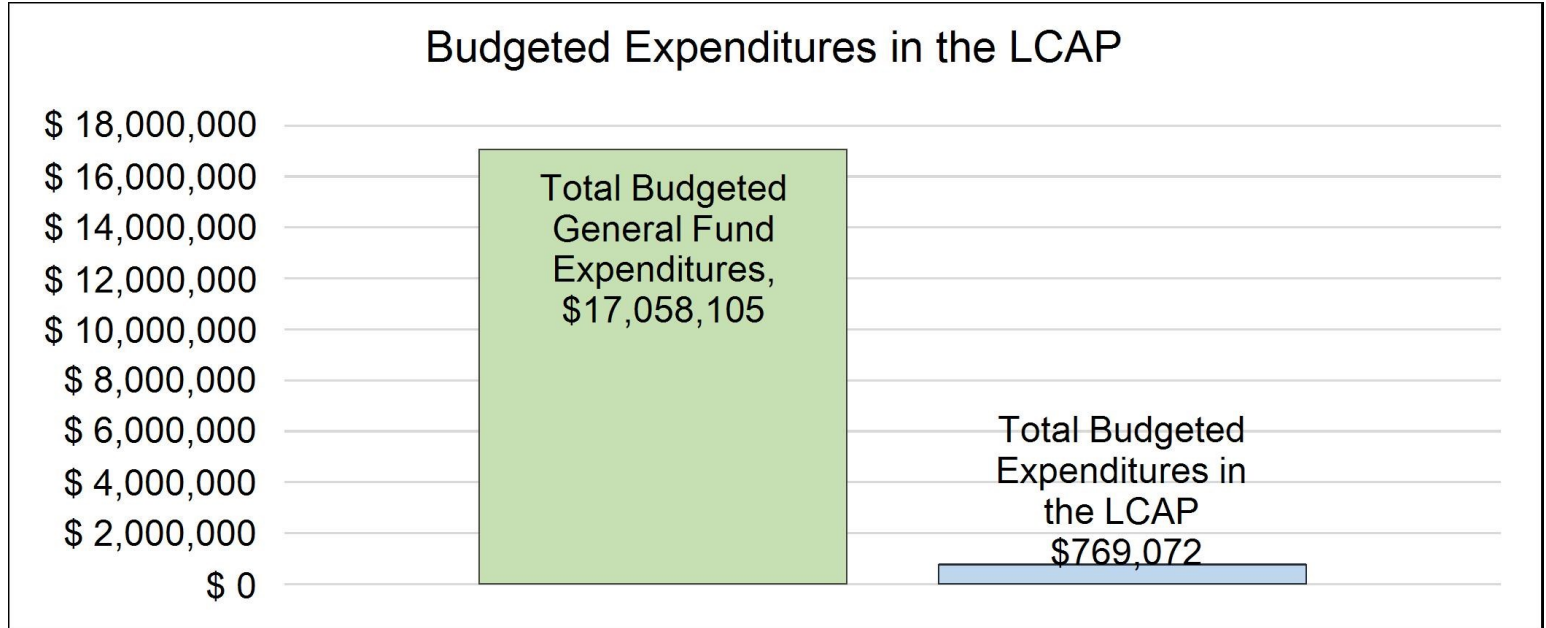


This chart shows the total general purpose revenue Montecito Union School District expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Montecito Union School District is \$17,752,006, of which \$16,800,880 is Local Control Funding Formula (LCFF), \$729,370 is other state funds, \$139,194 is local funds, and \$82,562 is federal funds. Of the \$16,800,880 in LCFF Funds, \$73,430 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 Montecito Union School District plans to spend for 2023-24. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Montecito Union School District plans to spend \$17,058,105 for the 2023-24 school year. Of that amount, \$769,072 is tied to actions/services in the LCAP and \$16,289,033 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

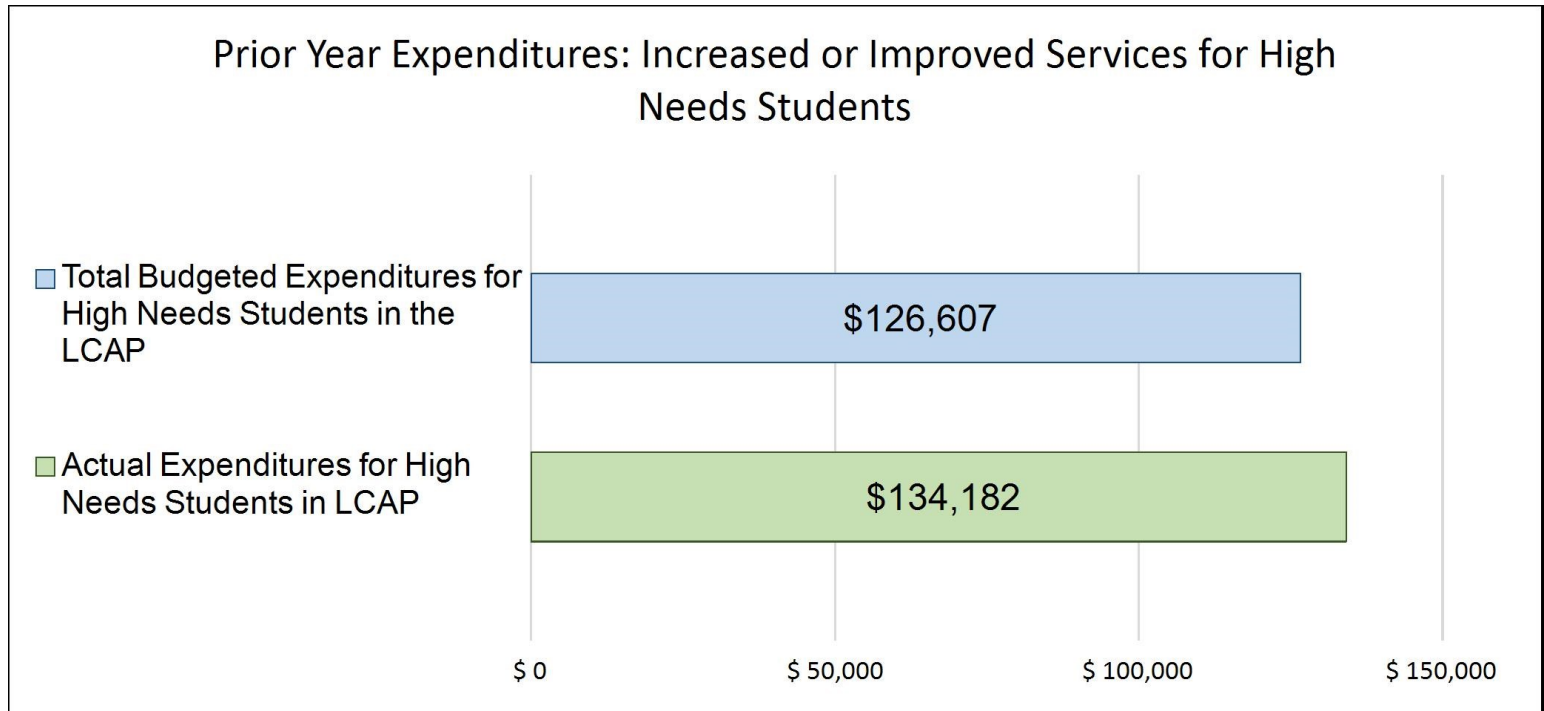
General school operations, and instruction services including, special education, utilities, legal and other contracts, facilities and maintenance, instructional materials, classroom teachers and other support staff.

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

In 2023-24, Montecito Union School District is projecting it will receive \$73,430 based on the enrollment of foster youth, English learner, and low-income students. Montecito Union School District must describe how it intends to increase or improve services for high needs students in the LCAP. Montecito Union School District plans to spend \$138,439 towards meeting this requirement, as described in the LCAP.

## LCFF Budget Overview for Parents

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



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

The text description of the above chart is as follows: In 2022-23, Montecito Union School District's LCAP budgeted \$126,607 for planned actions to increase or improve services for high needs students. Montecito Union School District actually spent \$134,182 for actions to increase or improve services for high needs students in 2022-23.

# Local Control and Accountability Plan

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Montecito Union School District	Anthony Ranii Superintendent	aranii@montecitou.org 805-969-3249 ext. 401

## Plan Summary [2023-24]

### General Information

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

Montecito Union School District is a one-school district serving the community of Montecito with transitional kindergarten through sixth grade and a current enrollment of approximately 350 students. It is governed by a five-member Board of Trustees and is administered by a superintendent, principal, assistant principal, and chief business official. The Montecito Union School District embraces continuous improvement and growth. MUSD has been named California Distinguished School numerous times, is a U.S. Department of Education Green Ribbon School, a 2020 U.S. Department of Education National Blue Ribbon School, and was re-certified in 2021 as an International Habits of Mind School.

Montecito Union School District, a historic cornerstone of the community, is dedicated to providing a comprehensive educational foundation, cultivating a passion for learning, honoring the unique qualities and strengths of our children, and challenging them to attain their full potential. In order to ensure that each of our students gets the time and attention they need, we attract and retain quality teachers who are provided with continual professional development opportunities, offer small class sizes with Board direction to maintain a school-wide average of no more than 18 students per class, and provide a dedicated instructional assistant for each classroom.

Montecito Union School District is driven by the vision, strategic initiatives, and goals outlined in the Strategic Plan. This comprehensive document came out of an inclusionary planning process that involved all stakeholders. The Local Control Accountability Plan complements our Strategic Plan.

At Montecito Union School, we believe in shared leadership, and much of our best thinking is done through committees and teams. These teams and committees change over time as the needs of our district change. Recent committees include: Safety, Character, Literacy, Facilities, Teaching and Learning Collaborative, Curriculum Council, Diversity, Equity, and Inclusion, and 21st Century Learning. These Committees include a broad range of perspectives and stakeholders and often include teachers, classified staff members, parents, Board Members, and community members. These teams and committees provide feedback on our LCAP goals and progress and direction about

future goals. Whereas the Strategic Plan and Local Control Accountability Plan provides the “what and why” of our work, the work of these committees and teams provides the “how.”

Montecito Union School has school-wide professional learning community (PLC) meetings led by the principal and other school leaders. In these collaborative sessions, teachers engage in professional growth opportunities and carry out work related to the Strategic Initiatives, the Local Control Accountability Plan, and specific action steps delineated by committees and other teams. The work continues in robust grade-level professional learning committees that meet weekly and are attended by the principal.

Parent participation is widely encouraged in a variety of ways. Every year, two comprehensive surveys are sent to parents about a wide range of topics. This informs our Local Control Accountability Plan as well as our Strategic Plan. Parents also attend and participate in committees, board meetings, ELAC, School Site Council (the LCAP advisory committee), committees, special education nights, performances, and parent education classes.

We embrace our mission: To launch inspired thinkers who positively impact the world.

## Reflections: Successes

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

### ACADEMIC PERFORMANCE

Our MTSS program is working, as revealed by increased scores on both state and local measures.

In the 2022 CAASPP state testing, 228 students took the standardized test in reading/language arts. 89% scored proficient or above (85% of students scored proficient or advanced last year). Of these 228 students 71% scored in the advanced range (compared to 65% last year). The majority of the 24 students not scoring proficient have educational needs addressed through IEPs and 504s or have recently moved to our district. 3rd grade improved from 68% advanced/proficient to 84%. 5th grade improved from 88% to 95% advanced/proficient. 6th grade improved from 82% to 89% advanced/proficient. Though 4th grade scores went from 93% to 90% advanced/proficient, that cohort of students was 68% advanced/proficient as 3rd graders, so this score represents excellent growth. On the California School Dashboard, Montecito Union School District rates as "Very High" for English Language Arts. All student groups are in the "High" or "Very High" range in this area. Our Students with Disabilities rate "High" in this area and are 40.2 points above standard.

In mathematics, the story is very similar to reading/language arts. 89% of our students scored proficient or advanced compared to 87% last year. Approximately 70% (compared to 62% last year) of the students tested scored in the advanced range. 25 students did not meet proficiency in mathematics. 3rd grade improved from 82% advanced/proficient to 85%. 4th grade improved from 95% to 96% advanced/proficient. 5th grade improved from 84% to 86% advanced/proficient. 6th grade improved from 86% to 90% advanced/proficient.

On the California School Dashboard, Montecito Union School District rates as "Very High" for Mathematics. On the California School Dashboard, Montecito Union School District rates as "Very High" for Mathematics. All student groups are in the "High" or "Very High" range in this area. Our Students with Disabilities rate "High" in this area and are 34.9 points above standard.

In Science, 86% of our students scored proficient (compared to 75% in the prior year). Approximately 48% of the students tested scored in the advanced range compared to 33% in the year prior.

Local scores corroborate and support the academic gains described above.

In addition, on the California School Dashboard, Montecito Union School District met the standard for "implementation of academic standards."

Our plan is working. To build on this success, we will continue to offer high-quality, targeted instruction through our MTSS model and will continue to prioritize foster youth, low-income learners, and English learners.

#### ACADEMIC ENGAGEMENT

On the California School Dashboard, Montecito Union School District met the standard for "access to a broad course of study."

#### ENGLISH LEARNER STUDENTS

According to the California School Dashboard, 84.6% of our English Learners are making progress towards English language proficiency. This represents all but two students.

#### CONDITIONS AND CLIMATE

On the California School Dashboard, Montecito Union School District met the standard for suspension rate, which was rated as "Very Low." So far this school year, there have been zero suspensions and zero expulsions. In addition, we met the standard for 1) basics: teachers, instructional materials, and facilities, 2) parent and family engagement, and 3) local climate survey. Overall, our suspension rate is "Very Low" with 0% suspended at least one day.

## 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.

#### ACADEMIC PERFORMANCE

We need to continue to help all students be successful. Though our state CAASPP scores are high overall, in reading/language arts we still have 2% Below Basic and 8% Basic. In Mathematics, we still have 3% Below Basic and 8% Basic. At MUS, we want each student to succeed, so we are using formative assessments and additional instruction, as described in Goal 1, to address these learners who are not yet performing up to grade level.

## ACADEMIC ENGAGEMENT

Our chronic absenteeism is high at 16.05% chronically absent. We address this in Goal 3, Action 4 which reads: "Assistant principal will monitor and adjust attendance protocols to ensure families recognize the importance of school attendance in order to maximize time in school, especially for frequently absent or tardy students." We continue to have students miss school due to COVID-19. When students are ill with COVID, they are required to be out for at least five days, and if they continue to test positive, as long as ten days. When students have COVID symptoms, we encourage them to stay home and not come to school. In a year where we are actively encouraging students to stay home for their health and for the health of the community, it has proven difficult to simultaneously reduce chronic absenteeism. We haven't changed the actions or the metrics in this regard as we are continuing to monitor and support families who are chronically absent due to causes other than health. This support includes calls home, conferences, the sharing of ideas and resources, and other types of support. Letters are sent to families who are chronically absent, or about to become chronically absent, to alert them to the importance of regular school attendance. We've also sent message to all families and have created signs displayed throughout campus stressing the importance of attendance.

## ENGLISH LEARNER STUDENTS

Some English Learner Students have yet to meet local benchmarks in reading and mathematics. According to the California School Dashboard, 15.4% of our English Learners are not making progress towards English language proficiency. This represents two students. These students may need additional materials, tools, and strategies as they master the language as well as the content standards. As described in Goal 2, we will use professional development, targeted instructional materials, summer learning materials, and direct support from English language development teachers to help close that gap for these learners.

# LCAP Highlights

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

Our first goal is devoted to academic success for all students:

Goal 1: Montecito Union School will have a relevant, rigorous, and integrated curriculum, taught by appropriately assigned and credentialed teachers using materials designed to engage the “whole child” in facilities that are safe and in good repair. Staff will utilize best practices and multiple assessment measures.

Our second goal is devoted to the success of all English learners, and is in response to our low English Learner progress:  
Goal 2: English Learners at Montecito Union School will receive a relevant and rigorous curriculum, making regular progress and achieving at levels similar to English-only peers after a reasonable period of time.

Our third goal is devoted to character and the social, emotional, and behavioral success of all students:  
Goal 3: Montecito Union School will promote the consistent demonstration of kindness, respect, and integrity. Students will be given the skills to communicate effectively and display appropriate social skills and manners. Students will be nurtured socially and emotionally. Students will develop mindfulness, health, and advocacy skills. Students will develop a strong sense of empathy and a need to respect the views of others.

Action 5 of Goal 3 is devoted to the successful attendance of all Hispanic students:  
Assistant principal will monitor the attendance of all Hispanic students and will create an action plan for any student in this subgroup who is in danger of becoming chronically absent.

## 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.

Not applicable.

### ***Support for Identified Schools***

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

Not applicable.

### ***Monitoring and Evaluating Effectiveness***

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

Not applicable.

# Engaging Educational Partners

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

This describes the process to write this LCAP originally in 2021: Parents, members of the public, staff members, and Board Members gave feedback to draft goals during the February 1, 2021 Board Meeting. Parents, members of the public, staff members, and Board Members gave feedback to revised goals during the March 16, 2021 Board Meeting. Teachers gave feedback on revised goals during the April 7, 2021 staff meeting. Parents, members of the public, staff members, and Board Members gave feedback to a preliminary draft LCAP during the April 20, 2021 Board Meeting. Parents, members of the public, staff members, and Board Members gave feedback to a revised draft LCAP during the May 18, 2021 Board Meeting. Parents gave feedback to the school during comprehensive surveys during the months of April and May 2021. Students give feedback through a variety of means. This includes surveys, presentations to administration, group discussions, Mustang Meetings, letters to administration, and informal communication. Members of the Montecito Teachers' Association gave feedback during staff meetings. Our parent advisory gave input through email and were invited to attend the May Board Meeting for further discussion. The Special Education Local Plan Area leadership was given an early draft and submitted comments.

This describes work done on this year's update: Parents, members of the public, staff members, and Board Members gave feedback to draft goals during the February 21, 2023 Board Meeting. Parents, members of the public, staff members, and Board Members gave feedback to revised goals during the March 15, 2022 Board Meeting. Teachers gave feedback on revised goals during various meetings throughout March and April, 2023. Parents, members of the public, staff members, and Board Members gave feedback to a preliminary draft LCAP during the March 21, 2023 and April 18, 2023 Board Meeting. Parents, members of the public, staff members, and Board Members gave feedback to a revised draft LCAP during the May 16, 2023 Board Meeting. Parents gave feedback to the school during comprehensive surveys during the months of April and May 2023. Students give feedback through a variety of means. This includes surveys, presentations to administration, group discussions, Mustang Meetings, letters to administration, and informal communication. Members of the Montecito Teachers' Association gave feedback during staff meetings. Our parent advisory gave input through email and were invited to attend the May Board Meeting for further discussion. The Special Education Local Plan Area leadership was given an early draft and submitted comments. The Public Hearing was held on June 6, 2023.

A summary of the feedback provided by specific educational partners.

This describes the process to write our LCAP originally in 2021: The main feedback was that the draft goals and preliminary drafts were in the right areas. Staff members recommended specific attention be paid to multi-tiered systems of support (MTSS). Parents wanted to ensure that MTSS work includes enrichment as well as remediation. The Board recommended that the actions specifically delineate what is being done, by whom, and what the benefit will be to which students as recommended.

This describes work done on this year's update: The main feedback was to continue the goals and actions previously stated. We increased the budget from \$571,031 to \$769,072 primarily to account for salary growth.

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

This describes the process to write our LCAP originally in 2021: Staff members recommended specific attention be paid to multi-tiered systems of support (MTSS). As a result, we rewrote Goal 1, Action 1, which reads: "Led by the principal, the Multi-Tiered System of Support Committee will design and implement a Multi-Tiered System of Support that provides intervention, enrichment, and differentiation to better meet the diverse needs of all students, with particular attention paid to foster youth, students who qualify for free or reduced price lunches, and English learners. A full-time certificated teacher, and a full-time classified staff member will help to administer the program and will directly support students. In addition, a reading specialist and math specialist will support MTSS work in those disciplines. Finally, a portion of two other certificated teachers will be assigned to MTSS work to support students."

Parents wanted to ensure that MTSS work includes enrichment as well as remediation. As a result, we included "enrichment" in Goal 1, Action 1, which reads, "Led by the principal, the Multi-Tiered System of Support Committee will design and implement a Multi-Tiered System of Support that provides intervention, enrichment, and differentiation to better meet the diverse needs of all students, with particular attention paid to foster youth, students who qualify for free or reduced price lunches, and English learners. A full-time certificated teacher, and a full-time classified staff member will help to administer the program and will directly support students. In addition, a reading specialist and math specialist will support MTSS work in those disciplines. Finally, a portion of two other certificated teachers will be assigned to MTSS work to support students."

The Board recommended that the actions specifically delineate what is being done, by whom, and what the benefit will be to which students as recommended. As a result, we rewrote all actions.

The Santa Barbara County Education Offices stressed the importance of addressing all parts of the eight state priorities, even those sections we have already reached success in. As a result, we added Goal 1, Action 6, which reads: "Continue to 1) assign appropriately credentialed teachers, 2) maintain sufficient instructional materials, and 3) maintain clean and safe facilities."

The Santa Barbara County Special Education Local Plan Area (SBCSELPA) was consulted during the creation of the LCAP. They recommended that we update the "LCAP: Annual Update: Mental/Social/Emotional Well-Being" section to reflect the ongoing professional development offered by SBCSELPA. as a result, we inserted this: "The Santa Barbara County Special Education Local Plan Area (SBCSELPA) offers ongoing professional development that 1) directly supports staff mental health and social well-being as well as 2) indirectly supports student mental health and social well-being. These offerings are listed on the SBCSELPA website at <https://www.sbcseelpa.org/> and are regularly shared with staff."

This describes work done on this year's update: The feedback was to continue the goals and actions previously stated. No other comments have been received.

# Goals and Actions

## Goal

Goal #	Description
1	Montecito Union School will have a relevant, rigorous, and integrated curriculum, taught by appropriately assigned and credentialed teachers using materials designed to engage the “whole child” in facilities that are safe and in good repair. Staff will utilize best practices and multiple assessment measures.

An explanation of why the LEA has developed this goal.

CAASPP testing indicates that not all students are meeting expectations. Local data also indicates that not all students are meeting grade level benchmarks. Parents consistently advocate for a rigorous curriculum and the use of best practices. With research to support their conclusion, teachers believe that an integrated curriculum will maximize the learning minutes, leading to academic success for all students. Board Members advocate for assessment measures which will properly show progress and indicate growth opportunities.

## Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
CAASPP ELA 3rd Grade	2019: 83.93	2021: 68	2022: 84		Raise scores to 85%
CAASPP ELA 4th Grade	2019: 91.23	2021: 93	2022: 90		Maintain over 90%
CAASPP ELA 5th Grade	2019: 89.09	2021: 88	2022: 95		Raise scores to 90% or greater
CAASPP ELA 6th Grade	2019: 86.95	2021: 82	2022: 89		Raise scores to 90% or greater
CAASPP Math 3rd Grade	2019: 83.92	2021: 82	2022: 85		Raise scores to 85%
CAASPP Math 4th Grade	2019: 92.98	2021: 95	2022: 96		Maintain scores of 90% or greater
CAASPP Math 5th Grade	2019: 77.77	2021: 84	2022: 86		Raise scores to 80%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
CAASPP Math 6th Grade	2019: 85.51	2021: 86	2022: 90		Raise scores to 90%
CAST Science (5th)	2019: 69.09	2021: 75	2022: 86		Raise scores to the 75% or greater
Local Benchmark Assessments: Reading	2020-2021: 80% or more of students are on or above grade level reading expectations	2021-2022: 74.6% trimester 2	2022-2023: 73% trimester 2. Please note, we changed our assessment tools in this area as compared to the previous year.		84% or more of students are on or above grade level reading expectations
Local Benchmark Assessments: Writing	2020-2021: 80% or more of students are on or above grade level writing expectations	2021-2022: 67.9% trimester 2	2022-2023: 90.6% trimester 2		84% or more of students are on or above grade level writing expectations
Local Benchmark Assessments: Mathematics Unit Assessments	2020-2021: 80% or more of students are on or above grade level on all math unit assessments	2021-2022: 81.1% trimester 2	2022-2023: 85% trimester 2		84% or more of students are on or above grade level on all math unit assessments
Local Benchmark Assessments: Mathematics Problem Solving Unit Assessments	2020-2021: 80% or more of students are on or above grade level on all math problem solving assessments	2021-2022: 83.9% trimester 2	2022-2023: 92.88% trimester 2		84% or more of students are on or above grade level on all math problem solving assessments
Williams Report	2020-2021: zero complaints	2021-2022: zero complaints to date	2022-2023: zero complaints to date		Zero complaints.

## Actions

Action #	Title	Description	Total Funds	Contributing
<b>1.1</b>	Multi-Tiered System of Support	Led by the principal, the Multi-Tiered System of Support Committee will design and implement a Multi-Tiered System of Support that provides intervention, enrichment, and differentiation to better meet the diverse needs of all students, with particular attention paid to foster youth, students who qualify for free or reduced-price lunches, and English learners. 1.11 FTE certificated teachers and a full-time classified staff member will help to administer the program and will directly support students. In addition, 1 FTE math specialist will support MTSS work and a .5 FTE certificated teacher will be assigned to MTSS work to support students.	\$630,633.00	No
<b>1.2</b>	Utilize data to meet needs of all learners	Teachers and administrators will utilize data in order to better meet the needs of all learners with particular attention paid to foster youth, students who qualify for free or reduced price lunches, and English learners.	\$0.00	No
<b>1.3</b>	Hands-on science	Teachers will fully implement hands-on science units with cross-curricular connections to other disciplines in order to ensure student mastery of science standards.	\$0.00	No
<b>1.4</b>	Engineering units	Teachers will fully implement engineering units of instruction in order to ensure student mastery of the engineering strand of the science standards.	\$0.00	No
<b>1.5</b>	Professional development	Principal will monitor and adjust professional development in order to 1) meet the needs of all learners, with particular attention paid to foster youth, students who qualify for free or reduced price lunches, and English learners, 2) ensure alignment with the content standards, and 3) maintain a relevant, rigorous, and integrated curriculum. This will ensure high-quality instruction and student success.	\$0.00	No

Action #	Title	Description	Total Funds	Contributing
1.6	Teachers, materials, and facilities	Continue to 1) assign appropriately credentialed teachers, 2) maintain sufficient instructional materials, and 3) maintain clean and safe facilities.	\$0.00	No

## Goal Analysis [2022-23]

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

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

1.1 Led by the principal, the Multi-Tiered System of Support Committee continued to implement a Multi-Tiered System of Support, revising the program when required. This provided intervention, enrichment, and differentiation to better meet the diverse needs of all students, with particular attention paid to foster youth, students who qualify for free or reduced price lunches, and English learners. 1.11 FTE certificated teachers, and a full-time classified staff member continued to help administer the program and directly supported students. In addition, a reading specialist and math specialist supported MTSS work in those disciplines. Finally, a portion of two other certificated teachers was assigned to MTSS work to support students.

1.2 Teachers and administrators continued to utilize data in order to better meet the needs of all learners with particular attention paid to foster youth, students who qualify for free or reduced price lunches, and English learners.

1.3 Teachers fully implemented hands-on science units with cross-curricular connections to other disciplines in order to ensure student mastery of science standards. All grade levels now have fully integrated science units deployed.

1.4 Teachers fully implemented engineering units of instruction in order to ensure student mastery of the engineering strand of the science standards.

1.5 Principal continued to monitor and adjust professional development in order to 1) meet the needs of all learners, with particular attention paid to foster youth, students who qualify for free or reduced price lunches, and English learners, 2) ensure alignment with the content standards, and 3) maintain a relevant, rigorous, and integrated curriculum. This ensured high-quality instruction and student success.

1.6 We continued to 1) assign appropriately credentialed teachers, 2) maintain sufficient instructional materials, and 3) maintain clean and safe facilities.

There were no substantive differences in planned actions and actual implementation of these actions.

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 are no material differences between budgeted expenditures and estimated actual expenditures. The small difference represents the difference between projected and actual salaries only.

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

Action 1.1 had a positive, direct, measurable effect on student achievement (with particular attention paid to foster youth, students who qualify for free or reduced price lunches, and English learners) in ELA and mathematics as student received targeted instruction and, in some cases, an expanded learning day.

Action 1.2 had a positive, indirect, measurable effect on student achievement (with particular attention paid to foster youth, students who qualify for free or reduced price lunches, and English learners) in ELA and mathematics as the data analysis ensured students received the support they needed in class and through MTSS.

Action 1.3 had a positive, direct, measurable effect on student achievement as the full implementation of hands-on science units with crosscurricular connections to other disciplines ensured an increased student mastery of science standards.

Action 1.4 had a positive, direct, measurable effect on student achievement as the full implemented engineering units of instruction ensured an increased student mastery of science standards.

Action 1.5 had a positive, indirect effect on student achievement (with particular attention paid to foster youth, students who qualify for free or reduced price lunches, and English learners) as the principal's monitoring and adjusting of professional development served to target this work to student achievement.

Action 1.6 had a positive, indirect effect on student achievement in that credentialed teachers, sufficient materials, and clean and safe facilities allowed for effective work in the classroom and a focus on student achievement.

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

We will specifically monitor those students who have not yet met grade level standards on CAASPP ELA, CAASPP Mathematics, or our local benchmark assessments. We will meet their needs through differentiated classroom instruction and/or MTSS support as their needs require.

**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	English Learners at Montecito Union School will receive a relevant and rigorous curriculum, making regular progress and achieving at levels similar to English-only peers after a reasonable period of time.

An explanation of why the LEA has developed this goal.

The California Dashboard indicates "medium" English learner progress. Our most recent reclassification rate is 23.5%. Parents of English learners want their students to have the best curricular resources and to begin to achieve at the same level (or better) as their English-only peers as soon as practicable. Teachers feel the curriculum should be relevant and interconnected to the rest for the learning day.

## Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
English Learner Progress as measured by Dashboard	2019: 46.7% (medium)	Dashboard not posted	2022 Dashboard: 84.6% making progress. No performance level indicated by Dashboard		56% (high)
Reclassification rate	2020-2021: 22.2%	2021-2022: not yet completed for the year...40% projected.	2022-2023: 23.5%		25%
Local Benchmark Assessments: Reading	2020-2021: 50% or more of English language learners are on or above grade level reading expectations	2021-2022: 60.5% Trimester 2	2022-2023: 69% Trimester 2		60% or more of English language learners are on or above grade level reading expectations
Local Benchmark Assessments: Writing	2020-2021: 50% or more of English language learners are	2021-2022: 56.8% Trimester 2	2022-2023: 92.8%		60% or more of English language learners are on or

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	on or above grade level writing expectations				above grade level writing expectations
Local Benchmark Assessments: Mathematics Unit Assessments	2020-2021: 50% or more of English language learners are on or above grade level on all math unit assessments	2021-2022: 70.5% Trimester 2	2022-2023: 100%		60% or more of English language learners are on or above grade level on all math unit assessments
Local Benchmark Assessments: Mathematics Problem Solving Unit Assessments	2020-2021: 50% or more of English language learners are on or above grade level on all math problem solving assessments	2021-2022: 77.3% Trimester 2	2022-2023: 100%		60% or more of English language learners are on or above grade level on all math problem solving assessments
Chronic Absenteeism rate for Hispanic Students	2019-2020: 6.8%	2021-2022 to date: 4.5%	2022-2023: 9.76%		6.6%

## Actions

Action #	Title	Description	Total Funds	Contributing
<b>2.1</b>	EL professional development	Principal will provide and/or coordinate ongoing professional development to classroom teachers and language specialists related to implementation of ELA/ELD standards in order to ensure the success of English learners.	\$0.00	Yes
<b>2.2</b>	EL instruction	Dedicated English language development teachers .68 FTE and classroom teachers 21 FTEs will provide support and instruction to students who are English learners through a variety of means, including: in class, through small group instruction, in one-on-one	\$137,339.00	Yes

Action #	Title	Description	Total Funds	Contributing
		sessions, and through other instructional delivery styles. Each student's instruction will be organized around meeting their particular needs. \$73,430 of this total is the required apportionment to improve or increase services to unduplicated pupils. The allocation of staff to serve exclusively this population exceeds the requirements and will be fully spent at the end of each fiscal year.		
2.3	EL instructional materials	Principal will provide high-quality instructional materials to teachers and language specialists to use with students who are English learners in order to ensure student success and mastery of English. In addition materials specific for this population will be obtained throughout the school year.	\$500.00	Yes
2.4	Supplementary EL materials for students	Language specialists will provide supplementary learning materials and resources directly to students who are English learners during the year and throughout the summer .	\$600.00	Yes

## Goal Analysis [2022-23]

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

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

2.1 Principal continued to provide and coordinate ongoing professional development to classroom teachers and language specialists related to implementation of ELA/ELD standards in order to ensure the success of English learners.

2.2 English language development teachers and classroom teachers continued to provide support and instruction to students who are English learners through a variety of means, including: in class, through small group instruction, in one-on-one sessions, and through other instructional delivery styles. Each student's instruction was organized around meeting their particular needs.

2.3 Principal continued to provide high-quality instructional materials to teachers and language specialists to use with students who are English learners in order to ensure student success and mastery of English. In addition, materials specific for this population were obtained throughout the school year.

2.4 Language specialists continued to provide supplementary learning materials and resources directly to students who are English learners during the year and will provide materials for use throughout the summer.

There are no substantive differences in planned actions and actual implementation of these actions. Please note that COVID-19 required students to stay home when ill or symptomatic, resulting in the percentages of chronically absent students to climb, including those that are Hispanic, which we were monitoring. Though Chronically Absent Hispanic students increased from 4.5% to 8.9% in the Dashboard, this number is actually 2.6% better than the average for students overall. Now that COVID-19 absences are on the decline, we are seeing a decline in the trend line for all students and for Hispanic students as a sub-group. Though we want healthy students here in school, we are also actively recommending that sick and symptomatic students stay home. We haven't changed this metric as we are hopeful that this trend will change over time.

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 are no material differences between budgeted expenditures and estimated actual expenditures. The small difference represents the difference between projected and actual salaries only..

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

2.1 Had a positive, indirect, measurable effect on student achievement. Because the principal provided and coordinated ongoing professional development to classroom teachers and language specialists related to implementation of ELA/ELD standards in order to ensure the success of English learners, classroom teachers and language specialists were better able to meet the needs of English learners.

2.2 Had a positive, direct, measurable effect on student achievement. When English language development teachers and classroom teachers provided support and instruction to students who are English learners through a variety of means, including: in class, through small group instruction, in one-on-one sessions, and through other instructional delivery styles, each student's instruction was organized around meeting their particular needs. In this way, we ensured that each student was getting the tools for success.

2.3 Had a positive, indirect, measurable effect on student achievement. Since the principal provided high-quality instructional materials to teachers and language specialists to use with students who are English learners in order to ensure student success and mastery of English, students had the tools they needed to be successful. In addition, since materials specific for this population were obtained throughout the school year, as new needs arose, students were served effectively throughout the year.

2.4 Language specialists provided supplementary learning materials and resources directly to students who are English learners during the year. This had a positive, indirect, measurable effect on student achievement as this particular population of students had access to additional materials. Language specialists provided supplementary learning materials and resources directly to students who are English learners for use throughout the summer. This will occur this summer, so the effects are not yet known.

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.

No changes are required.

**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	Montecito Union School will promote the consistent demonstration of kindness, respect, and integrity. Students will be given the skills to communicate effectively and display appropriate social skills and manners. Students will be nurtured socially and emotionally. Students will develop mindfulness, health, and advocacy skills. Students will develop a strong sense of empathy and a need to respect the views of others. Parents will continue to be involved partners in the school, especially when it comes to programs regarding English learners, foster youth, students from low socioeconomic backgrounds, or students with exceptional needs.

An explanation of why the LEA has developed this goal.

Parents, students, staff members, and Board Members have consistently advocated for continued work on kindness, respect, and integrity across the school. They are united in feeling that a focus on character is not only important for school climate and attendance, but that it also leads to higher academic success as students are able to focus more on academics. Local data indicates instances of social aggression and misbehavior, necessitating continued focus in this area. Our chronic absenteeism rate is 6.7%, which we believe will be improved through a more positive school culture.

## Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Suspension Days	2020-2021: 2	2021-2022: 6 to date	2022-2023: 0 to date		2
Chronic absenteeism rate	2020-2021: 6.7%	2021-2022: 10.2% to date	2022 Dashboard is 11.5%. Chronically absent rate for the year to date is 16.05%.		5%
Culture and Character Strand on comprehensive parent survey	2020-2021: 95% agree plus strongly agree	2021-2022: average 93.8%	2022-2023: average 97.4% to date		95%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Expulsion rate	2020-2021: 0%	2021-2022: 0% to date	2022-2023: 0% to date		0%
CA Kids Healthy Kids Survey; School Engagement and Supports Section	2018-2019: for all indicators in this section, students report "Yes, most of the time" or "Yes, all of the time" 81% of the time or more	Not administered this year.	Not administered this year.		85%
Parent participation in child-specific comprehensive survey	2020-2021: 87%	2021-2022: poll is still open; currently at 37% and climbing	2022-2023: 67%		87%
Parent participation rate in fall parent-teacher conferences	2020-2021: 90%	2021-2022: 90%	2022-2023: 90%		90%

## Actions

Action #	Title	Description	Total Funds	Contributing
<b>3.1</b>	Character, social, emotional, and behavioral training	Principal, and/or assistant principal, and/or counselor, and/or school psychologist will provide training to all staff members that work directly with students on restorative approaches, positive behavioral support, character development, and behavior management in order to ensure students' social, emotional, and behavioral growth and success.	\$0.00	No
<b>3.2</b>	Habits of Mind Roadmaps	Assistant principal will revise and refine Habits of Mind Roadmaps and year long character education curriculum so teachers have relevant, impactful resources in order to ensure students' social, emotional, and behavioral growth and success.	\$0.00	No

Action #	Title	Description	Total Funds	Contributing
3.3	Suspension analysis and intervention	Superintendent will analyze suspension data and facilitate interventions to students at-risk in order to reduce suspensions and maximize time in school for students who have been suspended.	\$0.00	No
3.4	Attendance protocols	Assistant principal will monitor and adjust attendance protocols to ensure families recognize the importance of school attendance in order to maximize time in school, especially for frequently absent or tardy students.	\$0.00	No
3.5	Action plans: chronically absent Hispanic and/or EL students	Assistant principal will monitor the attendance of all Hispanic students and will create an action plan for any student in this subgroup who is in danger of becoming chronically absent. Translation will be made available as needed and provided by existing bilingual staff.	\$0.00	No
3.6	Parent outreach for EL, low income, and exceptional needs	All parents of students who are English language learners, and/or low income, and/or who have exceptional needs will be 1) invited to attend a parent-teacher conference, 2) will be invited to take part in a yearly comprehensive survey, and 3) will be made aware of the MTSS program with information about how their child might qualify for support through this program. Translation will be made available as needed.	\$0.00	No

## Goal Analysis [2022-23]

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

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

3.1 Assistant principal, counselor, and school psychologist continued to provide training to all staff members that work directly with students on restorative approaches, positive behavioral support, character development, and behavior management in order to ensure students' social, emotional, and behavioral growth and success.

3.2 Assistant principal refined Habits of Mind Roadmaps and year long character education curriculum so teachers have relevant, impactful resources in order to ensure students' social, emotional, and behavioral growth and success.

3.3 Superintendent analyzed suspension data and facilitated interventions to students at-risk in order to reduce suspensions and maximize time in school for students who have been suspended. Please note, we have no suspensions for the year to date.

3.4 Assistant principal monitored and adjusted attendance protocols to ensure families recognize the importance of school attendance in order to maximize time in school, especially for frequently absent or tardy students. Please note, students were required to stay home for a number of days when COVID positive, and students were encouraged to stay home when symptomatic. This required us to adjust our outreach.

3.5 Assistant principal monitored the attendance of all Hispanic students and created an action plan for any student in this subgroup who is in danger of becoming chronically absent. Translation was made available as needed. Please note, students were required to stay home for a number of days when COVID positive, and students were encouraged to stay home when symptomatic. This required us to adjust our outreach.

3.6 All parents of students who are English language learners, and/or low income, and/or who have exceptional needs were be 1) invited to attend a parent-teacher conference, 2) were be invited to take part in a yearly comprehensive survey, and 3) were be made aware of the MTSS program with information about how their child might qualify for support through this program. Translation was made available as needed and was done through internal staff.

There were no substantive differences in planned actions and actual implementation of these actions.

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 are no material differences.

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

3.1 Had a positive effect. Assistant principal, counselor, and school psychologist provided training to all staff members that work directly with students on restorative approaches, positive behavioral support, character development, and behavior management in order to ensure students' social, emotional, and behavioral growth and success. This resulted in fewer suspensions and higher attendance with focus students.

3.2 Had a positive effect. Assistant principal revised and refined Habits of Mind Roadmaps and year long character education curriculum so teachers have relevant, impactful resources in order to ensure students' social, emotional, and behavioral growth and success. This resulted in fewer referrals and suspensions with focus students.

3.3 Had a positive effect. Superintendent analyzed suspension data and facilitated interventions to students at-risk in order to reduce suspensions and maximize time in school for students who have been suspended. Only one student was suspended this year.

3.4 Had a positive effect with target students. That said, in this year of COVID, we also asked symptomatic students to stay home, so there were more chronically absent students this year. Assistant principal monitored and adjusted attendance protocols to ensure families recognize the importance of school attendance in order to maximize time in school, especially for frequently absent or tardy students.

3.5 Had a positive effect and put a particular emphasis on these students. Assistant principal monitored the attendance of all Hispanic students and created an action plan for any student in this subgroup who is in danger of becoming chronically absent. Translation was made available as needed.

3.6 Had a positive effect. All parents of students who are English language learners, and/or low income, and/or who have exceptional needs were 1) invited to attend a parent-teacher conference, 2) invited to take part in a yearly comprehensive survey, and 3) made aware of the MTSS program with information about how their child might qualify for support through this program. Translation was made available as needed. These families were connected more closely with the school this year as a result.

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.

Our chronic absenteeism rate went up instead of down this year. That said, we encouraged students to stay home when symptomatic due to COVID this year, and expect our proposed actions to be more successful next year if COVID continues to wane.

**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 [2023-24]

Projected LCFF Supplemental and/or Concentration Grants	Projected Additional LCFF Concentration Grant (15 percent)
\$73,430	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
1.85%	0.00%	\$0.00	1.85%

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.

\$138,439 has been budgeted in this LCAP specifically to improve the outcomes for foster youth, English learners, and low-income students. This exceeds the apportionment/core funding in this LCAP, and represents a commitment to the success of these students over and above what is required by the state of California. Goal 2 has been crafted specifically toward the needs of our English learners. These funds will be fully expended by the end of the fiscal year to support unduplicated pupils. Due to the District's Community Funded status, the District does not receive any additional or increased apportionment based on the Enrollment of Foster Youth, English Learners, or Low-Income students. The District, however, remains required to provide these services as if it received additional funding. These services are provided and funded with the District's unrestricted general fund money from property tax revenue.

Goal 2, Action 1, "EL professional development," will help us ensure that classroom teachers and language specialists have the skills and knowledge they need to serve their English language learners. Ongoing professional development is needed to ensure that all professionals will be successful with this target group. In this way, teachers will provide English learners with targeted instruction, that contributes to the success of these students. This action is largely the same as an action in our previous LCAP and is being continued as it has proven to be effective. Our most recent California School Dashboard indicated that 84.6% of our English learners were making progress toward English

language proficiency. This shows that we are being effective. According to our analysis, ongoing professional development is a part of this success.

Goal 2, Action 2, "EL instruction," will provide services to English learners above and beyond what other students receive. Specifically, these students will receive instruction in the method that is best for them. Depending on the student need, this could occur in class with the classroom teacher, in a small group in class with the language specialist, in a small group outside of class with the language specialist, or one-on-one with the language specialist. In this way, we can ensure that each student is set up for success. This action is largely the same as an action in our previous LCAP and is being continued as it has proven to be effective. Our most recent California School Dashboard indicated that 84.6% of our English learners were making progress toward English language proficiency. This shows that we are being effective. According to our analysis, instruction that is particularly attuned to each learner is a part of this success.

Goal 2, Action 3, "EL instructional materials," will provide services to English learners above and beyond what other students receive. Specifically, classroom teachers and language specialists will be given materials particularly attuned to the needs of English learners. This will ensure each student has the necessary materials to help them be successful. This action is largely the same as an action in our previous LCAP and is being continued as it has proven to be effective. Our most recent California School Dashboard indicated that 84.6% of our English learners were making progress toward English language proficiency. This shows that we are being effective. According to our analysis, having high-quality instructional materials is a part of this success.

Goal 2, Action 4, "Supplementary EL materials for students," will provide services to English learners above and beyond what other students receive. Specifically, a budget has been set aside to purchase student materials that will help each English learner succeed. This could be workbooks, realia, digital tools, or other types of materials for student use. In addition, materials will be available for the summer months so students can continue to master English while away from school. Our most recent California School Dashboard indicated that 84.6% of our English learners were making progress toward English language proficiency. This shows that we are being effective. According to our analysis, having supplementary EL materials for students is a part of this success.

Additionally, two of our Action items in the other LCAP goals are attuned specifically to improving the outcomes for foster youth, English learners, and low-income students.

Goal 3, Action 5, "Action plans: chronically absent Hispanic and/or EL students," will provide services to English learners (and/or Hispanic students) that are above and beyond what other students receive. Specifically, action plans will be created to ensure that this targeted group of students gets quickly back on track if they become chronically absent, and translation services will be provided to ensure a strong home-school connection to ensure student success.

Goal 3, Action 6: "Parent outreach for EL, low income, and exceptional needs" requires the school to go provide services to the parents of English learners, low-income students, and exceptional needs students that are above and beyond what we do for other students. Specifically, special efforts will be made (including translation services when needed) to invite and involve families in parent-teacher conferences, and yearly surveys, and to make sure all are aware of the MTSS program described below in Goal 1, Action 1.

Finally, the needs of foster youth, English learners, and low-income students were considered first even in our other goals and actions.

Goal 1 Action 1, "Multi-Tiered System of Support," is provided to the entire school. We have no identified foster youth, so we do not have any unmet needs in this area. The needs of English learners and low-income students were considered first. Specifically, these students will be given priority for MTSS services. This action will be effective in meeting the needs of these students because their priority designation ensures they will be given support for their learning needs if needed.

Goal 1 Action 2, "Utilize data to meet needs of all learners," is provided to the entire school. We have no identified foster youth, so we do not have any unmet needs in this area. The needs of English learners and low-income students were considered first. Specifically, the data for English learners and low-income students will be disaggregated. This action will be effective in meeting the needs of these students because staff will consider their academic performance individually and as a group, leading to higher academic outcomes for students.

Goal 1 Action 3, "Hands-on science," is provided to the entire school. We have no identified foster youth, so we do not have any unmet needs in this area. The needs of English learners and low-income students were considered first. Specifically, English learners are more successful in science when they have hands-on experiences that assist them in mastering the academic language presented. Additionally, hands-on science gives low-income students experiences that they may not have had access to. This action will be effective in meeting the needs for these students because this methodology is proven to be successful, especially those with language deficits in the target language or who don't have science experiences to draw from outside of school.

Goal 1 Action 4, "Engineering units," is provided to the entire school. We have no identified foster youth, so we do not have any unmet needs in this area. The needs of English learners and low-income students were considered first. Specifically, English learners are more successful in science (and specifically the engineering strand) when they have hands-on experiences that assist them in mastering the academic language presented. Additionally, hands-on science (and specifically the engineering strand) gives low-income students experiences that they may not have had access to. This action will be effective in meeting the needs for these students because this methodology is proven to be successful, especially for those with language deficits in the target language or who don't have science experiences (and specifically, the engineering strand) to draw from outside of school.

Goal 1 Action 5, "Professional development," is provided to the entire school. We have no identified foster youth, so we do not have any unmet needs in this area. The needs of English learners and low-income students were considered first. Specifically, the action notes that professional development will be targeted to the needs of foster youth, English learners, and low-income students. This action will be effective in meeting the needs of these students because the professional development will be targeted, giving the staff the tools they need to help these populations of students succeed.

Goal 3 Action 1, "Character, social, emotional, and behavioral training," is provided to the entire school. We have no identified foster youth, so we do not have any unmet needs in this area. The needs of English learners and low-income students were considered first. Specifically, character, social, emotional, and behavioral success is integral to academic success for all students, but English learners at times need assistance socially because of the language barrier. Low-income students may need specific assistance in these areas in Kindergarten as they are less likely to have attended a high-quality preschool. This action will be effective in meeting the needs for these students because it will help these students gain skills in these areas, allowing them to succeed academically.

Goal 3 Action 2, "Habits of Mind Roadmaps," is provided to the entire school. We have no identified foster youth, so we do not have any unmet needs in this area. The needs of English learners and low-income students were considered first. Specifically, character, social, emotional, and behavioral success is integral to academic success for all students, but English learners at times need assistance socially because of the language barrier. Low-income students may need specific assistance in these areas in Kindergarten as they are less likely to have attended a high-quality preschool. This action will be effective in meeting the needs of these students because it will help these students gain skills in these areas, allowing them to succeed academically.

Goal 3 Action 3, "Suspension analysis and intervention," is provided to the entire school. We have no identified foster youth, so we do not have any unmet needs in this area. The needs of English learners and low-income students were considered first. Specifically, studying the data will allow us to discern if there are any implicit biases in suspensions that may disadvantage English learners or low-income students. Moreover, suspensions of students in these populations are especially disruptive as they need access to instruction to succeed and, often, make up for gaps in their learning. This action will be effective in meeting the needs of these students because it will ensure that suspensions are done fairly and that interventions are given when needed, especially to these target students.

Goal 3 Action 4, "Attendance protocols," is provided to the entire school. We have no identified foster youth, so we do not have any unmet needs in this area. The needs of English learners and low-income students were considered first. Specifically, studying the attendance data will allow us to discern if there are any patterns of attendance for English learners or low-income students that require specific actions on our part that are above and beyond our normal practices. Moreover, chronic absenteeism of students in these populations is especially disruptive as they need access to instruction to succeed and, often, make up for gaps in their learning. This action will be effective in meeting the needs of these students because it will ensure that we are doing all we can to support high attendance, especially in these target populations.

Goal 3 Action 5, "Action plans for chronically absent Hispanic students," is provided to the entire school. We have no identified foster youth, so we do not have any unmet needs in this area. The needs of English learners and low-income students were considered first, but the data revealed that Hispanic students' chronic absenteeism rate was on the increase. This year, the Hispanic students' chronic absenteeism rate decreased from 6.8% to 4.5%. Our devotion of special attention to this population is working. It should be noted that our Hispanic population is more likely to be English learners and low-income than our general population, so this action should target these special populations as well.

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

The MTSS certificated positions and classified position intentionally provides targeted academic support to English learner students, low-income students, and foster youth. The English language development teachers will specifically meet the needs of English learners. The English language learning materials will directly support English language learners.

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.

Not applicable as we did not receive concentration grant add-on funding.

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 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 certificated staff providing direct services to students	N/A	N/A

## 2023-24 Total Expenditures Table

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	\$769,072.00				\$769,072.00	\$767,972.00	\$1,100.00

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1.1	Multi-Tiered System of Support	All	\$630,633.00	\$0.00	\$0.00	\$0.00	\$630,633.00
1	1.2	Utilize data to meet needs of all learners	All	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
1	1.3	Hands-on science	All	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
1	1.4	Engineering units	All	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
1	1.5	Professional development	All	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
1	1.6	Teachers, materials, and facilities	All	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
2	2.1	EL professional development	English Learners	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
2	2.2	EL instruction	English Learners Low Income	\$137,339.00	\$0.00	\$0.00	\$0.00	\$137,339.00
2	2.3	EL instructional materials	English Learners	\$500.00	\$0.00	\$0.00	\$0.00	\$500.00
2	2.4	Supplementary EL materials for students	English Learners Low Income	\$600.00	\$0.00	\$0.00	\$0.00	\$600.00
3	3.1	Character, social, emotional, and behavioral training	All	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
3	3.2	Habits of Mind Roadmaps	All	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
3	3.3	Suspension analysis and intervention	All	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
3	3.4	Attendance protocols	All	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
3	3.5	Action plans: chronically absent	All	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
		Hispanic and/or EL students						
3	3.6	Parent outreach for EL, low income, and exceptional needs	All	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00

## 2023-24 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
\$3,976,942	\$73,430	1.85%	0.00%	1.85%	\$138,439.00	0.00%	3.48 %	<b>Total:</b>	\$138,439.00
								<b>LEA-wide Total:</b>	\$0.00
								<b>Limited Total:</b>	\$138,439.00
								<b>Schoolwide Total:</b>	\$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	2.1	EL professional development	Yes	LEA-wide	English Learners	All Schools	\$0.00	0
2	2.2	EL instruction	Yes	Limited to Unduplicated Student Group(s)	English Learners Low Income	All Schools	\$137,339.00	0
2	2.3	EL instructional materials	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	\$500.00	0
2	2.4	Supplementary EL materials for students	Yes	Limited to Unduplicated Student Group(s)	English Learners Low Income	All Schools	\$600.00	0

## 2022-23 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	\$699,178.00	\$710,652.00

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	Multi-Tiered System of Support	No	\$571,031.00	\$574,930.00
1	1.2	Utilize data to meet needs of all learners	No	\$0.00	0
1	1.3	Hands-on science	No	\$0.00	0
1	1.4	Engineering units	No	\$0.00	0
1	1.5	Professional development	No	\$0.00	0
1	1.6	Teachers, materials, and facilities	No	\$0.00	0
2	2.1	EL professional development	Yes	\$0.00	0
2	2.2	EL instruction	Yes	\$125,507.00	\$133,082
2	2.3	EL instructional materials	Yes	\$500.00	\$500.00
2	2.4	Supplementary EL materials for students	Yes	\$600.00	\$600.00

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)
3	3.1	Character, social, emotional, and behavioral training	No	\$0.00	0
3	3.2	Habits of Mind Roadmaps	No	\$0.00	0
3	3.3	Suspension analysis and intervention	No	\$0.00	0
3	3.4	Attendance protocols	No	\$0.00	0
3	3.5	Action plans: chronically absent Hispanic and/or EL students	No	\$770.00	\$770.00
3	3.6	Parent outreach for EL, low income, and exceptional needs	No	\$770.00	\$770.00

## 2022-23 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)
\$74,448.00	\$126,607.00	\$134,182.00	(\$7,575.00)	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	2.1	EL professional development	Yes	0	0	0	0
2	2.2	EL instruction	Yes	\$125,507.00	\$133,082.00	0	0
2	2.3	EL instructional materials	Yes	\$500.00	500.00	0	0
2	2.4	Supplementary EL materials for students	Yes	\$600.00	600.00	0	0

## 2022-23 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)
\$3,807,234	\$74,448.00	0	1.96%	\$134,182.00	0.00%	3.52%	\$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](mailto: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 <b>2021–22</b> .	Enter information in this box when completing the LCAP for <b>2021–22</b> .	Enter information in this box when completing the LCAP for <b>2022–23</b> . Leave blank until then.	Enter information in this box when completing the LCAP for <b>2023–24</b> . Leave blank until then.	Enter information in this box when completing the LCAP for <b>2024–25</b> . Leave blank until then.	Enter information in this box when completing the LCAP for <b>2021–22</b> 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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