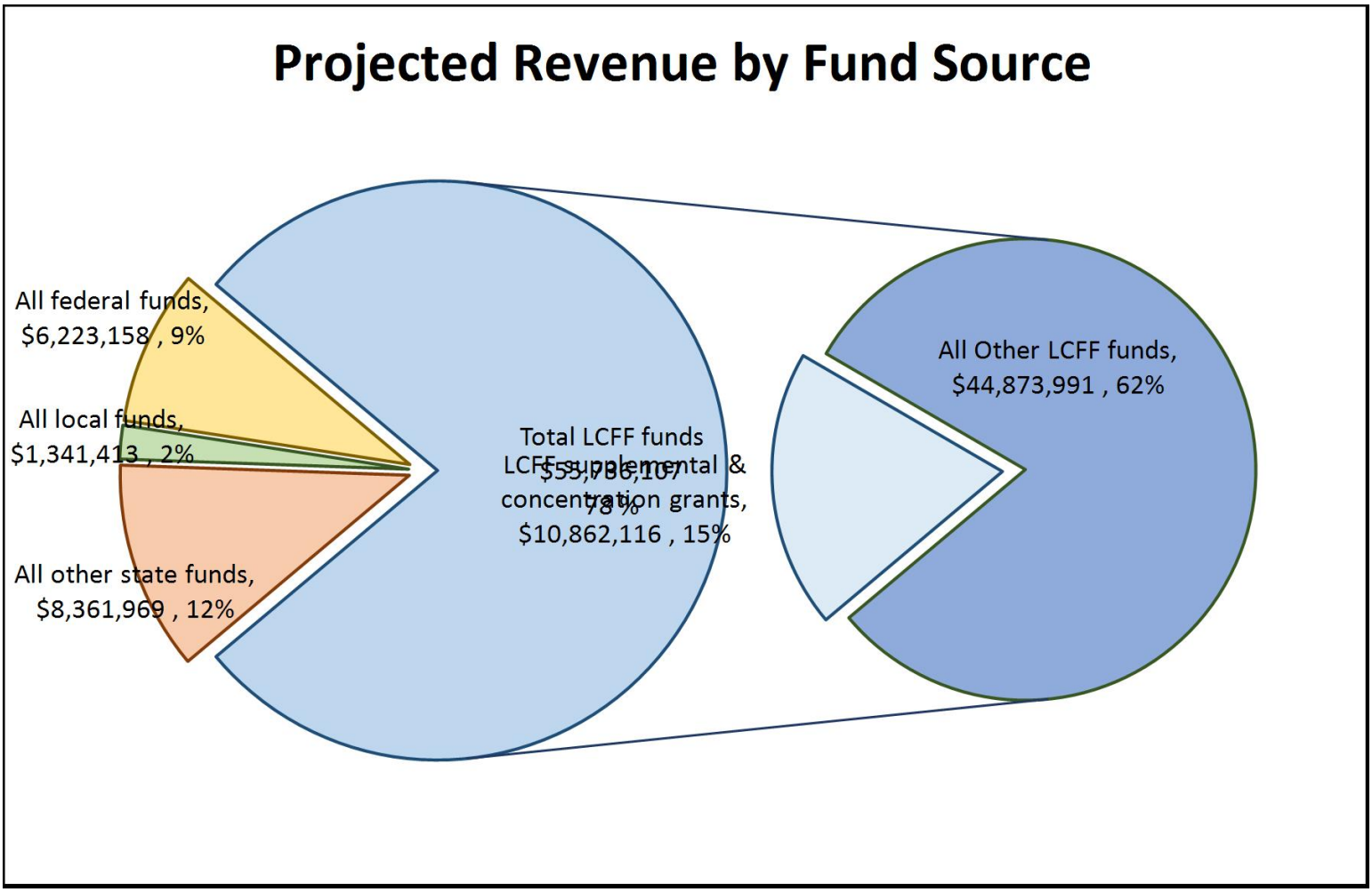
LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Central School District
CDS Code: 36676420000000
School Year: 2023-24
LEA contact information:
Dr. Amy Nguyen-Hernandez
Superintendent
anguyen-hernandez@csd.k12.ca.us
(909) 989-8541

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

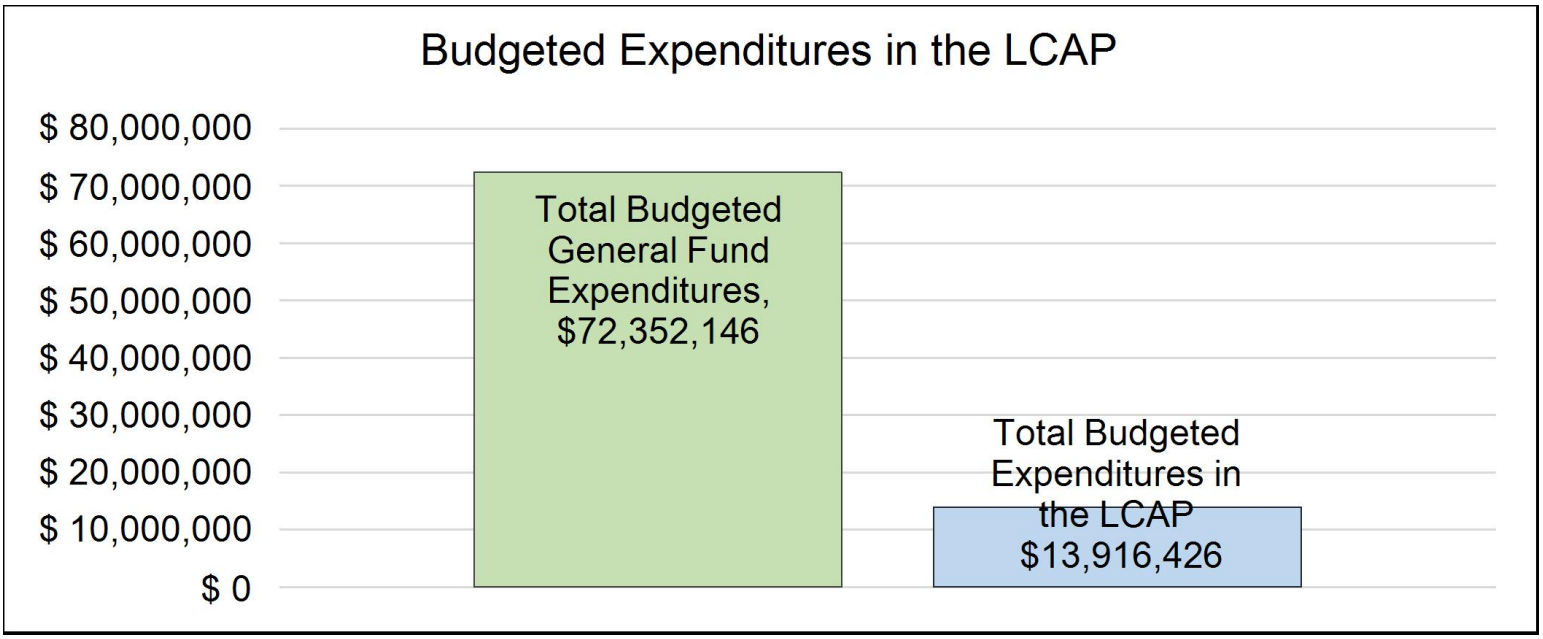


This chart shows the total general purpose revenue Central School District expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Central School District is $71,662,647, of which $55,736,107 is Local Control Funding Formula (LCFF), $8,361,969 is other state funds, $1,341,413 is local funds, and $6,223,158 is federal funds. Of the $55,736,107 in LCFF Funds, $10,862,116 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

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



This chart provides a quick summary of how much Central 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: Central School District plans to spend $72,352,146 for the 2023-24 school year. Of that amount, $13,916,426 is tied to actions/services in the LCAP and $58,435,720 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

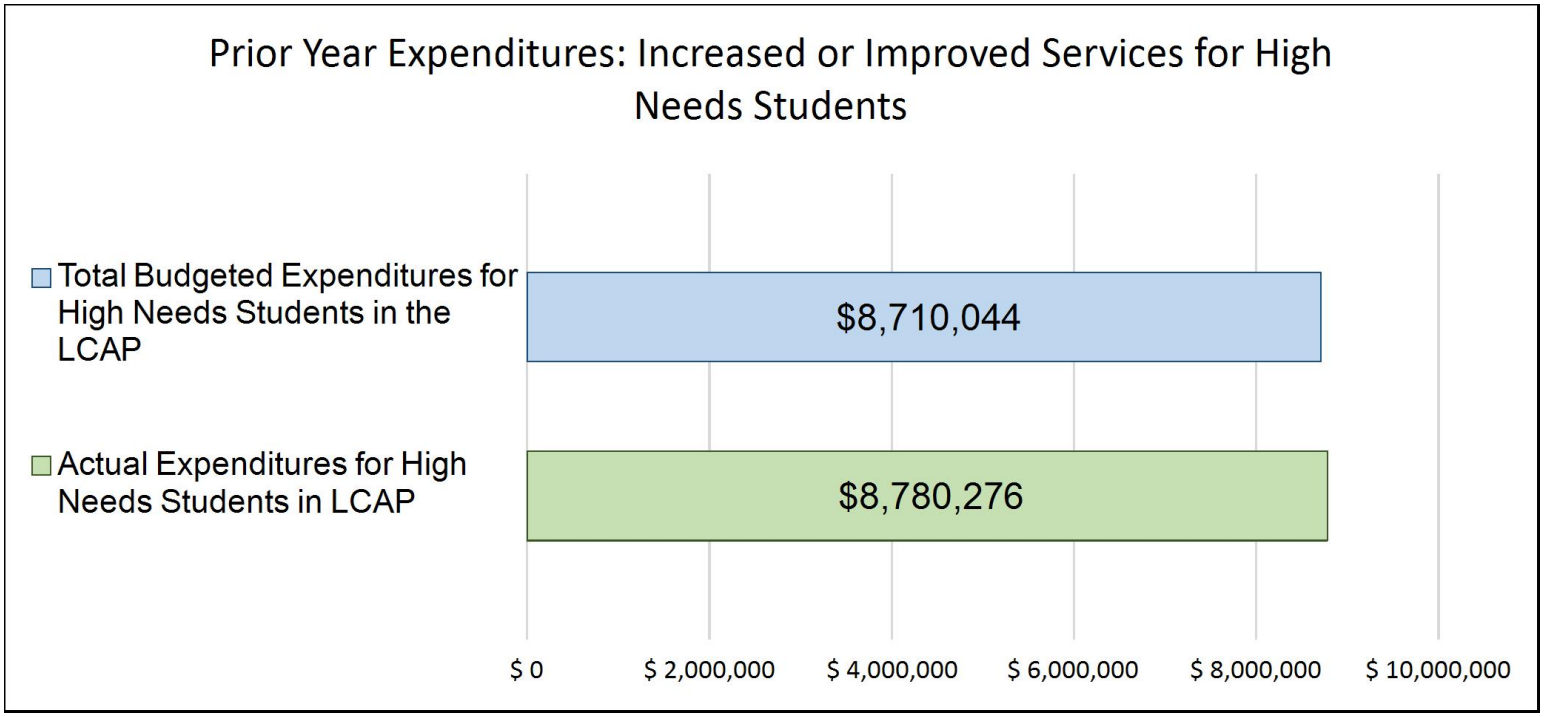
$28.6 million for teachers; $13.5 million for Special Education; $5.0 million for pupil support; $3.5 million for nurses and counselors; $3.1 million for custodial and maintenance support; $2.5 million for clerical support; $2.3 million for utilities and insurance.

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

In 2023-24, Central School District is projecting it will receive $10,862,116 based on the enrollment of foster youth, English learner, and low-income students. Central School District must describe how it intends to increase or improve services for high needs students in the LCAP. Central School District plans to spend $11,901,192 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 Central 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 Central 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, Central School District's LCAP budgeted $8,710,044 for planned actions to increase or improve services for high needs students. Central School District actually spent $8,780,276 for actions to increase or improve services for high needs students in 2022-23.

The difference between the budgeted and actual expenditures of $70,232 had the following impact on Central School District's ability to increase or improve services for high needs students:

by adding an additional teacher-on-assignment in 2022-23 to support job-embedded teacher professional development in the use of differentiation strategies to meet the needs of unduplicated students.

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
Central School District	Dr. Amy Nguyen-Hernandez Superintendent	ANguyen-Hernandez@csd.k12.ca.us (909) 989-8541

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.

Central School District, located in the city of Rancho Cucamonga, prides itself on fostering close partnerships with the community, families, students, and staff to fulfill its mission statement of 'Learning Today for the Challenges of Tomorrow'. The district encompasses a geographic area of six square miles within San Bernardino County and serves approximately 4,331 students ranging from Transitional Kindergarten (TK) through 8th grade. Central School District comprises five elementary schools, one 5-8 middle school, and one 6-8 middle school. The district is one of four elementary districts within the city of Rancho Cucamonga. After completing their education at Central School District, students go on to attend Alta Loma High School or Rancho Cucamonga High School in the Chaffey Joint Union School District.

Our unduplicated student count, which includes low-income, English learner, and foster youth students, is 71%. Among these, 13% are English learner students, 71% are low-income students, and less than 1% are foster youth. Our English learner students come from diverse language backgrounds, with 60% speaking Spanish, 15% Arabic, 6% Mandarin, 5% Farsi, and 4% Pashto. The remaining 10% of English learners represent 16 other languages, including Filipino, Vietnamese, Cantonese, Hindi, Punjabi, Uzbek, and others. Our student population

is richly diverse, with 55% Hispanic/Latino, 19% White, and 11% African American. The remaining 15% of total student enrollment comprises 6% Asian and 7% other ethnicities.

Reflections: Successes

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

The Central School District is committed to ensuring the academic and social success of its students through the active involvement of its staff, parents, and community. The 2022 CA Schools Dashboard rates the cumulative "All Student" group as Medium in English Language Arts, with students performing 3.1 points above the standard met on the CAASPP ELA (English Language Arts) assessment in spring 2022. The district has successfully accelerated learning, particularly in ELA, and implemented various programs to support teachers, resulting in a 90% satisfaction rate from staff reporting that "they receive the support and guidance they need."

English learners' progress is measured annually by the Summative English Language Proficiency Assessment for California (ELPAC), and as reported on the 2022 CA Dashboard, our English Learner Progress Indicator (ELPI). According to the ELPI, 51.8% of English learners in the district have progressed or maintained at ELPAC level 4, and 19.6% have decreased at least one level. The use of the Paper Tutoring program, available in multiple languages, has helped unduplicated students access before and after school tutoring to support their academic learning during the day. English learner paraprofessionals provide our EL (English Learner) students additional supports. Administrators and teachers have received additional training to support the needs of English learners. In addition, the implementation of the Ellevation Strategies portal will continue into next year to assist teachers support English learners' language and academic needs. These initiatives have resulted in our district exceeding its reclassification rate. Reclassified English learner students also exceed their English Only peers in outperforming in both English Language Arts and math CAASPP assessments.

The district has made significant strides in creating a positive school climate, with an increase in parent involvement and satisfaction, and a strong commitment to implementing social-emotional learning and expanding support. Positive Behavior and Support Interventions (PBIS) and the Second Step social-emotional curriculum are being implemented districtwide. Programs have been planned to prepare students for the future by integrating digital and coding skills, emphasizing reading proficiency, and ensuring social-emotional support. According to the district's 2023 LCAP (Local Control Accountability Plan) survey, parents are highly satisfied, with 97% agreeing that their children 'have access to necessary instructional materials, textbooks, technology, and other resources required for success.' The FIT County Report also rates the district's facilities as conducive to learning, with a 'met' status on the local indicator for Basic Skills.

Facilitated Professional Learning Communities by members of the Educational Services team have helped provide teachers with resources they can use to implement differentiated instruction in the classroom. New teachers received extensive support this year, with regular time with the district Teachers-on-Assignment to help them with classroom management, standards-based instruction, data analysis, and planning instructional lessons to meet identified student needs. The district's focus to support unduplicated students has been to create a multi-year literacy plan supporting all students to read by third grade. The 2023 staff survey reported that 90% of staff report Strongly Agree/Agree "I

receive support and guidance in order to be successful in my job." Intensive professional development was provided to all elementary and middle school math teachers to deepen their understanding of the Common Core Standards in math so that they may adjust their instructional practices to meet the identified mathematical achievement gaps and needs of unduplicated students.

Central School District has made significant efforts to involve parents in their child's educational experience. According to a local survey, 93% of parent respondents report that they are "provided multiple opportunities to be involved in their child's educational experience", and 92% of parents "feel that their input is welcomed and respected." In 2022, the district hired a Director of Student and Family Engagement position to support low-income, foster-youth, and homeless families to overcome barriers to their child's attendance and engagement in school. Additionally, 89% of parents and community members "feel that the district provides programs, services, and opportunities that promote student health through after-school sports, healthy foods, and wellness activities. The district has also expanded resources available to schools to provide students opportunities for after-school clubs and activities and has provided after-school elementary sports events in the fall and spring to all elementary schools. The Extended Learning Opportunity Program, implemented this year, provided students in grades TK-5 identified as unduplicated (socio-economically disadvantaged, English learner and foster youth) with an opportunity to attend an additional 30 days of school as well as expand their day up to 9 hours, inclusive of the regular school day. This effort has recently shown an increase in attendance rate of 94.8% as of May 2023, which is above the prior month.

In summary, Central School District has made considerable progress in various areas over the past year, including English language proficiency, parental involvement, social-emotional support, and student health promotion. The district plans to continue building upon its successes by increasing active student engagement in the classroom through Kagan Cooperative Learning strategies, implementing culturally relevant teaching strategies, providing professional development in Social-Emotional Learning, expanding social-emotional supports, increasing the number of counselors and mentor services at schools, working with schools to implement multi-tiered systems of support, and continuing PBIS at all schools. The district's efforts to implement effective teaching strategies, provide after-school programs and sports events, and increase counselor and mentor services have yielded positive results. Looking ahead, the district plans to build upon these successes through continued implementation of its LCAP and further investment in student engagement, social-emotional learning, and multi-tiered support systems. Central School District's three year 2021-2024 LCAP (Local Control and Accountability Plan) is found on the district's webpage at https://www.centralsd.net/page/2022-23-lcap

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.

Based on a review of the 2022 Dashboard results, the following indicators were in the Very Low category in the academic areas of English language arts and math for the Students with Disabilities student group. In the area of English language arts, the SWD (Students with Disabilities) group performed at 80.7 points below standard as compared to the All-Student group at 3.1 points above standard. In math, the SWD group performed at 119.3 points below standard as compared to the All-Student group at 41.1 points below standard. While both areas indicate a need to improve outcomes for Students with Disabilities, it is noted that our SWD students require increased access to the core content standards to make progress. Foster youth students also demonstrate a Very Low level in math, with 16 students cumulatively under

104.4 points below standard. In the area of school climate indicators, the 2022 Dashboard indicates a Very High rate of Chronic Absenteeism for SWD students. Since the requirement for identifying districts who need differentiated assistance from the county is Very Low. The Central School District has qualified for additional assistance for Students with Disabilities as reported a Very Low in both ELA (English Language Arts) and math and a Very High in Chronic Absenteeism. The following other student groups also received a Very High status in Chronic Absenteeism due to the impact of Covid-19 during the 2021-22 school year: African American, Foster Youth, Hispanic, Homeless, Two or More Races, Socio-Economic Status, White and the ALL student group. This pandemic continued to impact student attendance levels due to mandatory quarantines periods set by the California Department of Health. However, while we believe higher than normal rates of absenteeism were impacted by the pandemic, there are opportunities for the district to continue to reinforce positive attendance. No student groups were identified in the Very High level on the Suspension indicator.

The following steps have been identified to support targeted assistance to the Students with Disability group.

- New districtwide adoption of State Board approved English language arts and English language development core materials for Grades 6-8, for all students including special education students
- Dedicated new Teacher-on-Assignment for Special Education
- Districtwide multi-year implementation of Orton-Gillingham Science of Reading to support all students in reading by 3rd grade and struggling readers in grades 4th to 8th grade.
- Intensive teacher training and support of board adopted math materials, including special education teachers
- Revision of district benchmark data systems to target academic progress of Students with Disabilities
- Development of a Multi-Tiered Literacy Plan over the next several years to ensure supports are in place for special education students
- Development of a dedicated plan to address timely Individual Educational Plan (IEP) meetings and Least Restrictive Environment educational settings to meet identified student needs
- Inclusion of regular and timely job alike meetings for specialists and special education teachers
- Continued English learner trainings for special education teachers
- Special Education Preschool Teacher on Assignment Liaison with SBCSS (San Bernardino County Superintendent of Schools) and non-public school preschool programs
- Expanded new SPED (Special Education) teacher trainings and support

Other low performance student groups in English language arts are in the low category: African American, English learner, Foster Youth, Hispanic, Homeless and Socioeconomically Disadvantaged. In the area of math, the following are in the low category: African American, English learner, Foster Youth, Hispanic, Homeless and Socioeconomically Disadvantaged. Additional focus this coming year with the use of core materials in all grades, intensive math professional development for teachers in grades 3rd and up, additional support for special education teachers in the implementation of core math materials, targeted. In the suspension indicator, no student group was rated as Very High. However, our African American students are in the High level for suspension. The expansion of Social-emotional supports, mentor staff, Restorative Practices training, cultural awareness and relevant pedagogy, implementation of year two of Positive Behavior Intervention

and Support at all schools will improve our student engagement outcomes for this student groups.

LCAP Highlights

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

The 2021-2024 three-year LCAP (Local Control Accountability Plan) plan was developed through purposeful engagement with parents, students, educators, and other educational partners representing the diverse demographics of Central School District's community. Each year, the LCAP is reviewed and revised based on the feedback of our educational partner engagement process that spans over the year.

The following are the goals in the 2023-24 LCAP, remain unchanged from the prior year:

1. Increase student learning and wellness by providing standards-based instruction, utilizing state standard aligned instructional materials, integrating technology, from highly qualified and appropriately credentialed teachers, within safe and well-maintained facilities.
2. Increase instructional staff capacity to implement state content standards and 21st Century Skills through ongoing professional development, instructional support, and collaborative planning time for all teachers.
3. Build parent and family capacity and engagement in district budget and planning, student academic and social-emotional development, and school/district programs and activities.
4. Ensure all students access a multi-tiered system of support, including English learners, to continuously improve upon achievement in state content standards and ensure readiness for high school, college, and career.
5. Ensure all students access a multi-tiered system of support by implementing strategies, programs, and activities to promote daily attendance, school connectedness, social-emotional wellness, within a safe and healthy learning environment.
6. Provide all students access to a broad course of study while implementing programs and activities that promote and support a healthy lifestyle.

In addition to the established goals and actions, the district recognizes the need for ongoing support to meet the academic and social-emotional needs of all students. In the 2023-24 school year, the district will be expanding its efforts to provide additional support to students identified with these needs. These efforts will build upon the successes of the previous year and focus on increasing access to resources that support the whole child. The district implemented new ELA/ELD adoption in grades 6-8 at both middle schools to align with Common Core State Standards and provide differentiated support for students with disabilities. A Teacher-on-Assignment was added to support professional development and teacher coaching on academic and positive classroom engagement strategies. Two days of professional development were provided to address increased professional development, including a student-free day on August 4 and a targeted non-student professional development day on October 9. To support the identified needs of low-income, foster youth, and English learners, the district decreased teacher: student ratio at elementary schools and trained elementary teachers on social-emotional strategies. The district also increased parent workshops, developed a multi-year literacy plan, and provided extensive additional support, including increasing counselors at every school site. The district supported additional courses at the middle school, including an after-school esports program and expanded after-school clubs and activities. The Extended Learning Opportunity Program was expanded to include an additional 430 students

served beyond the district's paid Kids Central Daycare program. Additionally, elementary soccer and track-and-field events were reinstated, and a rewards system was implemented to support Positive Behavior.

These efforts will build upon the successes of the previous year and focus on increasing access to resources that support the whole child. Through ongoing collaboration with staff, families, and community partners, the district is committed to providing the necessary tools and support to help all students reach their full potential.

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.

There are no schools with Central School District that have been identified for Comprehensive Support and Improvement.

Support for Identified Schools

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

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.

The Central School District collaborated with educational partners to address the successes and challenges of students, facilitating discussions to develop the 2023-24 LCAP (Local Control Accountability Plan). The District Advisory Committee (DAC), consisting of parents representing English learners, low-income, foster youth, and students with disabilities, engaged in meetings on October 4, 2022, February 28, 2023, and May 15, 2023. The District English Learner Advisory Committee (DELAC), representing English learner families, provided consultation on October 4, 2022, February 28, 2023, and May 15, 2023. A LCAP engagement meeting with the Central Teachers Organization (CTO) was held on April 18, 2023, to discuss the needs of certificated members. The Classified Staff Employee Association (CSEA) Executive Officers met on May 17, 2023, to discuss classified member needs. The district LCAP goals and actions were reviewed at all educational partner input meetings.

The San Bernardino West End SELPA (Special Education Local Plan Area) was consulted throughout the year at SELPA director meetings and individual meetings with the CSD Director of Special Education to meet the needs of Special Education students. Community member groups participated through the online survey, viewing the draft LCAP from May 31 to June 16 and providing input using an online form. Additionally, the district's Differentiated Assistance group meets throughout the year to determine the needs of Special Education students and ways to address them in the LCAP.

Principals and school administrators were consulted throughout the year at Instructional Team Meetings, providing valuable input from the perspective of their classified staff, teachers, students, and families. Professional development input was gathered at the April 24, 2023, I Team meeting. All Central School District staff could participate in the online LCAP staff survey from February 17 to March 15, 2023. 122 staff members representing teachers, classified, and administrative/management staff participated. A separate family/community survey also took place from February 17 to March 17, 2023. 924 families provided their input.

On February 28, 2023, the Ruth Musser Middle School Associated Student Body representative of 6th, 7th, and 8th grade students reviewed the LCAP goals, actions, and metrics and provided input. On March 1, 2023, the Cucamonga Middle School Leadership Group, consisting of 6th, 7th, and 8th grade students, reviewed the LCAP goals, actions, and metrics and provided input. The district notified educational partners of engagement opportunities through school administrators and communication systems, Parent Square, text messages, emails, and the district website.

Strengths and challenges were discussed using data from the 2023 CA Schools Dashboard CAASPP (California Assessment of Student Performance and Progress) results. Additionally, the district launched a Student LCAP/Climate Survey for 5th and 7th graders from February 17 to March 15, 2023. 744 students participated.

A draft of the LCAP was presented to the District Advisory Committee and the District English Learner Advisory Committee (DELAC) on May 15, 2023. As no comments were provided by either DELAC or DAC, the superintendent was not required to respond in writing. The LCAP

draft was posted for public view on the district website on May 26, 2023, and an online input form provided the public an opportunity to engage before the Public Hearing of the LCAP on June 8, 2023. The Governing Board adopted the LCAP on June 22, 2023, and it was sent to the San Bernardino County for approval on June 23, 2023.

A summary of the feedback provided by specific educational partners.

The district sought and received input from various educational partners throughout the LCAP (Local Control Accountability Plan) development process, utilizing various meetings and surveys to gather ideas and analyze trends. Here is a breakdown of the feedback and recommendations provided by each partner:

The District Parent Advisory Committee, or DAC (District Advisory Committee), recently provided valuable feedback on how to improve the education system in their district. Among their recommendations, they suggested implementing additional social-emotional support for students, particularly those struggling with math achievement based on the 2022 CA Dashboard. They also called for improvements in ELA (English Language Arts) and math achievement for all student groups, including the implementation of intervention programs and tutoring. The committee recommended that professional development opportunities be provided to teachers on engagement strategies and culturally relevant pedagogy, and that special education teachers be given support with professional development. These suggestions reflect a commitment to ensuring that all students in the district have access to the resources they need to succeed academically and socially.

The District English Learner Advisory Committee, or DELAC (District English Learner Advisory Committee), recently shared several key recommendations for improving support for English learners in their district. These included increasing intervention opportunities for these students, providing family workshops focused on literacy, offering newcomer professional development for teachers, and providing ongoing teacher professional development to better support English learners. Also, the committee recommended parent-friendly language in the LCAP, or Local Control and Accountability Plan, to ensure that families can easily understand and participate in decisions related to their children's education.

Parents and community members have provided valuable feedback on how to improve the education system in their district. They have suggested an increased focus on coding and technology classes for students to prepare them for the workforce, as well as professional development for teachers on restorative and trauma-informed practices to support student well-being. The community has called for mental health services for students and extended day interventions and support (before and after school) to help students who may need extra assistance. Additionally, parents have suggested providing healthier food options for student lunches, additional STEM (Science, Technology, Engineering, and Math) programs, and GATE (Gifted and Talented Education) training for teachers with after-school programs and clubs for GATE students. They have also emphasized the importance of teaching positive behaviors at school and introducing visual and performing arts education in elementary schools to promote creativity and expression. These suggestions reflect a commitment to providing a well-rounded education that meets the needs of all students in the district.

Teachers have provided insightful recommendations on how to improve the education system in their district. Among their recommendations, they have suggested GATE professional development and differentiation training to better meet the needs of gifted and talented students.

They also called for increased social-emotional, and behavior supports for students, classroom management strategies, and professional development for teachers. Additionally, teachers recommended maintaining dedicated time for PLCs (Professional Learning Communities) and providing additional planning and collaboration time. They suggested EL (English Learner) curriculum and professional development, training on reading and writing instruction, literacy development, math instruction, and differentiation. Teachers have also requested professional development on SPED (Special Education) student support, IEP (Individualized Educational Plan) meeting protocols, dyslexia, autism support, and behavior management, and support for dual-identified EL students. They emphasized the importance of increasing student motivation, culturally appropriate pedagogy, growth mindset, and student engagement through professional development. Teachers also called for an increase in VAPA programs, STEM (Science, Technology, Engineering, and Mathematics) and technology integration in lesson design, and smaller class sizes. Lastly, they recommended maintaining campus safety, a positive school climate, increased electives, and after-school clubs. These suggestions reflect a commitment to supporting both teachers and students in the district to provide high-quality education.

The district's differentiated assistance team has been meeting to assess the needs of students with disabilities. The meetings resulted in identifying specific objectives to be addressed in the LCAP. These objectives include the provision of core adoption professional development for special education teachers, as well as professional development on scientifically based reading instruction. Additionally, there will be a new English language arts/English language development adoption in grades 6-8, with corresponding professional development for special education teachers to better meet the needs of dual-identified English learners. The team has also recommended additional mental health and social-emotional support for students and workshops for families of special education students. These objectives demonstrate the district's commitment to providing a comprehensive and inclusive education that meets the needs of all students, including those with disabilities.

Classified staff members have provided valuable suggestions on how to improve the education system in their district. They have recommended professional development opportunities on managing student behavior, resolution, and social-emotional strategies to support students' academic success and well-being. Additionally, they suggested professional development on supporting classroom teachers to enhance the learning environment and maximize student achievement. Classified staff members also called for professional development on working with students with disabilities and ADHD, and on supporting English learners to ensure that all students have equal access to education. Finally, they recommended training on various technology platforms such as CALPADS, AERIES, SEIS, and family communication skills to improve communication with families and efficiently manage student records. These suggestions reflect a commitment to providing comprehensive support to students and teachers and improving the district's operational efficiency.

Students have provided valuable feedback on how to improve their education experience in the district. They have suggested the provision of social-emotional supports, peer-peer conflict resolution skills, and well-being supports to address their holistic development. Furthermore, they recommended increased school activities to promote kindness, positive school culture, and anti-bullying efforts to create a safe and welcoming environment for all students. To enhance classroom learning, students have recommended decreasing distractions by supporting professional development on student engagement. They have also suggested the provision of more real-life application of learning, project-based learning, and hands-on learning lessons in classrooms to make learning more relevant and engaging. In addition, students have requested the resumption of after-school activities and sports to foster physical fitness and teamwork. Finally, they suggested utilizing more

technology in the classroom to make learning fun and to prepare students for a technology-driven world. These suggestions reflect a commitment to supporting the holistic development and academic success of all students in the district.

Administrators have identified several key areas for improvement in the education system of their district. To better support students, they have recommended increased mentor support and updated technology to improve engagement and facilitate technology integration in the classroom. They have also suggested the provision of professional development for teachers on EL curriculum, math instruction, and early literacy to enhance student achievement and support teacher effectiveness. Administrators have called for reducing combination classes and support for collaborative classes and adoptions. These recommendations demonstrate a commitment to providing a high-quality education experience for all students and supporting teacher professional growth.

The Central Teachers Association, as the certificated bargaining unit, has put forth several recommendations to improve the education system of the district. To support teachers' professional growth, they have emphasized the maintenance of professional development opportunities. To promote positive student behavior, they have suggested the implementation of behavior systems, specifically PBIS (Positive Behavioral Interventions and Supports). They have also recommended programs to address the social-emotional learning (SEL) needs of students to support their overall well-being. Finally, the Central Teachers Association has called for consistent communication across the district and sites to ensure that teachers have access to timely and relevant information. These recommendations reflect a commitment to supporting teachers and students to achieve the best possible outcomes in the district's education system.

The Classified Staff Employees Association, as the Classified Bargaining Unit, has identified several key areas of focus to improve the education system of the district. They have recommended providing professional development opportunities to support students, specifically on classroom strategies and instructional support. These recommendations demonstrate a commitment to enhancing the effectiveness of classified staff in their roles in supporting student learning and achievement. By providing professional development opportunities, the Classified Staff Employees Association aims to ensure that staff members have the skills and knowledge necessary to best serve the needs of students in the district.

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

The goals and actions in the LCAP (Local Control Accountability Plan) were shaped by the feedback from educational partners, which highlighted the need to implement academic and behavior tiered systems of support, expand positive school culture, improve math academic outcomes, increase student engagement, leverage digital learning, provide family outreach, and support, and monitor academic progress for all students. Teachers and administrators expressed the need for increased professional learning opportunities in math and social emotional learning, additional hands-on learning opportunities, increased staffing for social emotional needs, and classified staff professional learning. The LCAP was modified to include new metrics, such as the Facilities Inspection Tool survey and the local priority of Basic Services, and to focus on specific student groups, such as 3rd grade readers. The plan also included actions to support middle schools and reduce unnecessary duplication of actions. Furthermore, the plan emphasized student engagement and MTSS (Multi-Tiered System of Support) implementation for academics and behavior.

The following aspects of the LCAP were influenced by input from educational partners and are not necessarily limited to:

- Implementation of new ELA/ELD adoption in grades 6-8 at both middle schools to align with Common Core State Standards, provide English language development, and offer differentiated supports for students with disabilities under Goal 1.
- Addition of a Teacher-on-Assignment to support professional development and teacher coaching on academic and positive classroom engagement strategies in the classroom, designed to meet the needs of low-income students and English learners under Goal 1.
- Addition of a Teacher-on-Assignment to support Special Education preschool students at the county
- Provide a student-free day districtwide professional development for all elementary teachers, including general education and special education, on strategies to improve academic outcomes for low-income students and English learners in Goal 2
- Provide professional development for middle school English language arts and -English learner support teachers in teaching English language arts by applying scaffolded supports to meet the needs of English learners, and for all other middle school content area teachers in literacy across the content areas to support the linguistic needs of English learners and language needs of low-income students in Goal 2
- Provide a student-free professional development day on to support the social-emotional needs of low-income, homeless, and foster-youth students though Second Step professional development and Restorative Practice Training in Goal 5
- Train elementary teachers on social-emotional strategies to increase student positive engagement in school, and middle school teachers on Restorative Practice to improve academic engagement and attendance outcomes for low-income and foster youth students under Goal 2.
- Provide additional counseling staff at all schools in Goal 5
- Provide Intervention Teachers, funded out of federal Title I resources, at each school as evidenced in Schoolwide Plans for Student Achievement (SPSAs)
- Provide additional teachers to reduce class-size and/or combination classes where possible in Goal 6
- Provide additional special education teachers to increase collaboration classes in English Language Arts and math at the middle schools in Goal 6 support the identified needs of low-income, foster youth and English learners.
- Provide an attendance monitoring system in Goal 5
- Provide additional math professional development to teachers in grades 3-8 in Goal 2
- Increase parent workshops, particularly in helping families learn how to support the social-emotional needs of their students and offer broad courses and after-school learning opportunities to increase student engagement. Support the needs of English learner families in developing their child's literacy development in both the home language and English and increase awareness of internet and social media safety under Goal 3.
- Develop a multi-year literacy plan under Goal 4, including intensive professional development on the science of reading and Orton-Gillingham training. Orton-Gillingham is designed as a multi-sensory approach to teaching phonics, phonemic awareness, reading comprehension, vocabulary, and reading fluency.
- Provide extensive additional supports under Goal 5 by increasing counselors at every school site, adding a social-emotional student screener, offering a rewards system to support Positive Behavior, and implementing Intensive Support systems to reduce assertive

discipline and suspension rates, principally targeted to support low-income students. Also, provide additional mentorship staff to support positive student relationships and restorative practices.

- Support additional courses at the middle school targeted to improving student engagement for low-income students and reducing suspension rates, develop an after-school esports program to provide positive sportsmanship, computer coding skills, career exploration, math application, principally directed to increase attendance for low-income students, and support a positive school experience under Goal 6.

Goals and Actions

Goal

Goal #	Description
1	Increase student learning and wellness by providing standards-based instruction, utilizing state standard aligned instructional materials, integrating technology, from highly qualified and appropriately credentialed teachers, within safe and well-maintained facilities.

An explanation of why the LEA has developed this goal.

Central School District's educational partners recognize the importance of providing high-quality instructional materials, integration of technology in classrooms, instruction from highly qualified teachers, credentialing pathways for new teachers, schools and facilities that are safe and well-maintained. These elements all support an optimal learning environment for students. In 2022, Goal 1 was revised to address the state priority areas of basic services and implementation of state content standards. The 2019 CA School Dashboard results demonstrate all students achieved 13.8 points above standard in ELA and 18.6 points above standard in math. The results are significantly lower with low-income students in ELA at 1.2 points below standard and math at 33.4 points below standard. English learners performed in ELA at 14.3 points below standard and in math at 34.6 below standard. Foster youth students performed 52.9 points below standard in ELA and 84.3 points below standard in math. These results along with the educational partner input (teachers and administrators) suggest a need to improve math instruction for all students, including the student groups aforementioned. Basic services in Goal 1 and subsequent actions will support the framework upon which to focus on math instruction, reading, technology and student engagement. The results from the 2023 FIT report demonstrate 0% extreme deficiencies which showcase the district's commitment to ensuring facilities are healthy and conducive to learning. The need to continue this goal for the 2022-23 school year is evidenced by the results of the 2022 CA School Dashboard where the status of all students in ELA is 3.1 points above standard, or status of Medium, and for all students in math, 41.1 points below standard or status of low. For low-income students, in ELA they performed at a status of Low, or 7.5 points below standard and in math they performed at a status of low with 52.4 points below standard. English learners performed in ELA 13.7 points below standard and in math 50.9 points below standard, with a status of Low in both. The state priority this goal addresses is Basic Services.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
State Metric: Rate of teacher misassignment	2021:100% of our teachers are highly qualified with appropriate	2022:100% highly qualified, credentialed and assigned	2023:100% highly qualified, credentialed and assigned		100% of our teachers are highly qualified with appropriate credentials and

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	credentials and appropriately assigned				appropriately assigned.
Local Metric: Parent Surveys	2021: Survey: 98% of parent respondents 'Strongly Agree/Agree', "My child has access to the instructional materials he/she needs, including textbooks, technology and other resources."	2022: Survey: 98% of parent respondents 'Strongly Agree/Agree', "My child has access to the instructional materials he/she needs, including textbooks, technology and other resources."	2023: Survey: 97% of parent respondents 'Strongly Agree/Agree', "My child has access to the instructional materials he/she needs, including textbooks, technology and other resources."		98% of parent respondents Strongly Agree/Agree that, "My child has access to the instructional materials he/she needs, including textbooks, technology and other resources."
State Metric: Facilities in good repair	2022: FIT Report 0 Extreme Deficiencies	2022: FIT Report 0 Extreme Deficiencies	2023: FIT Report 0 Extreme Deficiencies		FIT Report 0 Extreme Deficiencies
Local Metric: Parent Surveys	2021: Survey: 93% of parent respondents `Strongly Agree/Agree', “I have confidence in the school staff to meet the needs of my child.”	2022: Survey: 93% of parent respondents `Strongly Agree/Agree', “I have confidence in the school staff to meet the needs of my child.”	2023: Survey: 95% of parent respondents `Strongly Agree/Agree', “I have confidence in the school staff to meet the needs of my child.”		95% of parent respondents `Strongly Agree/Agree that, “I have confidence in the school staff to meet the needs of my child.”
State Metric: California Schools Dashboard ELA and Math CAASPP Distance from Standard • All Students • Low-Income (LI) Students	Due to the suspension of CAASPP due to Covid-19, most recent data on the 2019 California Schools Dashboard is: All - ELA: 13.8 points above	2021 CAASPP not administered due to state's suspension 2021 Local Metrics of STAR (used in place of 2021 CAASPP due to local flexibility offered): All Students	2022 CA Schools Dashboard 'status only' All - ELA: Medium, 3.1 points above standard All - Math: Low, 41.1 points below standard		All - ELA: 20 points above All - Math: 25 points above LI - ELA: 10 points above LI - Math: 10 points above

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
• English Learner (EL) Students • Foster Youth (FY) Students • Special Education (SPED) Students	All - Math: 18.6 points above LI - ELA: 1.2 points below LI - Math: 33.4 points below EL - ELA: 14.3 points below EL - Math: 34.6 points below FY - ELA: 52.9 points below FY - Math: 84.3 points below SPED - ELA: 61.7 points below SPED - Math: 93.3 points below	All - ELA: 53.16% met/exceed All - Math: 56.4% met/exceed LI - ELA: 47.3% met/exceed LI - Math: 50.5% met/exceed EL - ELA: 43.33% met/exceed EL - Math: 58.16% met/exceed FY - ELA: 83.5% met/exceed FY - Math: 23% met/exceed SPED - ELA: 14% met/exceed SPED - Math: 19% met/exceed	LI - ELA: Low, 7.5 points below standard LI - Math: Low, 52.4 points below standard EL - ELA: Low, 13.7 points below standard EL - Math: Low, 50. points below standard FY - ELA: Low, 33.9 points below standard FY - Math: Very Low, 104.4 points below standard SPED - ELA: Very Low, 80.7 points below standard SPED - Math: Very Low, 119.3 points below standard		EL - ELA: 10 points above EL - Math: 10 points above FY - ELA: 10 points below FY - Math: 5 points above SPED - ELA: 5 points above SPED - Math: 5 points above

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Induction Coordinator & Coaches	The Division of Human Resources will maintain an Induction Coordinator and Reflective Coaches to support new teachers for the purpose to clear their preliminary teaching credential. This action will be measured by the annual teacher misassignment rate.	$90,418.26	No

Action #	Title	Description	Total Funds	Contributing
1.2	Teacher-on-Assignment Coach	The Department of Educational Services will add a teacher-on-assignment to provide job-embedded professional development to teachers to increase their capacity around tier I student engagement strategies, differentiated lesson design, and evidence-based pedagogy to support the identified needs of low-income students and English learners. This action will be measured by CAASPP ELA and math results for low-income and English learner students. (Revised May 2023)	$142,859.06	Yes
1.3	Instructional Materials	The Division of Educational Services will maintain state standards aligned instructional materials and technology to support instruction for the purpose of improving educational outcomes for all students. This action will be measured by parent surveys and CAASPP ELA and math results.	$275,638.00	No
1.4	Technology Support	The Division of Educational Services will maintain 60% FTE of five technology staff to support 21st Century classrooms and ensure connectivity on student devices for the purpose of increasing technology application and engagement for all students. This action will be measured by parent survey results.	$271,430.27	No
1.5	Facilities Maintenance	The Division of Business Services will promote and maintain clean and safe facilities for the purpose of providing an environment conducive to learning. The effectiveness of this action will be measured by the annual administration of the Facilities Inspection Tool (FIT) Report.	$175,000.00	No
1.6	Online Access to Curriculum	The Division of Educational Services will ensure the technology information system supports online access to state standards aligned curriculum and supplemental programs for the purposes of providing	$30,000.00	No

Action #	Title	Description	Total Funds	Contributing
		technology integration in the classroom. The effectiveness of this action will be measured by parent surveys.		
1.7	Educational Services Technician	The Division of Educational Services will provide an Educational Services Technician to provide support, principally directed to unduplicated students and their families, for the purpose of assisting them with district issued devices, logon and password help, family outreach and information on state assessments. This action will be measured by parent surveys and CAASPP ELA and math results. (This action was deleted in May 2023)	$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.

Overall, Goal 1 was implemented successfully. We experienced overall success continued implementation of base programs. The capacity of the five site techs in Goal 4, Action 7 to support unduplicated families with extended learning supports for their students at the site levels has created a need to abolish the position of Educational Services Technician in action 7.

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.

Action 7 had material difference due to inability to maintain a filled position throughout the year and the need to abolish the position based on the impact the position no longer has on supports to unduplicated families. This year, as our families have evolved with knowledge on digital learning, families are supported at schools.
Action 1.4, 100% of the FTEs were originally budgeted, we more appropriately reflected 40% of the cost of these positions in Action 4.6.
Action 1.6, E-Rate partially supported this expenditure.

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

All actions in Goal 1 are intended to positively impact the conditions of learning in our district. As a result of the analysis of the metrics, the district made progress towards meeting Goal 1. During the 2022-23 school year, all students enrolled in the district had access to

instructional materials, highly qualified and credentialed teachers, and all facilities are in good repair. Additionally, families continue to report a high level of satisfaction as reported on the Parent Survey which went up 2% from 2021-2022, with 95% of parent respondents "Strongly Agree/Agree' I have confidence in the school staff to meet the needs of my child.

The 2022 CA Dashboard results set a new baseline for our district as due to Covid-19, the state set a status measure this year and no comparable data was made to 2019. Our district is coming back from the severe impact of Covid-19 and learning loss. Actions 1.1, 1.3, 1.4, 1.5, 1.6 are intended to positively impact student learning. We will continue to implement these actions during the 2023-24 school year and measure impact when the 2024 CA Dashboard results are made public. Action 1.2 was not as effective as measured by teacher participation. As a result, a new position was created, Teacher-on-Assignment Coach to provide job-embedded coaching at all sites to improve instructional practices targeted to improving academic outcomes for our low-income and English learner students.

As local data determined, the need of providing a dedicated staff member at the district level to support the needs of low-income, homeless, foster youth and English learner families in action 7 to receive support on how to student's engagement with technology has been absorbed over the last year by the site tech coordinators. The position will be absorbed and create a positive balance in Supplemental/Concentration funding to support other identified needs.

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.

Action 1.2 has been rewritten to add a dedicated Teacher-on-Assignment to support job-embedded professional development for increasing teacher capacity around tier I student engagement strategies, and evidence-based pedagogy to support the identified needs of low-income students and English learners. The position will be overseen by the Division of Educational Services. This action will be measured by CAASPP ELA and math results.

Action 1.7 will be eliminated as written based on challenges we encountered were related to the shift in technological supports to families from the dedicated Educational Services Technician. The capacity of the five site techs in Goal 4, Action 7 to support unduplicated families with extended learning supports for their students at the site levels has created a need to abolish the position of Educational Services Technician.

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	Increase instructional staff capacity to implement state content standards and 21st Century Skills through ongoing professional development, instructional support and collaborative planning time for all teachers.

An explanation of why the LEA has developed this goal.

Educational partners maintained the importance of building the capacity of our instructional staff, including administrators, paraprofessionals, non-classroom certificated staff and teachers through ongoing learning opportunities and collaboration time. The Central School District has developed appropriate actions aligned to metrics designed to measure and report progress towards attainment of Goal 2. The rationale for Goal 2 is based on the need to support student's access to state content standards. The 2019 California School Dashboard results demonstrate all students achieved 13.8 points above standard in ELA and 18.6 points above standard in math. The results are significantly lower with specific student groups with low-income students in ELA at 1.2 points below standard and math at 33.4 points below standard. English learners performed in ELA at 14.3 points below standard and in math at 34.6 below standard. Foster youth students performed 52.9 points below standard in ELA and 84.3 points below standard. The district believes in order to improve student outcome, providing quality support to instructional staff is dependent upon ongoing professional development, instructional support and collaborative planning time to ensure student needs are met. The state priority this goal addresses is Implementation of State Standards. The need to continue this goal for the 2022-23 school year is evidenced by the results of the 2022 CA School Dashboard where the status of all students in ELA is 3.1 points above standard, or status of Medium, and for all students in math, 41.1 points below standard or status of low. For low-income students, in ELA they performed at a status of Low, or 7.5 points below standard and in math they performed at a status of low with 52.4 points below standard. English learners performed in ELA 13.7 points below standard and in math 50.9 points below standard, with a status of Low in both. Additionally, according to our year 2 professional development survey, 90% of staff report "Strongly Agree/Agree "I receive support and guidance in order to be successful in my job." It is important to continue to support our staff with quality professional development. The state priority this goal addresses is Basic Services.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Local Metric: Professional Development Survey	2019-62% of teachers Strongly/Agree that “As a result of attending the Staff	2022-90% of teachers Strongly/Agree that “As a result of attending the Staff	2023 - 90% of staff report Strongly Agree/Agree "I receive support and		90% or above of teachers Strongly/Agree that “As a result of

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	Development Day, I feel better prepared to create and teach standards-aligned lessons	Development Day, I feel better prepared to create and teach standards-aligned lessons	guidance in order to be successful in my job."		attending the Staff Development Day, I feel better prepared to create and teach standards-aligned lessons
State Metric: California Schools Dashboard ELA and Math CAASPP - Distance from Standard • All Students • Low-Income (LI) Students • English Learner (EL) Students • Foster Youth (FY) Students • Special Education (SPED) Students	Baseline to be established from the 2022 California Schools Dashboard Due to the suspension of CAASPP due to Covid-19, most recent data on the 2019 California Schools Dashboard is: All - ELA: 13.8 points above All - Math: 18.6 points above LI - ELA: 1.2 points below LI - Math: 33.4 points below EL - ELA: 14.3 points below EL - Math: 34.6 points below	2021 CAASPP not administered due to state's suspension 2021 Local Metrics of STAR (used in place of 2021 CAASPP due to local flexibility offered): All Students All - ELA: 53.16% met/exceed All - Math: 56.4% met/exceed LI - ELA: 47.3% met/exceed LI - Math: 50.5% met/exceed EL - ELA: 43.33% met/exceed EL - Math: 58.16% met/exceed FY - ELA: 83.5% met/exceed	2022 CA Schools Dashboard 'status only' All - ELA: Medium, 3.1 points above standard All - Math: Low, 41.1 points below standard LI - ELA: Low, 7.5 points below standard LI - Math: Low, 52.4 points below standard EL - ELA: Low, 13.7 points below standard EL - Math: Low, 50. points below standard FY - ELA: Low, 33.9 points below standard FY - Math: Very Low, 104.4 points below standard SPED - ELA: Very Low, 80.7 points below standard		All - ELA: 20 points above All - Math: 25 points above LI - ELA: 10 points above LI - Math: 10 points above EL - ELA: 10 points above EL - Math: 10 points above FY - ELA: 10 points below FY - Math: 5 points above SPED - ELA: 5 points above SPED - Math: 5 points above

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	FY - ELA: 52.9 points below FY - Math: 84.3 points below SPED - ELA: 61.7 points below	FY - Math: 23% met/exceed SPED - ELA: 14% met/exceed SPED - Math: 19% met/exceed	SPED - Math: Very Low, 119.3 points below standard		
State Metric: English Learner Progress on on California Dashboard	2019 - 61.4% making progress towards English Language Proficiency based on California dashboard.	2021 ELPI 69.32% are making progress on English Proficiency	2022 ELPI 59.8% are making progress on English Proficiency		72% making progress towards English Language Proficiency based on California dashboard.

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	New Teacher Support	District Teachers on Assignment will provide training to newly hired teachers on Office365, Seesaw, Clever, classroom technology and Aeries for the purpose of increasing student learning and engagement strategies. This action will be measured by CAASPP ELA and math results and teacher surveys.	$14,765.32	No
2.2	Engagement & Technology Integration	The Division of Educational Services will provide teachers professional development on engagement strategies and integrating technology in lesson design for the purpose of increasing student engagement, principally directed for unduplicated students. This action will be measured by CAASPP ELA and math results and teacher survey results.	$82,679.05	Yes

Action #	Title	Description	Total Funds	Contributing
2.3	EL PD	The Division of Educational Services will provide teacher professional development and coaching on strategies to support English learners (EL) for the purpose of increasing language development and accelerating academic achievement. This action will be measured by CAASPP ELA and math results and ELPI for the EL student group.	$16,630.67	Yes
2.4	GATE PD	The Division of Educational Services will provide Gifted and Talented Education (GATE) teachers professional development for the purpose of ensuring GATE students have their needs met. The progress on this metric will be measured by staff surveys.	$28,008.62	No
2.5	Professional Learning Communities	The Division of Educational Services will provide additional teaching staff at the elementary schools for the purpose of providing release time for Professional Learning Communities to review data, identify focus areas and plan instruction, principally dedicated to support unduplicated students. This action will be measured by CAASPP ELA and math results.	$452,843.18	Yes
2.6	Intervention PD	The Division of Educational Services will provide professional development to educators on instructional strategies and literacy in the content area principally directed to accelerate learning of unduplicated students for the purpose of making academic growth on ELA, math and other content areas. This action will be measured by CAASPP ELA and math results. (Revised June 2023)	$15,919.84	Yes
2.7	Visible Learning PD	The Division of Educational Services will provide professional development on John Hattie's Visible Learning for the purpose of applying evidence based strategies to improve student achievement principally directed for unduplicated students. This action will be measured by CAASPP ELA and math results.	$15,845.34	Yes

Action #	Title	Description	Total Funds	Contributing
2.8	Teachers on Special Assignment	The Division of Educational Services will maintain three dedicated Teachers on Assignment and add two additional TOSAs to provide teachers professional development on student engagement, technology integration, and coaching to improve instruction principally directed to support unduplicated students. This action will be measured by CAASPP ELA and math results. (Revised June 2023)	$811,848.50	Yes
2.9	Reading Instruction PD	The Division of Educational Services will provide Orton-Gillingham professional development on reading instruction to meet the needs of low-income and English learner students to improve reading comprehension, phonics, phonemic awareness, vocabulary development and reading fluency principally directed to support identified students. This action will be measured by CAASPP ELA results and classroom walkthrough data. (Added June 2023)	$5,000.00	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.

Overall, Goal 2 was implemented successfully. Challenges we encountered were related to substitute shortage in providing professional development, as a result some professional development areas shifted to afterschool opportunities, TOSA job embedded support and summer teacher professional development.

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 was no material differences.

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

All actions in Goal 2 are intended to positively impact the conditions of learning for students, particularly in helping our teachers support the implementation of state standards in our district through professional development. As a result of the analysis of the metrics, the district made progress towards meeting Goal 2.

The 2022 CA Dashboard results set a new baseline for our district as due to Covid-19, the state set a status measure this year and no comparable data was made to 2019. Our district is coming back from the severe impact of Covid-19 and learning loss. While we are making progress in supporting the professional development needs of teachers, this year a substitute shortage continues. Actions 2.1 helped new teachers acclimate to their content area and grade level expectations. 2.2 was effective in supporting our teachers help students become 21st century learners and increase active, collaborative student engagement in the classroom. Actions 2.3, 2.4, 2.5 helped support teachers in meeting the needs of English learners, and GATE students. While EL professional development was implemented this year, the Ellevation platform professional development modules were not implemented due to sub shortage. As a result, next year the Ellevation professional development modules will be implemented as after-school professional development next year. This action is substantiated by the drop in our English Learner Progress Indicator of 10 points from 2022 to 2023. 2.6, 2.7 and 2.8 support differentiated intervention instruction and continued focus on visible learning professional development.

Due to the sub shortage, our TOSAs supported teachers with these strategies during the day in the classroom and after-school. Action 2.9 was absorbed into Goal 4.7 as a new dedicated TOSA will focus on coaching on Kagan strategies next year. An additional need was identified during the LCAP educational partner engagement process on the need to provide teachers explicit reading instruction professional development. Goal 4, action 7 will reflect the new position, Teacher-on-Assignment Coach to provide job-embedded coaching at all sites to improve instructional practices targeted to improving academic outcomes for our low-income and English learner students.

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.

Action 2.6 was amended to add 'other content areas' to provide additional professional development on intervention strategies and literacy in the content area.
Action 2.9 was eliminated and moved to 4.7, due to the need to add a TOSA to support job-embedded training and coaching on Kagan, positive classroom behavior, and evidence-based strategies to support unduplicated students. The decision to add this position to support teachers is as a result of limited substitute availability to provide release time for teacher professional development.
Action 2.9 was rewritten to include teacher Professional Development on the Science of Reading, Orton-Gillingham training, which follows our multi-year literacy plan to support unduplicated students achieve grade level reading proficiency.

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	Build parent and family capacity and engagement in district budget and planning, student academic and social-emotional development, school and district programs.

An explanation of why the LEA has developed this goal.

The district and its educational partners recognize the importance of building partnerships with parents and the community. Parent engagement is key to success in other state priority areas such as student achievement and pupil engagement and supports the needs of all students. The Central School District has developed appropriate actions aligned to metrics designed to measure and report progress towards attainment of Goal 3. The rationale for Goal 3 is based on the need to support student's access to state standards through building the capacity of parents and families, involve them in decision making and support their involvement in school/district programs and activities. The Local Priority Indicator for Parent Engagement on the 2021 CA Schools Dashboard was met. During the engagement process, teachers, administrators, students, parents all stated the need to work with families to support both the academic and social-emotional needs of students. The need to continue this goal is to build upon the progress in year 2. According to the 2023 parent surveys, 93% of parent respondents report that they, “are provided multiple opportunities to be involved in their child’s educational experience.” An increase of 11% from the year prior. The state priority this goal addresses is parent/family engagement.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Local Metric: Parent surveys	2021- 92% of parent respondents report that they, “are provided multiple opportunities to be involved in their child’s educational experience.”	2022 - 82% of parent respondents report that they, “are provided multiple opportunities to be involved in their child’s educational experience.”	2023 - 93% of parent respondents report that they, “are provided multiple opportunities to be involved in their child’s educational experience.”		90% of parent respondents report that they, “are provided multiple opportunities to be involved in their child’s educational experience.”
Local Metric: Parent surveys	2021 - 91% of parent respondents report that "parent input is	2022 - 89% of parent respondents report that "parent input is	2023 - 92% of parent respondents report that "parent input is		94% of parent respondents report that "parent input is

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	welcomed and respected at Central Schools."	welcomed and respected at Central Schools."	welcomed and respected at Central Schools."		welcomed and respected at Central Schools."
California School Dashboard - Parent and Family Engagement Local Indicator	Revised for 22-23 2020: California Schools Dashboard not reported due to Covid-19. 2019: Met	2021: Met	2023: Met		Met
State Metric: California Schools Dashboard ELA and Math CAASPP Distance from Standard • All Students • Low-Income (LI) Students • English Learner (EL) Students • Foster Youth (FY) Students • Special Education (SPED) Students	Baseline to be established from the 2019 California Schools Dashboard Due to the suspension of CAASPP due to Covid-19, most recent data on the 2019 California Schools Dashboard is: All - ELA: 13.8 points above All - Math: 18.6 points above LI - ELA: 1.2 points below LI - Math: 33.4 points below	2021 CAASPP not administered due to state's suspension 2021 Local Metrics of STAR (used in place of 2021 CAASPP due to local flexibility offered): All Students All - ELA: 53.16% met/exceed All - Math: 56.4% met/exceed LI - ELA: 47.3% met/exceed LI - Math: 50.5% met/exceed EL - ELA: 43.33% met/exceed	2022 CA Schools Dashboard 'status only' All - ELA: Medium, 3.1 points above standard All - Math: Low, 41.1 points below standard LI - ELA: Low, 7.5 points below standard LI - Math: Low, 52.4 points below standard EL - ELA: Low, 13.7 points below standard EL - Math: Low, 50. points below standard FY - ELA: Low, 33.9 points below standard		All - ELA: 20 points above All - Math: 25 points above LI - ELA: 10 points above LI - Math: 10 points above EL - ELA: 10 points above EL - Math: 10 points above FY - ELA: 10 points below FY - Math: 5 points above SPED - ELA: 5 points above

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	EL - ELA: 14.3 points below EL - Math: 34.6 points below FY - ELA: 52.9 points below FY - Math: 84.3 points below SPED - ELA: 61.7 points below SPED - Math: 93.3 points below	EL - Math: 58.16% met/exceed FY - ELA: 83.5% met/exceed FY - Math: 23% met/exceed SPED - ELA: 14% met/exceed SPED - Math: 19% met/exceed	FY - Math: Very Low, 104.4 points below standard SPED - ELA: Very Low, 80.7 points below standard SPED - Math: Very Low, 119.3 points below standard		SPED - Math: 5 points above

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	Parent & Community Engagement	The District will provide a Parent Community Involvement (PCI) Coordinator at every school for the purpose of expanding family involvement, principally directed to support unduplicated students. The progress will be monitored using parent surveys and the parent engagement local indicator.	$129,772.06	Yes
3.2	EL Parent Engagement	The Division of Educational Services will ensure parent workshops are provided to help English learner parents (to include the following but not limited to) support their EL academic and social-emotional needs, reclassification, and home learning support. The effectiveness of this action will be measured by parent surveys.	$12,308.45	Yes

Action #	Title	Description	Total Funds	Contributing
3.3	SPED Parent Engagement	The Department of Special Education will ensure Special Education (SPED) Advisory Committee meetings are for the purpose of increasing engagement, workshops and shared decision making. This action will be monitored using parent survey results.	$3,500.00	No
3.4	GATE Parent Engagement	The Department of Educational Services will ensure GATE Advisory Committee meetings for the purpose of increasing engagement, workshops and shared decision making. This action will be monitored using parent survey results.	$3,500.00	No
3.5	FY Parent Engagement	School Counselors will conduct a family intake meeting in addition to ongoing progress monitoring and application of intervention, for the purpose of creating an individual learning plan for foster youth students. This action will be measured by parent survey and CAASPP results for foster youth students.	$85,835.70	Yes
3.6	Educational Services Family Outreach	The Division of Educational Services will provide an Educational Services Administrative Assistant for the purpose of engaging with families to help them be partners in their child's learning, support Spanish speaking English learner families, principally directed to support unduplicated students. This action will be monitored using the results from parent surveys.	$25,459.91	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.

Overall, Goal 3 was implemented successfully this year. Action 3.2, we planned El parent workshops to support student literacy in their home language and English, however more time is needed to implement next year. A plan is being developed to ensure we will delivery on this action next school year as our DELAC still identifies a need in this area.

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

There were no material differences.

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

All actions in Goal 3 are intended to positively impact family engagement and participation in their child's education. Based on the input from families and the Local Indicator of parent and family engagement, Actions 3.1, 3.3, 3.4, 3.5. and 3.6 were effective in making progress towards the desired outcomes as measured by the 2023 LCAP Family survey results metrics above, we made progress in by at least 3%. We are remediating the effects of parents feeling they did not have opportunities to engage with their child's school as a result of the pandemic. In 2022, 82% as opposed to in 2023, 93% of parent respondents report that they, "are provided multiple opportunities to be involved in their child's educational experience." An increase of 11% from last year. Action 3.2 was partially implemented, we intended to host El parent workshops to support student literacy in their home language and English. We identified more time is needed to develop a parent friendly program that could support multiple languages. A plan is being developed to ensure we will delivery on this action next school year as our DELAC still identifies a need in this area.

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 were made.

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

Goals and Actions

Goal

Goal #	Description
4	Ensure all students access a multi-tiered system of support, including English learners, to continuously improve upon achievement in state content standards and ensure readiness for high school, college and career.

An explanation of why the LEA has developed this goal.

Educational partners (teachers, school administrators, families, students, classified staff, district administrators, collective bargaining units and San Bernardino County SELPA) all have stressed the importance of building strong systems of multi-tiered systems of supports for both academic and behavioral needs. Goal 4 was revised to include the term multi-tiered system of support which lays a framework to ensure all students have tiered supports according to their identified need. This goal has been developed and revised to address the state priority areas of broad course of study and student achievement. The term CCSS was replaced to state content standards, so it is clear to educational partners we teach all content areas, per the input from DELAC. The 2019 California School Dashboard results demonstrate all students achieved 13.8 points above standard in ELA and 18.6 points above standard in math. The results are significantly lower with specific student groups with low-income students in ELA at 1.2 points below standard and math at 33.4 points below standard. English learners performed in ELA at 14.3 points below standard and in math at 34.6 below standard. Foster youth students performed 52.9 points below standard in ELA and 84.3 points below standard. A focus on improving the academic and language outcomes for English learners is stipulated in this goal based on the results of the CAASPP. The district and its educational partners recognize the importance of continuous academic progress for all students and preparing them for high school, college and career. As part of California's Universal Prekindergarten initiative and educational partners input (teachers, administrators, parents) a focus will be on increasing foundational literacy in reading and math from grades TK through 2nd so that by 3rd grade students are reading at grade level. The Central School District has developed appropriate actions aligned to metrics designed to measure and report progress towards attainment of Goal 4. The need to continue this goal is to maintain progress towards our desired outcome in 2023-24, in 2022, the California School Dashboard results demonstrate all students achieved 3.1 points above standard, in ELA and 7.5 points below standard in math. These results demonstrate our district is still recovering our student's academic progress based on the impact of the pandemic. The results are significantly lower with specific student groups with low-income students in ELA at 7.5 points below standard and math at 52.4 points below standard. English learners performed in ELA at 13.7 points below standard and in math at 50 below standard. Foster youth students performed 33.9 points below standard in ELA and 104.4 points below standard. The state priorities this goal addresses are Student Achievement and Implementation of state standards.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
State Metric: California Schools Dashboard ELA and Math CAASPP - Distance from Standard All Students Low-Income (LI) Students English Learner (EL) Students Foster Youth (FY) Students Special Education (SPED) Students	Baseline to be established from the 2019 California Schools Dashboard Due to the suspension of CAASPP due to Covid-19, most recent data on the 2019 California Schools Dashboard is: All - ELA: 13.8 points above All - Math: 18.6 points above LI- ELA: 1.2 points below LI- Math: 33.4 points below EL- ELA: 14.3 points below EL- Math: 34.6 points below FY - ELA: 52.9 points below FY - Math: 84.3 points below SPED - ELA: 61.7 points below	2021 CAASPP not administered due to state's suspension 2021 Local Metrics of STAR (used in place of 2021 CAASPP due to local flexibility offered): All Students All - ELA: 53.16% met/exceed All - Math: 56.4% met/exceed LI - ELA: 47.3% met/exceed LI - Math: 50.5% met/exceed EL- ELA: 43.33% met/exceed EL- Math: 58.16% met/exceed FY - ELA: 83.5% met/exceed FY - Math: 23% met/exceed SPED - ELA: 14% met/exceed SPED - Math: 19% met/exceed	2022 CA Schools Dashboard 'status only' All - ELA: Medium, 3.1 points above standard All - Math: Low, 41.1 points below standard LI - ELA: Low, 7.5 points below standard LI - Math: Low, 52.4 points below standard EL - ELA: Low, 13.7 points below standard EL - Math: Low, 50 points below standard FY - ELA: Low, 33.9 points below standard FY - Math: Very Low, 104.4 points below standard SPED - ELA: Very Low, 80.7 points below standard SPED - Math: Very Low, 119.3 points below standard		All - ELA: 20 points above All - Math: 25 points above LI - ELA: 10 points above LI - Math: 10 points above EL - ELA: 10 points above EL - Math: 10 points above FY - ELA: 10 points below FY - Math: 5 points above SPED - ELA: 5 points above SPED - Math: 5 points above

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	SPED - Math: 93.3 points below				
State Metric: English Learner Progress on on California Dashboard	2019-61.4% making progress towards English Language Proficiency based on California Dashboard.	2021 California Schools Dashboard did not report on the ELPI due to legislative suspension	2023 ELPI 59.8% are making progress on English Proficiency		65% making progress towards English Language Proficiency based on California dashboard.
State Metric: Percent of ELs that are Reclassified	2019-20 Maintain or exceed a reclassification rate of 10% for EL's.	2021 Reclassification Rate 14.7% - Exceeded	2022 Reclassification Rate 12% - Exceeded		Maintain or exceed a reclassification rate of 10% for EL's.
CAASPP ELA and math Results - 3rd Grade	2019 CAASPP 3rd Grade Results All Students met and exceed ELA - 53.58% Math - 45.46%	2022 Local Metrics of STAR (used in place of 2021 CAASPP due to local flexibility offered): All Students met and exceed ELA - 67.1 Math - 69.5%	2022 CAASPP 3rd Grade Results All Students met or exceeded 2022 – 46% met or exceeded 2022 – 44% met or exceeded		ELA - 65% Math - 55%

Actions

Action #	Title	Description	Total Funds	Contributing
4.1	Elementary College Preparedness	The Division of Educational Services will ensure programs and activities are provided principally directed to support unduplicated students at elementary schools for the purpose of increasing college awareness. This action will be monitored using CAASPP results for all students and specific student groups.	$10,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
4.2	Middle School College Preparedness	The Division of Educational Services will ensure AVID programs, tutoring and activities are provided, principally directed to unduplicated students at middle schools for the purpose of increasing college awareness. This will be monitored using CAASPP results for specific student groups.	$85,585.27	Yes
4.3	Elementary Intervention	The Division of Educational Services will provide full-time Intervention Teachers and part-time Extended Intervention teachers to support the acceleration of learning, principally directed for unduplicated students, to supplement core instruction. This action will be monitored using CAASPP results. (Revised June 2023)	$2,101,228.74	Yes
4.4	TK-3 Literacy	The Division of Educational Services will provide foundational reading and math literacy support to students in TK through 3rd, principally directed to meet the needs of unduplicated students, for the purpose of accelerating academic growth and preparedness. Progress monitoring results from 3rd grade CAASPP will be used to monitor.	$126,891.29	Yes
4.5	Middle School Intervention	The Division of Educational Services will maintain three additional middle school teachers to provide interventions principally directed to support unduplicated students for the purpose of increasing academic achievement. Progress monitoring will be measured using CAASPP results.	$428,198.28	Yes
4.6	EL Academic Support	The District will provide supplemental teachers at the middle schools to provide academic support for English learners for the purpose of accelerating academic success and language acquisition. Progress will be measured by the ELPI, CAASPP results for Els, and RFEP reclassification rates.	$39,063.70	Yes

Action #	Title	Description	Total Funds	Contributing
4.7	School Learning Hubs	The Division of Educational Services will provide five full-time Library Media Clerks and 40% FTE of five technology staff to principally support unduplicated students in Learning Hubs during and after-school for the purpose of providing learning support and access to technology. Progress monitoring will be measured using CAASPP results.	$582,481.51	Yes
4.8	EL Language Support	The Division of Educational Services will provide EL paraeducators at every school site to provide supplemental support to English learners in the classroom for the purpose of increasing language acquisition. Progress will be measured by the ELPI, CAASPP results for Els, and RFEP reclassification rates.	$168,275.98	Yes
4.9	Class Size Reduction	The Division of Educational Services will provide additional teachers to ensure smaller class sizes, principally directed to meet the needs of unduplicated students for the purpose of increasing student academic achievement. Progress monitoring will be measured using CAASPP results.	$2,028,709.67	Yes
4.10	Educational Services Programs	The Division of Educational Services will provide a Program Coordinator to provide support to classroom and intervention teachers, principally directed to address the needs of unduplicated students for the purpose of increasing and accelerating achievement. Progress monitoring will be measured using CAASPP results.	$172,521.66	Yes
4.11	Student Engagement & Collaboration	The Division of Educational Services will ensure educators apply increased and improved instructional practices in all classrooms, principally dedicated for unduplicated students, for the purpose of increasing and accelerating achievement through discourse and	$1,910,877.61	Yes

Action #	Title	Description	Total Funds	Contributing
		dialogue. Progress monitoring will be measured using CAASPP results and administrator walkthroughs.		
4.12	Academic Tiered Systems of Support	The Assistant Superintendent of Educational Services will ensure all schools support unduplicated students within a multi-tiered systems of academic support aligned to California's framework, for the purpose of ensuring academic achievement. The impact of this action will be monitored using the CAASPP results, classroom walkthroughs, and unduplicated student progress checks with administrators. The methodology used to calculate is at 40 hours per workweek multiplied at 2.7% is 1.8 hours per week of monitoring.	$0.00	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.

Overall, Goal 4 was implemented successfully. As a result of the continued implementation of this goal, our instructional programs are recovering from the impact of the pandemic. We are exceeding our reclassification metric.

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 was no material differences.

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

All actions in Goal 4 are intended to positively impact students' access to a multi-tiered system of support, including English learners, to continually improve upon their academic achievement and ensure readiness for high school, college and career. The 2022, the California School Dashboard results demonstrate all students achieved 3.1 points above standard, in ELA and 7.5 points below standard in math. These results demonstrate our district is still recovering our student's academic progress based on the impact of the pandemic. The results are significantly lower with specific student groups with low-income students in ELA at 7.5 points below standard and math at 52.4 points below standard. English learners performed in ELA at 13.7 points below standard and in math at 50 below standard. Foster youth students performed 33.9 points below standard in ELA and 104.4 points below standard. The following actions are effective in remediating the impact

of learning loss as a result of school shutdowns during the pandemic as supported by Actions 4.3, 4.4, 4.5, 4.6, 4.7, 4.8, and 4.10. Actions 4.1 and 4.2 are effective in supporting college preparedness by posting college banners, college awareness activities, AVID and college visits. Action 4.9 is effective as it continues to support class-size reduction and is prioritized by educational partners. Action 4.11 and 4.12 supports ongoing monitoring of student engagement strategies. These all work collectively to support the identified student need.

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

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

Goals and Actions

Goal

Goal #	Description
5	Ensure all students access a multi-tiered system of support by implementing strategies, programs and activities to promote daily attendance, school connectedness, social-emotional wellness, within a safe and healthy learning environment.

An explanation of why the LEA has developed this goal.

The district and its educational partners recognize the importance of school attendance and meeting the social and emotional needs of students. As a result of the Covid-19 pandemic, there is an impact on student social-emotional wellness. Educational partners (teachers, school administrators, families, students, classified staff, district administrators, collective bargaining units and San Bernardino County SELPA) all have stressed the importance of building strong multi-tiered systems of supports for behavior and social-emotional wellness as a means to support students. Continuity of instruction has also been impacted over the last two years due to the pandemic. Infection rates and mandated quarantine timelines have resulted in students being absent at a much higher rate than in pre Covid-19 years. While short-term and long-term independent study learning was an option offered to families, gaps in instruction nevertheless occurred for some students. The Central School District has developed appropriate actions aligned to metrics designed to measure and report progress towards promoting daily student attendance and student wellness. According to the 2019 CA Schools Dashboard, the district's chronic absenteeism rate is 8.5%. The need to maintain this goal is based on the results of the 2022 CA Schools Dashboard, where the following student groups are in the Very High category: African American, Foster Youth, Hispanic, Homeless, Two or More Races, Socioeconomically Disadvantaged, Students with Disabilities, and White. This is a result of the pandemic on last year's attendance rate. The state priorities this goal addresses are Student Engagement and Positive School Climate.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
State Metric: School attendance rate	2019-All sites maintaining or exceeding an attendance rate of 96%.	2020-21 - 96%	2022-23 - 94%		96% attendance rate will be maintained at all sites.
State Metric: Chronic absenteeism rate	2019-CSD's chronic absenteeism rate is 8.5%	2020-21 - 6.3%	2022-23 - 26%		CSD will maintain a chronic absenteeism rate of less than 5%.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
State Metric: Student suspension rate	2019-CSD's suspension rate is 1.6%	2020-21 - 0%	2021-22 - 1.5%		CSD will maintain a suspension rate of less than 10%.
State Metric: Student expulsion rate	2019-CSD's expulsion rate is below 2%	2020-21 - 0%	2021-22 - 0%		CSD will maintain an expulsion rate of less than 2% .
State Metric: Middle school drop-out rate	2019-CSD maintains a drop-out rate of fewer than 14 students	2020-21 - 17 students	2022-23 - 16 Students		CSD will maintain a drop-out rate of fewer than 15 students.
Local Metric: Parent surveys	2021-91% of parent respondents will Strongly Agree/Agree that, “The staff at CSD is attentive to the social and emotional needs of students.”	2022-90% of parent respondents will Strongly Agree/Agree that, “The staff at CSD is attentive to the social and emotional needs of students.”	2023-92% of parent respondents will Strongly Agree/Agree that “The staff at CSD is attentive to the social and emotional needs of students.”		95% of parent respondents will Strongly Agree/Agree that, “The staff at CSD is attentive to the social and emotional needs of students.”

Actions

Action #	Title	Description	Total Funds	Contributing
5.1	Student Attendance Support	The Department of Human Resources will add a Student and Family Engagement Technician staff member to provide support for families, principally directed to unduplicated students, by monitoring attendance, contacting families and linking supports to remove barriers to daily attendance. The effectiveness of this action will be monitored using the Chronic Absenteeism rate and parent surveys.	$8,750.00	No
5.2	Positive School Climate	The Director of Student and Family Engagement will provide direct services through programs, activities, professional development and parent workshops at all school sites to promote daily attendance principally directed to unduplicated students and families. The	$67,404.94	Yes

Action #	Title	Description	Total Funds	Contributing
		effectiveness of this action will be monitored using the Chronic Absenteeism rate and parent surveys.		
5.3	Student & Family Engagement	The Department of Human Resources will maintain and expand mental health counselors and a percent of FTE of the Director of Student and Family Engagement to provide social-emotional and behavior student supports at all schools to principally meet the needs of unduplicated students and their families for the purpose of increasing school connectedness. The effectiveness of this action will be monitored using the Chronic Absenteeism rate and parent surveys.	$1,274,569.42	Yes
5.4	Health Clerk Staff	The Department of Human Resources will provide additional hours for elementary health clerks to expand support to meet the needs of unduplicated students and their families for the purpose of overcoming barriers to daily school attendance. The effectiveness of this action will be monitored using the Chronic Absenteeism rate and parent surveys.	$154,170.98	Yes
5.5	Additional Nurse	The Department of Human Resources will continue to provide an additional district nurse to work with unduplicated students and their families for the purpose of increasing student wellness and attendance. The effectiveness of this action will be monitored using the Chronic Absenteeism rate and parent surveys.	$133,099.22	Yes
5.6	Social Emotional Support	The Director of Student and Family Engagement will provide Social Emotional (SEL) curriculum at all schools, principally targeted to support unduplicated students, for the purpose of developing personal and interpersonal social-emotional skills. The effectiveness of this action will be monitored using the Chronic Absenteeism rate and parent surveys.	$55,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
5.7	Middle School Support	The Department of Human Resources will maintain one additional middle school administrator at each middle school to support unduplicated students with attendance, academic achievement, college awareness and positive social-emotional supports for the purpose of increasing school connectedness. The effectiveness of this action will be monitored using the Chronic Absenteeism rate and parent surveys.	$469,417.72	Yes
5.8	Positive Behavior Tiered Systems	The Director of Student and Family Engagement will ensure all schools support unduplicated students within multi-tiered systems of behavior and social-emotional support aligned to California's framework, for the purpose of creating a positive school climate. The impact of this action will be monitored using the Chronic Absenteeism rate, school walkthroughs, student progress checks with administrators and counselors.	$67,311.29	Yes
5.9	Student mentorship	The Department of Human Resources will provide schools with staff to provide mentorship and support positive student relations to support unduplicated students with positive and engaged school experiences for the purpose of increasing attendance at school, decreased suspension rates. The impact of this action will be monitored using the Chronic Absenteeism rate, Suspension rate, campus walkthroughs, and student progress checks with administrators and counselors. (Added June 2023)	$453,958.01	Yes
5.10	Family Services Tech	The Department of Human Resources will provide an additional staff member to support low-income, and foster-youth families with maintaining student daily attendance at school by working with internal and external partners and the school staff to support their identified needs. The impact of this action will be monitored using the Chronic Absenteeism rate, family input and student progress checks with administrators and counselors. (Added June 2023)	$72,285.48	Yes

Action #	Title	Description	Total Funds	Contributing

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.

Overall, Goal 5 was implemented as planned. We are still recovering from the impact the pandemic has had on Chronic Absenteeism and social-emotional student needs. As reported by
educational partners (teachers and certificated staff, families, students, school administrators and district administrators) at meetings and on surveys, students across all grades had higher social-emotional needs, particularly unduplicated students. School psychologists, counselors and mental health providers worked diligently to meet this continued need. With a dedicated Director of Student and Family Engagement working with families and schools, a need to increase social-emotional supports for students was identified. Families experiencing homelessness have basic needs which require dedicated resources and supports.
Action 5.1 was implemented and as a result, the district's attendance rate has increased from last year. Actions 5.2, 5.4, 5.5, 5.6, 5.7, and 5.8, were implemented successfully as demonstrated by the increase in attendance rate and parent survey results.

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 was no material differences.

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

All actions in Goal 5 are intended to positively impact a positive school climate, particularly in helping our staff support multi-tiered systems of behavior support with our students. The Covid-19 pandemic has impacted social-emotional wellness, student attendance and behavioral needs. for some students. Action 5.1 was implemented and as a result, the district's attendance rate has increased from last year. Actions 5.2, 5.4, 5.5, 5.6, 5.7, and 5.8, were implemented successfully as demonstrated by the increase in attendance rate and parent survey results.

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.

5.3 added additional counselors so each school has a minimum of two counselors.
5.9 was added to address a need to expand supports to unduplicated students to increase attendance rates and decrease suspension rates.
5.10 was added to increase supports for low-income, foster-youth and homeless families.

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

Goals and Actions

Goal

Goal #	Description
6	Provide all students access to a broad course of study while implementing programs and activities that promote and support a healthy lifestyle.

An explanation of why the LEA has developed this goal.

As a result of educational partner input and analysis of LEA data, this goal has been developed to address that state priority areas access to a broad course of study and other student outcomes. The district and its educational partners understand the importance of providing access to both essential coursework as well as enrichment opportunities for all students, and the importance of allowing access to these courses for targeted students. Additionally, educational partner feedback indicates the need to provide programs that support student health, wellness, and physical fitness. The Central School District has developed appropriate actions aligned to metrics designed to measure and report progress towards attainment of Goal 6. The rationale for the need to maintain Goal 6 is based on ensuring student's access to a broad course of study, participation in programs and activities that promote a safe and healthy lifestyle. Expanding STEM, board course of study options for our unduplicated students will broaden their academic experiences and prepare them for college and career options as they matriculate to high school and beyond. The state priority this goal addresses is Broad Course of Study and Other Student Outcomes.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
State Metric: Physical Fitness Testing	No state results due to the suspension of state physical fitness testing in the 19-20 and 20-21 school year. 18-19: 61% of 5th grade students and 73% of 7th grade students scored in the Healthy Fit Zone	No state results due to the suspension of state physical fitness testing in the 19-20 and 20-21 school year.	(Revised 2023) 22-23: 96.4% of 5th grade students and 94.6% of 7th grade students participated in the state Physical Fitness test		65% of 5th grade students and 77% of 7th grade students scored in the HFZ on five or more physical fitness tests as measured by state physical fitness tests.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	(HFZ) on five or more physical fitness tests as measured by state physical fitness tests.				
Local Metric: Parent surveys - Safety and School Connectedness	2021-91% of parent respondents will Strongly Agree/Agree that, “School site provides programs, services and opportunities that promote student health and wellness.”	2021-91% of parent respondents will Strongly Agree/Agree that “School site provides programs, services and opportunities that promote student health and wellness.”	2022-89% of parent respondents will Strongly Agree/Agree that, “School site provides programs, services and opportunities that promote student health and wellness.”		95% of parent respondents will Strongly Agree/Agree that, “School site provides programs, services and opportunities that promote student health and wellness.”
State Metric: California Schools Dashboard ELA and Math CAASPP - Distance from Standard • All Students • Low-Income (LI) Students • English Learner (EL) Students • Foster Youth (FY) Students • Special Education (SPED) Students	Baseline to be established from the 2019 California Schools Dashboard Due to the suspension of CAASPP due to Covid-19, most recent data on the 2019 California Schools Dashboard is: All -ELA: 13.8 points above All -Math: 18.6 points above LI -ELA: 1.2 points below	2021 CAASPP not administered due to state's suspension 2021 Local Metrics of STAR (used in place of 2021 CAASPP due to local flexibility offered): All Students All -ELA: 53.16% met/exceed All -Math: 56.4% met/exceed LI -ELA: 47.3% met/exceed LI -Math: 50.5% met/exceed	2022 CA Schools Dashboard 'status only' All - ELA: Medium, 3.1 points above standard All - Math: Low, 41.1 points below standard LI - ELA: Low, 7.5 points below standard LI - Math: Low, 52.4 points below standard EL - ELA: Low, 13.7 points below standard EL - Math: Low, 50. points below standard		All - ELA: 20 points above All - Math: 25 points above LI - ELA: 10 points above LI - Math: 10 points above EL - ELA: 10 points above EL - Math: 10 points above FY - ELA: 10 points below FY - Math: 5 points above

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	LI -Math: 33.4 points below EL -ELA: 14.3 points below EL -Math: 34.6 points below FY -ELA: 52.9 points below FY -Math: 84.3 points below SPED -ELA: 61.7 points below SPED -Math: 93.3 points below	EL -ELA: 43.33% met/exceed EL -Math: 58.16% met/exceed FY -ELA: 83.5% met/exceed FY -Math: 23% met/exceed SPED -ELA: 14% met/exceed SPED -Math: 19% met/exceed	FY - ELA: Low, 33.9 points below standard FY - Math: Very Low, 104.4 points below standard SPED - ELA: Very Low, 80.7 points below standard SPED - Math: Very Low, 119.3 points below standard		SPED - ELA: 5 points above SPED - Math: 5 points above
State Metric: California Science Test (CAST) • 5th Grade Students • 8th Grade Students	2019 • 5th 31.70% Met/Exceeded • 8th 32.05% Met/Exceeded	No reliable state metrics available	2022 • 5th 31% Met/Exceeded • 8th 33% Met/Exceeded		• 5th 50% Met/Exceeded • 8th 50% Met/Exceeded
Local Indicator: Access to Board Course of Study	New Metric 2022-23 2021 CA Dashboard - Met	2022 - Met	2023 - Met		Met

Actions

Action #	Title	Description	Total Funds	Contributing
6.1	Middle School Sports Program	The Department of Educational Services will ensure middle schools provide afterschool sports programs, principally directed for unduplicated students, to foster positive peer-to-peer wellness activities for the purpose of increasing school connectedness, physical health and social-emotional wellbeing. The effectiveness of this action will be monitored using the results of the state's physical fitness test.	$110,038.27	Yes
6.2	Elementary Sports Program	The Department of Educational Services will provide an elementary after-school sports programs, principally directed for unduplicated students, to foster positive peer-to-peer wellness activities for the purpose of increasing school connectedness, physical health and social-emotional wellbeing. The effectiveness of this action will be measured by the results of the physical fitness test.	$85,336.90	Yes
6.3	STEM Electives	The Department of Educational Services will ensure middle schools provide STEM elective classes principally directed for unduplicated students for the purpose of promoting STEM career and college readiness. The effectiveness of this action will be measured by CAASPP data as reflected on the California Schools Dashboard for unduplicated students and CAST results for 8th grade.	$23,332.45	Yes
6.4	After school STEM	The Department of Educational Services will ensure after-school STEM opportunities for unduplicated students are provided at the elementary schools for the purpose of promoting STEM career and college readiness. The effectiveness of this action will be measured by the results of CA School Dashboard math results for unduplicated students and the CAST test results in 5th grade.	$24,332.45	Yes
6.5	Extended Course Offerings	The Department of Educational Services will ensure schools provide additional electives, before and after-school clubs for the purpose of expanding access to additional learning opportunities principally	$45,664.90	Yes

Action #	Title	Description	Total Funds	Contributing
		directed towards unduplicated students at the middle schools. The effectiveness of this action will be measured by CAASPP data as reflected on the California Schools Dashboard for unduplicated students.		
6.6	Extended Day Opportunities	The Department of Educational Services will expand before and after-school intervention and enrichment programs at elementary schools for the purpose of accelerating academic growth, principally directed for unduplicated students. The effectiveness of this action will be measured by CAASPP data as reflected on the California Schools Dashboard for unduplicated students.	$203,076.94	Yes
6.7	Elementary Music Program	The Department of Educational Services will provide supplemental enrichment music instruction at all elementary schools, principally directed for unduplicated students while also providing teachers collaboration time to plan instruction. The effectiveness of this action will be measured by CAASPP data as reflected on the California Schools Dashboard for unduplicated students.	$325,580.81	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.

Overall, Goal 6 was implemented as planned. This year we were able to resume our soccer and track and field districtwide events. A measure of how successful this goal was carried out as a result of parents surveyed, where 89% Agree/Strongly Agree that “School site provides programs, services and opportunities that promote student health and wellness”.

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 was no material difference.

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

Actions 6.1 and 6.2 were carried out successfully, after-school sports opportunities were provided to students principally identified as unduplicated to increase school connectedness. Actions 6.3, and 6.4 support STEM learning during the day with electives and afterschool. This year, teachers received additional support from their certificated tech led as a result of professional capacity building in partnership with the San Bernardino County Superintendent of Schools. Actions 6.5 and 6.6 were implemented to support additional learning experiences at the middle school and elementary schools. As a result of the 2022-89% of parent respondents will Strongly Agree/Agree that, “School site provides programs, services and opportunities that promote student health and wellness”. Action 6.7 was implemented successfully as demonstrated parent survey results and the continued need is determined by the input from educational partners.

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.

Physical Fitness metric was changed from performance rate to participation rate as a result of state reporting results.

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)
$10,862,116	$1,061,786

Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
24.66%	2.51%	$1,046,039.51	27.17%

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

Required Descriptions

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

The following is a summary of key actions and services by goal area aligned to Central School District LCAP (Local Control Accountability Plan) goals. Each cluster of actions and services considers the needs, conditions, or circumstances of unduplicated learners. These actions are linked to measurable outcomes based on the respective goals. CSD will continue effective implementation of the following actions to provide quality multi-tiered academic and behavioral supports to identified unduplicated students:

Goal 1: Increase student learning and wellness by providing standards-based instruction, utilizing state standard aligned instructional materials, integrating technology, from highly qualified and appropriately credentialed teachers, within safe and well-maintained facilities.

Action 2 - Teacher-on-Assignment Coach - The district will add a teacher-on-assignment to provide job-embedded professional development to teachers to increase their capacity around tier I student engagement strategies, differentiated lesson design, and evidence-based pedagogy to support the identified needs of low-income students and English learners. This action will be measured by CAASPP (California

Assessment of Student Performance and Progress) ELA (English Language Arts) and math results for low-income and English learner students.

Needs, Conditions, and Circumstances: The needs of unduplicated students were considered first in providing dedicated Teacher-on-Assignment to coach teachers in how to embed Kagan cooperative learning strategies in the classroom to support achievement gaps for low-income students, foster youth, and English learners. Teachers will receive coaching and support in the classroom. This action was created to address the need for teachers to improve the use of evidenced based instructional strategies to meet the identified needs of unduplicated students during a time when substitute shortage precludes ongoing and sustainable professional development. Educational partners have provided feedback, with the need to provide students with academic supports to be successful, technology integration, evidence biased instructional strategies, to improve academic outcomes and positive impact on engagement and attendance. This action will be monitored for its effectiveness because of the 2023 CA Dashboard academic and engagement growth results.

Goal 2: Increase instructional staff capacity to implement state content standards and 21st Century Skills through ongoing professional development, instructional support, and collaborative planning time for all teachers.

Action 2 Engagement & Technology Integration

Action 5 Professional Learning Communities

Action 6 Intervention Professional Development

Action 7 Visible Training Professional Development

Action 8 Teachers on Special Assignment

Action 9 Science of Reading Professional Development, Orton-Gillingham

Needs, Conditions, and Circumstances: Due to returning from Distance Learning, the focus was on keeping students safe and secure in an in-person instructional setting for students. This unique year, there was no comparable state and long-term local data. Available local data, both quantifiable and qualifiable, was used to gauge process to the extent possible. The needs of unduplicated students were considered first in the development of the corresponding actions under Goal 2. The 2019 CA School Dashboard results demonstrate all students achieved 13.8 points above standard in ELA and 18.6 points above standard in math. The results are significantly lower with low-income students in ELA at 1.2 points below standard and math at 33.4 points below standard. English learners performed in ELA at 14.3 points below standard and in math at 34.6 below standard. Foster youth students performed 52.9 points below standard in ELA and 84.3 points below standard. These results along with the educational partner input (teachers and administrators) suggest a need to improve math instruction for all students, by continuing to provide professional development. The results of the 2022 CA School Dashboard underscore the needs,

conditions, and circumstances to continue these actions. While the status of 'All Students' in ELA is 3.1 points above standard, or the status of Medium, and for 'All Students' in math, 41.1 points below standard or the status of low. However, low-income students performed at a status of Low, or 7.5 points below standard in ELA and in math they performed at a status of low with 52.4 points below standard. English learners performed in ELA 13.7 points below standard and in math 50.9 points below standard, with a status of Low in both. The district believes that to improve student outcome, providing quality support to instructional staff depends on ongoing professional development, instructional support, and collaborative planning time to ensure student needs are met. Along with the input from our educational partners, it prompted our district to focus on programs and services designed to improve access to social-emotional supports, acceleration and achievement in math, improvement in reading progress and implementation of science of reading strategies, continued implementation of student engagement and collaborative learning strategies, focus on literacy and fluency instruction in ELA and math in Transitional Kindergarten through 3rd grade, professional development for administrators on implementing multi-tiered system of support to include both academic tiered core instruction. These actions will support teachers to improve upon their instructional practices and provide time to implement an evidence-based practice of Professional Learning Communities and provide professional development on student engagement strategies. The continuation of these actions will be justified by reviewing classroom walkthroughs to ensure strategies are being implemented in the classroom.

Goal 3: Build parent and family capacity and engagement in district budget and planning, student academic and social-emotional development, school, and district programs.

Action 1 Parent and Community Engagement

Action 6 Educational Services Family Outreach

Needs, Conditions, and Circumstances: This school year, 2022-23, the focus was on bringing back activities and opportunities for families to engage in person once again with their child's school. As actions are implemented, they are also based on evidence-based approaches and thus will continue into the next year. Due to the pandemic, the concerted outreach to families of unduplicated students began last year as it was realized these families had greater barriers to maintaining their daily school attendance and engagement. It was acknowledged that the impact of Covid-19 states and county protocols further isolated parents of unduplicated feeling they have multiple opportunities to engage in their child's learning. In 2022, only 89% of parents responding they 'are provided multiple opportunities to be involved in their child's educational experience.' This year in 2023, 93% of parent respondents report that they, “are provided multiple opportunities to be involved in their child’s educational experience.” Based on the input from families and the Local Indicator of parent and family engagement, this goal was effective in making progress towards the desired outcomes as measured by the 2023 LCAP Family survey results. These actions will continue to be measured for effectiveness by evaluating parent surveys of unduplicated students.

Goal 4: Ensure all students access a multi-tiered system of support, including English learners, to continuously improve upon achievement in state content standards and ensure readiness for high school, college, and career.

Action 1 Elementary College Preparedness

Action 2 Middle School College Preparedness

Action 3 Elementary Intervention

Action 4 TK-3 Literacy Support

Action 5 Middle School Intervention

Action 7 School Learning Hubs

Action 9 Class Size Reduction

Action 10 Educational Services Programs

Action 11 Student Engagement & Collaboration

Needs, Conditions, and Circumstances: As actions are implemented, they are also based on evidence-based strategies designed to support students and thus will continue into the next year. The needs of English learners, low income and foster youth students were considered first as these actions were developed. Our Reclassified Fluent English Proficient students (RFEP) academic performance exceeds that of all students which indicates a positive outcome for our emerging bilingual students who become English proficient by meeting the districts reclassification criteria. In 2022, according to the CA Schools Dashboard, our RFEP student group performed 45.2 points above standard in ELA and 5.3 points above standard in math their English Only peers, with 1.2 points above standard in ELA and 43.2 points below standard in math. Our trending data suggests this year's focus on providing supplemental EL (English Learner) professional development is helping the district meet its reclassification goals. Our English Learner Progress Indicator met 'high' status, with 51.8% making progress towards English Language Proficiency. The results of the 2022 CA School Dashboard underscore the needs, conditions, and circumstances to continue these actions. While the status of 'All Students' in ELA is 3.1 points above standard, or the status of Medium, and for 'All Students' in math, 41.1 points below standard or the status of low. However, low-income students performed at a status of Low, or 7.5 points below standard in ELA and in math they performed at a status of low with 52.4 points below standard. English learners performed in ELA 13.7 points below standard and in math 50.9 points below standard, with a status of Low in both. The district and its educational partners also recognize the importance of continuous academic progress for unduplicated students and preparing them for high school, college, and career. As part of California's Universal Prekindergarten initiative and educational partners input (teachers, administrators, parents) a focus will be on increasing foundational literacy in reading and math from grades TK (Transitional Kindergarten) through 2nd so that by 3rd grade students are reading at grade level to ensure our unduplicated students have the best opportunity for success. The STAR assessment establishes a baseline for both ELA and math for the 2020-21 school year and will continue to use the STAR assessment data into the 2023-24 school year, which will provide opportunities to determine comparative learning progress for all students in grades 1 through 8. In addition,

next year the district benchmark assessments for grades K-2nd will be adapted to align to the implementation of Orton-Gillingham implementation of Science of Reading.

Goal 5: Ensure all students access a multi-tiered system of support by implementing strategies, programs, and activities to promote daily attendance, school connectedness, social-emotional wellness, within a safe and healthy learning environment.

Action 2 Positive School Climate

Action 3 Student and Family Engagement additional staff

Action 4 Health Clerk Staff

Action 5 Additional Nurse

Action 6 Social Emotional Support

Action 7 Middle School Support

Action 8 Positive Behavior Tiered Systems

Action 9 Mentorship support

Action 10 Family Support Technician

Needs, Conditions, and Circumstances: As actions are implemented, they are also based on evidence-based approaches and thus will continue into the next year. The needs, conditions and circumstances for our unduplicated students have demonstrated an increased need to dedicate services to support social-emotional wellbeing and efforts to make families aware of the importance of daily attendance. The needs of unduplicated students were considered first in the development of the actions in Goal 5. We learned this year; our unduplicated low-income, and foster youth students maintain an increased need for mental health and social-emotional supports. An extra staff member will be added to help low-income, and foster youth students link to resources to remove barriers to increased student engagement and attendance. Educational partners reported continued needs of unduplicated students to have access to before and after school tutoring and Learning Hubs. Our increased chronic absenteeism rate for low-income, and foster youth students maintains the need for our Director of Student and Family Engagement to ensure each school maintains a team to review student attendance data, reach out to students/families needing additional supports to help their child engage positively in school, and utilized a tiered system of support to provide re-engagement strategies for students. The director and technician will provide direct services to families, teachers, and students. A tiered system is in the initial phase of development at all school sites. The additional counselor staffing and mentorship staffing will principally support identified unduplicated students reengage in school. Close collaboration with the teacher, administrators, and support staff (PCI Coordinators, Typist Clerks, Counselors, Mental Health Counselors) will provide regular monitoring.

Goal 6: Provide all students access to a broad course of study while implementing programs and activities that promote and support a healthy lifestyle.

Action 1 Middle School Sports Program

Action 2 Elementary Sports Program

Action 3 STEM (Science, Technology, Engineering, and Mathematics) Electives

Action 4 Afterschool STEM

Action 5 Extended Course Offerings

Action 6 Extended Day Opportunities

Action 7 Elementary Music Program

Needs, Conditions, and Circumstances: As actions are implemented, they are also based on evidence-based approaches and thus will continue into the next year. After assessing the needs, conditions, and circumstances for our unduplicated students, we learned through educational partners input indicates a priority to maintain broad course of study, available before and after school programs to prepare unduplicated students for college and career pathways. Our students will have expanded learning opportunities in both elementary and middle schools in sports, music, and STEM activities. Students in middle school need pathways to college and career, as expressed by educational partners, therefore afterschool clubs and AVID (Advancement Via Individual Determination) programs will be expanded and maintained. Our elementary schools will have instruction on Visual and Performing Arts through music instruction. Elementary schools and Ruth Musser Middle School will provide the opportunity to visit a college campus in 5th grade. These actions were designed with the need of unduplicated students placed primarily, so they have opportunities beyond the regular school course curriculum. The results of these actions will be evaluated. These actions are intended to positively impact increases the expected measurable outcome of the associated LCAP Goal 6, state metric physical fitness test, CAASPP ELA, math and science, parent surveys and the input from the LCAP Advisory Committee. These assessments and surveys will be used to continue to determine the effectiveness of these actions on the achievements of unduplicated students. Performance on CAASPP ELA, math and science to address this condition, monitoring these actions ensure their access to a broad course of study and enrichment opportunities.

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

Central School District is committed to effective implementation of services and programs to address the health, social, and emotional needs of unduplicated students. The actions described in the section above, coupled with the limited actions described in this section, allow the district to effectively meet and/or exceed its percentage to increase or improve services of 26.36%. The dedicated actions listed in the previous section support unduplicated students and were determined to be effective and directed to support improved academic and social-emotional for our unduplicated student groups and families. The actions listed below are targeted and specifically designed to increase and improve services to English learners, low-income, and foster youth.

After assessing the needs, conditions and circumstances of English learners have identified need in needing extra support in accelerating academic and language development skills. In the area of mathematics for English learners, they performed in13.7 points below standard in ELA (English Language Arts) and in math 50.9 points below standard, with a status of Low in both. These metrics indicate a significant need to support English learners. In 2022, according to the CA Schools Dashboard, our RFEP (Reclassified Fluent English Proficient) student group performed 45.2 points above standard in ELA and 5.3 points above standard in math their English Only peers, with 1.2 points above standard in ELA and 43.2 points below standard in math. Based on the analysis of data, our actions will focus on the needs of English learners to make progress towards reclassification before they become a Long-Term English Learner. Our Reclassified Fluent English Proficient students (RFEP) academic performance exceeds that of all students which indicates a positive outcome for our emerging bilingual students who become English proficient by meeting the districts reclassification criteria. Our trending data suggests this year's focus on providing supplemental EL (English Learner) support is making an improvement to our reclassification rates. Our English Learner Progress Indicator met 'high' status, with 51.8% making progress towards English Language Proficiency. As a result of taking input from District English Learner Advisory Committee, parents shared the importance of workshops to support their students to reclassify. Tiered systems of support to address the needs of unduplicated students will be monitored by the Assistant Superintendent of Educational Services. Also, by focusing on strategies to support EL students in the classroom, it will result in greater academic gai, ELA and math are principally directed and effective to increase student outcomes in ELA and math are expected.

Actions dedicated to English learner students and families:
Goal 2, Action 3 English Learner Teacher Professional Development
Goal 3, Action 2 English Learner Parent Engagement
Goal 4, Action 6 English Learner Academic Support
Goal 4, Action 8 English Learner Language Support

After assessing the needs, conditions and circumstances of foster youth students which make up less than 24 students at CSD, educational partners to create a plan is to increase the connections to a positive school experience. The result will be an increase in ELA and math achievement outcomes. According to the 2022 CA Schools Dashboard, foster youth students performed overall 33.9 points below standard in English Language Arts and 104.4 points below standard in math. Both metrics declined from the year prior. As a result, concerted efforts to work with families and school staff will be made to support improved academic outcomes for foster youth students. As a result, the additional

counseling staff and mentorship staff will support Foster Youth students to conduct a family intake meeting and ongoing monitoring and support to ensure their academic and social-emotional success.

Actions dedicated to Foster Youth students and families:
Goal 3, Action 5 Foster Youth Parent Engagement

It is essential that foster youth, English learners, and low-income students feel connected to their schools and be provided opportunities to engage in a variety of learning experiences that result in continued academic progress. By providing programs and activities that support college and career, these identified students will receive increased and improved services to meet their academic needs. It has always been a top priority of the district to remove barriers to learning for English Learner low income and foster youth students. The actions above in Prompts 1 and 2 quantitatively and/or qualitatively meet the 27.13% minimum proportionality percentage for the 2022-2023 school year, the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all pupils as calculated pursuant to 5 CCR (California Code of Regulations) (California Code of Regulations) 15496(a).

Actions dedicated to improving services for unduplicated students:
Goal 4, Action 9 Class-size reduction will support increased academic and social-emotional interaction between teachers and students
Goal 4, Action 12 Academic Tiered Systems of Support Central School District is committed to effective implementation of services and programs to address the health, social, and emotional needs of unduplicated students. The actions described in the section above, coupled with the limited actions described in this section, allow the district to effectively meet and/or exceed its percentage to increase or improve services of 26.36%. The dedicated actions listed in the previous section support unduplicated students and were determined to be effective and directed to support improved academic and social-emotional for our unduplicated student groups and families. The actions listed below are targeted and specifically designed to increase and improve services to English learners, low-income, and foster youth.

After assessing the needs, conditions and circumstances of English learners have identified need in needing extra support in accelerating academic and language development skills. In the area of mathematics for English learners, they performed in13.7 points below standard in ELA (English Language Arts) and in math 50.9 points below standard, with a status of Low in both. These metrics indicate a significant need to support English learners. In 2022, according to the CA Schools Dashboard, our RFEP (Reclassified Fluent English Proficient) student group performed 45.2 points above standard in ELA and 5.3 points above standard in math their English Only peers, with 1.2 points above standard in ELA and 43.2 points below standard in math. Based on the analysis of data, our actions will focus on the needs of English learners to make progress towards reclassification before they become a Long-Term English Learner. Our Reclassified Fluent English Proficient students (RFEP) academic performance exceeds that of all students which indicates a positive outcome for our emerging bilingual students who become English proficient by meeting the districts reclassification criteria. Our trending data suggests this year's focus on providing supplemental EL (English Learner) support is making an improvement to our reclassification rates. Our English Learner Progress Indicator met 'high' status, with 51.8% making progress towards English Language Proficiency. As a result of taking input from District English Learner Advisory Committee, parents shared the importance of workshops to support their students to reclassify. Tiered systems of support to address the needs of unduplicated students will be monitored by the Assistant Superintendent of Educational Services. Also, by

focusing on strategies to support EL students in the classroom, it will result in greater academic gai, ELA and math are principally directed and effective to increase student outcomes in ELA and math are expected.

Actions dedicated to English learner students and families:
Goal 2, Action 3 English Learner Teacher Professional Development
Goal 3, Action 2 English Learner Parent Engagement
Goal 4, Action 6 English Learner Academic Support
Goal 4, Action 8 English Learner Language Support

After assessing the needs, conditions and circumstances of foster youth students which make up less than 24 students at CSD, educational partners to create a plan is to increase the connections to a positive school experience. The result will be an increase in ELA and math achievement outcomes. According to the 2022 CA Schools Dashboard, foster youth students performed overall 33.9 points below standard in English Language Arts and 104.4 points below standard in math. Both metrics declined from the year prior. As a result, concerted efforts to work with families and school staff will be made to support improved academic outcomes for foster youth students. As a result, the additional counseling staff and mentorship staff will support Foster Youth students to conduct a family intake meeting and ongoing monitoring and support to ensure their academic and social-emotional success.

Actions dedicated to Foster Youth students and families:
Goal 3, Action 5 Foster Youth Parent Engagement

It is essential that foster youth, English learners, and low-income students feel connected to their schools and be provided opportunities to engage in a variety of learning experiences that result in continued academic progress. By providing programs and activities that support college and career, these identified students will receive increased and improved services to meet their academic needs. It has always been a top priority of the district to remove barriers to learning for English Learner low income and foster youth students. The actions above in Prompts 1 and 2 quantitatively and/or qualitatively meet the 27.13% minimum proportionality percentage for the 2022-2023 school year, the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all pupils as calculated pursuant to 5 CCR (California Code of Regulations) (California Code of Regulations) 15496(a).

Actions dedicated to improving services for unduplicated students:
Goal 4, Action 12 Academic Tiered Systems of Support, methodology used is based on a 40-hour workweek, multiplied by 2.7% improved service is equal to 1.8 hours per week of monitoring.

The needs of unduplicated students were considered first in the development of the corresponding actions above. The 2022 California School Dashboard results demonstrate 'All Students' achieved 3.1 points above standard in ELA and 41.1 points below standard in math. The results are significantly lower with specific student groups, with low-income students in ELA at 7.5 points below standard and math at 52.4 points below standard. English learners performed in ELA at 13.7 points below standard and in math at 50.9 points below standard. Foster youth students performed 33.9 points below standard in ELA and 50.9 points below standard in math. This one action is designed to

increase quality services for unduplicated students as compared to all students. By implementing this action, additional monitoring of academic progress of unduplicated students will allow for increased support in the instructional setting. Actions 4.12 will ensure unduplicated students are served within a school's academic and behavioral tiered system of support. This action will be monitored by the Assistant Superintendent of Educational Services to set aside for classroom walks, data driven discussions with administrators and counselors using academic and behavioral progress indicators of unduplicated students as measured by CAASPP (California Assessment of Student Performance and Progress), student surveys, and district benchmarks. The evidence-based research behind this action is based on J. Hattie (Dec 2017) at www.visiblelearningplus.com. According to this meta study, the efficacy and reliability rate of 'tiered systems of support' (or Response to Intervention) is 1.29 and behavioral intervention strategies has an efficacy rate of .62. These efficacy rates are determined through this meta study to be reliable in improving the academic and behavioral systems for our unduplicated students.

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

The additional concentration grant-on funding identified above will be used to add a total of 6 teaching positions to support student academic and socio-emotional learning of unduplicated students. This expenditure can be found in Goal 4, Action 9 Class Size Reduction. This expenditure was selected based on the input of educational partners to support academic and learning needs. School sites will be prioritized on additional staff based on percentage of unduplicated students and lowering class size ratios and reducing combination classes.

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	No comparison schools	1:61.19
Staff-to-student ratio of certificated staff providing direct services to students	No comparison schools	1:22.48

2023-24 Total Expenditures Table

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$12,485,040.68	$489,799.98	$8,750.00	$932,835.06	$13,916,425.72	$12,649,898.71	$1,266,527.01

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1.1	Induction Coordinator & Coaches	All	$90,418.26				$90,418.26
1	1.2	Teacher-on-Assignment Coach	English Learners Low Income	$71,429.53			$71,429.53	$142,859.06
1	1.3	Instructional Materials	All		$275,638.00			$275,638.00
1	1.4	Technology Support	All	$271,430.27				$271,430.27
1	1.5	Facilities Maintenance	All	$175,000.00				$175,000.00
1	1.6	Online Access to Curriculum	All	$30,000.00				$30,000.00
1	1.7	Educational Services Technician	All	$0.00				$0.00
2	2.1	New Teacher Support	All				$14,765.32	$14,765.32
2	2.2	Engagement & Technology Integration	English Learners Foster Youth Low Income	$82,679.05				$82,679.05
2	2.3	EL PD	English Learners	$11,630.67			$5,000.00	$16,630.67
2	2.4	GATE PD	Students identified GATE All	$10,000.00			$18,008.62	$28,008.62
2	2.5	Professional Learning Communities	English Learners Foster Youth Low Income	$452,843.18				$452,843.18
2	2.6	Intervention PD	English Learners Foster Youth Low Income	$15,919.84				$15,919.84

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
2	2.7	Visible Learning PD	English Learners Foster Youth Low Income	$5,000.00			$10,845.34	$15,845.34
2	2.8	Teachers on Special Assignment	English Learners Foster Youth Low Income	$710,688.02	$101,160.48			$811,848.50
2	2.9	Reading Instruction PD	English Learners Low Income	$5,000.00				$5,000.00
3	3.1	Parent & Community Engagement	English Learners Foster Youth Low Income	$129,772.06				$129,772.06
3	3.2	EL Parent Engagement	English Learners	$12,308.45				$12,308.45
3	3.3	SPED Parent Engagement	Students with Disabilities	$3,500.00				$3,500.00
3	3.4	GATE Parent Engagement	Students identified GATE All	$3,500.00				$3,500.00
3	3.5	FY Parent Engagement	Foster Youth	$85,835.70				$85,835.70
3	3.6	Educational Services Family Outreach	English Learners Foster Youth Low Income	$25,459.91				$25,459.91
4	4.1	Elementary College Preparedness	English Learners Foster Youth Low Income	$10,000.00				$10,000.00
4	4.2	Middle School College Preparedness	English Learners Foster Youth Low Income	$85,585.27				$85,585.27
4	4.3	Elementary Intervention	English Learners Foster Youth Low Income	$1,330,030.70			$771,198.04	$2,101,228.74
4	4.4	TK-3 Literacy	English Learners Foster Youth Low Income	$126,891.29				$126,891.29
4	4.5	Middle School Intervention	English Learners Foster Youth Low Income	$428,198.28				$428,198.28
4	4.6	EL Academic Support	English Learners	$39,063.70				$39,063.70

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
4	4.7	School Learning Hubs	English Learners Foster Youth Low Income	$469,480.01	$113,001.50			$582,481.51
4	4.8	EL Language Support	English Learners	$140,092.71			$28,183.27	$168,275.98
4	4.9	Class Size Reduction	English Learners Foster Youth Low Income	$2,028,709.67				$2,028,709.67
4	4.10	Educational Services Programs	English Learners Foster Youth Low Income	$172,521.66				$172,521.66
4	4.11	Student Engagement & Collaboration	English Learners Foster Youth Low Income	$1,910,877.61				$1,910,877.61
4	4.12	Academic Tiered Systems of Support	English Learners Foster Youth Low Income	$0.00				$0.00
5	5.1	Student Attendance Support	All			$8,750.00		$8,750.00
5	5.2	Positive School Climate	English Learners Foster Youth Low Income	$54,000.00			$13,404.94	$67,404.94
5	5.3	Student & Family Engagement	English Learners Foster Youth Low Income	$1,274,569.42				$1,274,569.42
5	5.4	Health Clerk Staff	English Learners Foster Youth Low Income	$154,170.98				$154,170.98
5	5.5	Additional Nurse	English Learners Foster Youth Low Income	$133,099.22				$133,099.22
5	5.6	Social Emotional Support	English Learners Foster Youth Low Income	$55,000.00				$55,000.00
5	5.7	Middle School Support	English Learners Foster Youth Low Income	$469,417.72				$469,417.72
5	5.8	Positive Behavior Tiered Systems	English Learners Foster Youth	$67,311.29				$67,311.29

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
			Low Income					
5	**5.9**	Student mentorship	English Learners Foster Youth Low Income	$453,958.01				$453,958.01
5	**5.10**	Family Services Tech	Foster Youth Low Income	$72,285.48				$72,285.48
6	**6.1**	Middle School Sports Program	English Learners Foster Youth Low Income	$110,038.27				$110,038.27
6	**6.2**	Elementary Sports Program	English Learners Foster Youth Low Income	$85,336.90				$85,336.90
6	**6.3**	STEM Electives	English Learners Foster Youth Low Income	$23,332.45				$23,332.45
6	**6.4**	After school STEM	English Learners Foster Youth Low Income	$24,332.45				$24,332.45
6	**6.5**	Extended Course Offerings	English Learners Foster Youth Low Income	$45,664.90				$45,664.90
6	**6.6**	Extended Day Opportunities	English Learners Foster Youth Low Income	$203,076.94				$203,076.94
6	**6.7**	Elementary Music Program	English Learners Foster Youth Low Income	$325,580.81				$325,580.81

2023-24 Contributing Actions Tables

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
$44,048,406	$10,862,116	24.66%	2.51%	27.17%	$11,901,192.15	2.70%	29.72 %	**Total:**	$11,901,192.15
								LEA-wide Total:	$10,242,106.23
								Limited Total:	$288,931.23
								Schoolwide Total:	$1,370,154.69

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	**1.2**	Teacher-on-Assignment Coach	Yes	LEA-wide	English Learners Low Income	All Schools	$71,429.53	
2	**2.2**	Engagement & Technology Integration	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$82,679.05	
2	**2.3**	EL PD	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	$11,630.67	
2	**2.5**	Professional Learning Communities	Yes	LEA-wide	English Learners Foster Youth Low Income	TK-5	$452,843.18	
2	**2.6**	Intervention PD	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$15,919.84	
2	**2.7**	Visible Learning PD	Yes	LEA-wide	English Learners Foster Youth	All Schools	$5,000.00	

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 (%)
					Low Income			
2	2.8	Teachers on Special Assignment	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$710,688.02	
2	2.9	Reading Instruction PD	Yes	LEA-wide	English Learners Low Income	All Schools	$5,000.00	
3	3.1	Parent & Community Engagement	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$129,772.06	
3	3.2	EL Parent Engagement	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	$12,308.45	
3	3.5	FY Parent Engagement	Yes	Limited to Unduplicated Student Group(s)	Foster Youth	All Schools	$85,835.70	
3	3.6	Educational Services Family Outreach	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$25,459.91	
4	4.1	Elementary College Preparedness	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Elementary Schools	$10,000.00	
4	4.2	Middle School College Preparedness	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Middle Schools	$85,585.27	
4	4.3	Elementary Intervention	Yes	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: Elementary Schools	$1,330,030.70	
4	4.4	TK-3 Literacy	Yes	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: Elementary Schools	$126,891.29	
4	4.5	Middle School Intervention	Yes	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: Middle Schools	$428,198.28	
4	4.6	EL Academic Support	Yes	Limited to Unduplicated	English Learners	Specific Schools: Middle Schools	$39,063.70	

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 (%)
				Student Group(s)				
4	4.7	School Learning Hubs	Yes	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: Elementary Schools	$469,480.01	
4	4.8	EL Language Support	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	$140,092.71	
4	4.9	Class Size Reduction	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$2,028,709.67	
4	4.10	Educational Services Programs	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$172,521.66	
4	4.11	Student Engagement & Collaboration	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$1,910,877.61	
4	4.12	Academic Tiered Systems of Support	Yes	Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools	$0.00	2.7%
5	5.2	Positive School Climate	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$54,000.00	
5	5.3	Student & Family Engagement	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools	$1,274,569.42	
5	5.4	Health Clerk Staff	Yes	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: Elementary schools	$154,170.98	
5	5.5	Additional Nurse	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$133,099.22	
5	5.6	Social Emotional Support	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$55,000.00	

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 (%)
5	5.7	Middle School Support	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$469,417.72	
5	5.8	Positive Behavior Tiered Systems	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$67,311.29	
5	5.9	Student mentorship	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$453,958.01	
5	5.10	Family Services Tech	Yes	LEA-wide	Foster Youth Low Income	All Schools	$72,285.48	
6	6.1	Middle School Sports Program	Yes	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: Middle Schools	$110,038.27	
6	6.2	Elementary Sports Program	Yes	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: Elementary Schools	$85,336.90	
6	6.3	STEM Electives	Yes	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: Middle Schools	$23,332.45	
6	6.4	After school STEM	Yes	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: Elementary Schools	$24,332.45	
6	6.5	Extended Course Offerings	Yes	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: Middle Schools	$45,664.90	
6	6.6	Extended Day Opportunities	Yes	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: Elementary Schools	$203,076.94	
6	6.7	Elementary Music Program	Yes	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: Elementary Schools	$325,580.81	

2022-23 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$11,148,056.45	$10,736,252.68

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**	Induction Coordinator & Coaches	No	$81,829.32	$91,548.35
1	**1.2**	Peer Assistance & Review Teacher	No	$38,538.56	$43,032.80
1	**1.3**	Instructional Materials	No	$207,123.00	$276,157.94
1	**1.4**	Technology Support	No	$411,361.69	$254,757.76
1	**1.5**	Facilities Maintenance	No	$175,000.00	$175,000.00
1	**1.6**	Online Access to Curriculum	No	$136,395.00	$14,267.89
1	**1.7**	Educational Services Technician	Yes	$77,650.18	$36,565.42
2	**2.1**	New Teacher Support	No	$19,570.71	$6,534.27
2	**2.2**	Engagement & Technology Integration	Yes	$92,090.42	$139,433.19

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
2	**2.3**	EL PD	Yes	$20,579.78	$5,794.99
2	**2.4**	GATE PD	No	$42,366.38	$43,147.55
2	**2.5**	Professional Learning Communities	Yes	$360,416.26	$367,216.23
2	**2.6**	Intervention PD	Yes	$29,908.16	$8,142.32
2	**2.7**	Visible Learning PD	Yes	$24,859.49	$0.00
2	**2.8**	Teachers on Special Assignment	Yes	$548,731.68	$682,635.88
2	**2.9**	Student Engagement Coaching	No	$0.00	$0.00
3	**3.1**	Parent & Community Engagement	Yes	$127,277.67	$123,264.93
3	**3.2**	EL Parent Engagement	Yes	$26,771.89	$0.00
3	**3.3**	SPED Parent Engagement	No	$5,000.00	$0.00
3	**3.4**	GATE Parent Engagement	No	$5,000.00	$0.00
3	**3.5**	FY Parent Engagement	Yes	$68,096.67	$67,128.67
3	**3.6**	Educational Services Family Outreach	Yes	$23,915.92	$25,264.96

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
4	4.1	Elementary College Preparedness	Yes	$5,000.00	$4,876.23
4	4.2	Middle School College Preparedness	Yes	$97,149.44	$45,957.72
4	4.3	Elementary Intervention	Yes	$1,327,207.23	$1,419,816.65
4	4.4	TK-3 Literacy	Yes	$119,115.12	$200,246.05
4	4.5	Middle School Intervention	Yes	$481,831.22	$538,614.40
4	4.6	EL Academic Support	Yes	$92,580.00	$98,374.24
4	4.7	School Learning Hubs	Yes	$532,669.20	$510,329.72
4	4.8	EL Language Support	Yes	$155,129.17	$145,807.65
4	4.9	Class Size Reduction	Yes	$1,260,620.62	$1,153,083.52
4	4.10	Educational Services Programs	Yes	$163,108.16	$164,107.70
4	4.11	Student Engagement & Collaboration	Yes	$1,956,437.23	$1,658,555.85
4	4.12	Academic Tiered Systems of Support	Yes	$0.00	$0.00

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)
5	**5.1**	Student Attendance Support	No	$8,750.00	$8,679.35
5	**5.2**	Positive School Climate	Yes	$16,432.49	$39,295.55
5	**5.3**	Student & Family Engagement	Yes	$1,089,904.30	$998,707.40
5	**5.4**	Health Clerk Staff	Yes	$144,741.43	$142,540.93
5	**5.5**	Additional Nurse	Yes	$94,349.69	$130,864.07
5	**5.6**	Social Emotional Support	Yes	$32,864.98	$11,649.24
5	**5.7**	Middle School Support	Yes	$449,682.37	$425,859.88
5	**5.8**	Positives Behavior Tiered Systems	Yes	$0.00	$0.00
6	**6.1**	Middle School Sports Program	Yes	$60,000.00	$57,412.19
6	**6.2**	Elementary Sports Program	Yes	$35,000.00	$59,183.45
6	**6.3**	STEM Electives	Yes	$22,025.15	$2,492.30
6	**6.4**	After school STEM	Yes	$43,000.00	$7,846.80
6	**6.5**	Extended Course Offerings	Yes	$43,000.00	$42,967.48

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)
6	**6.6**	Extended Day Opportunities	Yes	$72,052.24	$186,151.64
6	**6.7**	Elementary Music Program	Yes	$322,923.63	$322,939.52

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)
$9,166,677.00	$8,710,044.31	$8,780,275.89	($70,231.58)	5.40%	5.40%	0.00%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.7	Educational Services Technician	Yes	$77,650.18	$36,565.42		
2	2.2	Engagement & Technology Integration	Yes	$16,616.12	$39,901.79		
2	2.3	EL PD	Yes	$20,579.78	$900.00		
2	2.5	Professional Learning Communities	Yes	$360,416.26	$367,216.23		
2	2.6	Intervention PD	Yes	$9,908.16	$8,142.32		
2	2.7	Visible Learning PD	Yes	$10,000.00	$0.00		
2	2.8	Teachers on Special Assignment	Yes	$441,683.61	$542,831.41		
3	3.1	Parent & Community Engagement	Yes	$127,277.67	$123,264.93		
3	3.2	EL Parent Engagement	Yes	$26,771.89	$0.00		
3	3.5	FY Parent Engagement	Yes	$68,096.67	$67,128.67		
3	3.6	Educational Services Family Outreach	Yes	$23,915.92	$25,264.96		

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
4	4.1	Elementary College Preparedness	Yes	$5,000.00	$4,876.23		
4	4.2	Middle School College Preparedness	Yes	$97,149.44	$45,957.72		
4	4.3	Elementary Intervention	Yes	$669,714.67	$790,214.42		
4	4.4	TK-3 Literacy	Yes	$71,469.07	$135,588.48		
4	4.5	Middle School Intervention	Yes	$481,831.22	$538,614.40		
4	4.6	EL Academic Support	Yes	$92,580.00	$98,374.24		
4	4.7	School Learning Hubs	Yes	$164,544.68	$419,423.73		
4	4.8	EL Language Support	Yes	$155,129.17	$145,807.65		
4	4.9	Class Size Reduction	Yes	$1,260,620.62	$1,153,083.52		
4	4.10	Educational Services Programs	Yes	$163,108.16	$164,107.70		
4	4.11	Student Engagement & Collaboration	Yes	$1,956,437.23	$1,658,555.85		
4	4.12	Academic Tiered Systems of Support	Yes	$0.00	$0.00	2.7%	2.7%
5	5.2	Positive School Climate	Yes		$25,841.32		
5	5.3	Student & Family Engagement	Yes	$1,089,904.30	$998,707.40		
5	5.4	Health Clerk Staff	Yes	$144,741.43	$142,540.93		
5	5.5	Additional Nurse	Yes	$94,349.69	$130,864.07		
5	5.6	Social Emotional Support	Yes	$32,864.98	$11,649.24		

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)
5	5.7	Middle School Support	Yes	$449,682.37	$425,859.88		
5	5.8	Positives Behavior Tiered Systems	Yes	$0.00		2.7%	2.7%
6	6.1	Middle School Sports Program	Yes	$60,000.00	$57,412.19		
6	6.2	Elementary Sports Program	Yes	$35,000.00	$59,183.45		
6	6.3	STEM Electives	Yes	$22,025.15	$2,492.30		
6	6.4	After school STEM	Yes	$43,000.00	$7,846.80		
6	6.5	Extended Course Offerings	Yes	$43,000.00	$42,967.48		
6	6.6	Extended Day Opportunities	Yes	$72,052.24	$186,151.64		
6	6.7	Elementary Music Program	Yes	$322,923.63	$322,939.52		

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)
$41,749,266	$9,166,677.00	6.98%	28.94%	$8,780,275.89	5.40%	26.43%	$1,046,039.51	2.51%

Instructions

Plan Summary

Engaging Educational Partners

Goals and Actions

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

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

Introduction and Instructions

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

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

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning (California *Education Code* [*EC*] Section 52064[e][1]). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students.

- **Meaningful Engagement of Educational Partners:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful engagement (*EC* Section 52064[e][1]). Local educational partners possess valuable perspectives and insights about an LEA's programs and services. Effective strategic planning will incorporate these perspectives and insights in order to identify potential goals and actions to be included in the LCAP.

- **Accountability and Compliance:** The LCAP serves an important accountability function because aspects of the LCAP template require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:

    - Demonstrating that LEAs are increasing or improving services for foster youth, English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (*EC* Section 52064[b][4-6]).

    - Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (*EC* sections 52064[b][1] and [2]).

- Annually reviewing and updating the LCAP to reflect progress toward the goals (*EC* Section 52064[b][7]).

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

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

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

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

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

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

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

- **Monitoring and Evaluating Effectiveness**: Describe how the LEA will monitor and evaluate the implementation and effectiveness of the CSI plan to support student and school improvement.

Engaging Educational Partners

Purpose

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

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

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

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

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

Requirements and Instructions

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

Local Control and Accountability Plan:
For county offices of education and school districts only, verify the LEA:

a) Presented the local control and accountability plan to the parent advisory committee in accordance with Education Code section 52062(a)(1) or 52068(a)(1), as appropriate.

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

c) Notified members of the public of the opportunity to submit comments regarding specific actions and expenditures proposed to be included in the local control and accountability plan in accordance with Education Code section 52062(a)(3) or 52068(a)(3), as appropriate.

d) Held at least one public hearing in accordance with Education Code section 52062(b)(1) or 52068(b)(1), as appropriate.

e) Adopted the local control and accountability plan in a public meeting in accordance with Education Code section 52062(b)(2) or 52068(b)(2), as appropriate.

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

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

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

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

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

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

- Inclusion of a goal or decision to pursue a Focus Goal (as described below)

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

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

- Focus Goal: A Focus Goal is relatively more concentrated in scope and may focus on a fewer number of metrics to measure improvement. A Focus Goal statement will be time bound and make clear how the goal is to be measured.

- Broad Goal: A Broad Goal is relatively less concentrated in its scope and may focus on improving performance across a wide range of metrics.

- Maintenance of Progress Goal: A Maintenance of Progress Goal includes actions that may be ongoing without significant changes and allows an LEA to track performance on any metrics not addressed in the other goals of the LCAP.

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

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

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

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

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

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

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

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

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

- **Consistently low-performing student group(s) goal requirement:** An LEA meeting the consistently low-performing student group(s) criteria must include a goal in its LCAP focused on improving the performance of the student group or groups that led to the LEA's eligibility for Differentiated Assistance. This goal must include metrics, outcomes, actions, and expenditures specific to addressing the needs of, and improving outcomes for, this student group or groups. An LEA required to address multiple student groups is not required to have a goal to address each student group; however, each student group must be specifically addressed in the goal. This requirement may not be met by combining this required goal with another goal.

- **Goal Description:** Describe the outcomes the LEA plans to achieve to address the needs of, and improve outcomes for, the student group or groups that led to the LEA's eligibility for Differentiated Assistance.

- **Explanation of why the LEA has developed this goal**: Explain why the LEA is required to develop this goal, including identifying the student group(s) that lead to the LEA being required to develop this goal, how the actions and associated metrics included in this goal differ from previous efforts to improve outcomes for the student group(s), and why the LEA believes the actions, metrics, and expenditures included in this goal will help achieve the outcomes identified in the goal description.

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

- **Low-performing school(s) goal requirement:** A school district or COE meeting the low-performing school(s) criteria must include a goal in its LCAP focusing on addressing the disparities in performance between the school(s) and the LEA as a whole. This goal must include metrics, outcomes, actions, and expenditures specific to addressing the needs of, and improving outcomes for, the students enrolled at the low-performing school or schools. An LEA required to address multiple schools is not required to have a goal to address each school; however, each school must be specifically addressed in the goal. This requirement may not be met by combining this goal with another goal.

- **Goal Description:** Describe what outcomes the LEA plans to achieve to address the disparities in performance between the students enrolled at the low-performing school(s) and the students enrolled at the LEA as a whole.

- **Explanation of why the LEA has developed this goal**: Explain why the LEA is required to develop this goal, including identifying the schools(s) that lead to the LEA being required to develop this goal; how the actions and associated metrics included in this goal differ from previous efforts to improve outcomes for the school(s); and why the LEA believes the actions, metrics, and expenditures included in this goal will help achieve the outcomes for students enrolled at the low-performing school or schools identified in the goal description.

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

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

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

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

Complete the table as follows:

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

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

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

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

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

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

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

Goal Analysis:

Enter the LCAP Year.

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

- Describe the overall implementation of the actions to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process. This must include any instance where the LEA did not implement a planned action or implemented a planned action in a manner that differs substantively from how it was described in the adopted LCAP.

- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures and between the Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services, as applicable. Minor variances in expenditures or percentages do not need to be addressed, and a dollar-for-dollar accounting is not required.

- Describe the effectiveness of the specific actions to achieve the articulated goal as measured by the LEA. In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal. When responding to this prompt, LEAs may assess the effectiveness of a single action or group of actions within the goal in the context of performance on a single metric or group of specific metrics within the goal that are applicable to the action(s). Grouping actions with metrics will allow for more robust analysis of whether the strategy the LEA is using to impact a specified set of metrics is working and increase transparency for educational partners. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.

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

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

Purpose

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

Requirements and Instructions

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

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

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

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

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

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

Required Descriptions:

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

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

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

- It considers the needs, conditions, or circumstances of its unduplicated pupils;

- The action, or aspect(s) of the action (including, for example, its design, content, methods, or location), is based on these considerations; and

- The action is intended to help achieve an expected measurable outcome of the associated goal.

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

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

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

> After assessing the needs, conditions, and circumstances of our low-income students, we learned that the attendance rate of our low-income students is 7 percent lower than the attendance rate for all students. (Needs, Conditions, Circumstances [Principally Directed])
>
> In order to address this condition of our low-income students, we will develop and implement a new attendance program that is designed to address some of the major causes of absenteeism, including lack of reliable transportation and food, as well as a school climate that does not emphasize the importance of attendance. Goal N, Actions X, Y, and Z provide additional transportation and nutritional resources as well as a districtwide educational campaign on the benefits of high attendance rates. (Contributing Action[s])
>
> These actions are being provided on an LEA-wide basis and we expect/hope that all students with less than a 100 percent attendance rate will benefit. However, because of the significantly lower attendance rate of low-income students, and because the actions meet needs most associated with the chronic stresses and experiences of a socio-economically disadvantaged status, we expect that the attendance rate for our low-income students will increase significantly more than the average attendance rate of all other students. (Measurable Outcomes [Effective In])

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

For School Districts Only:

Actions Provided on an LEA-Wide Basis:

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

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

Actions Provided on a Schoolwide Basis:

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

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

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

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

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

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

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

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

Provide the following descriptions, as applicable to the LEA:

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

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

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

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

Complete the table as follows:

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

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

Action Tables

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

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

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

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

Data Entry Table

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

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

  See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF apportionment calculations.
- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants the LEA estimates it will receive on the basis of the number and concentration of unduplicated students for the coming school year.

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

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

- **Total Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected Percentage to Increase or Improve Services for the Coming School Year and the LCFF Carryover — Percentage. This is the percentage by which the LEA must increase or improve services for unduplicated pupils as compared to the services provided to all students in the coming LCAP year.

- **Goal #**: Enter the LCAP Goal number for the action.

- **Action #**: Enter the action's number as indicated in the LCAP Goal.

- **Action Title**: Provide a title of the action.

- **Student Group(s)**: Indicate the student group or groups who will be the primary beneficiary of the action by entering "All," or by entering a specific student group or groups.

- **Contributing to Increased or Improved Services?:** Type "Yes" if the action **is** included as contributing to meeting the increased or improved services; OR, type "No" if the action is **not** included as contributing to meeting the increased or improved services.

- If "Yes" is entered into the Contributing column, then complete the following columns:

    - **Scope**: The scope of an action may be LEA-wide (i.e., districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.

    - **Unduplicated Student Group(s)**: Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.

    - **Location**: Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate "All Schools." If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must

enter “Specific Schools” or “Specific Grade Spans.” Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades transitional kindergarten through grade five), as appropriate.

- **Time Span**: Enter “ongoing” if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter “1 Year,” or “2 Years,” or “6 Months.”

- **Total Personnel**: Enter the total amount of personnel expenditures utilized to implement this action.

- **Total Non-Personnel**: This amount will be automatically calculated based on information provided in the Total Personnel column and the Total Funds column.

- **LCFF Funds**: Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA’s total LCFF target (i.e., base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).

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

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

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

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

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

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

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

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

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

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

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

- **Estimated Actual Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis only to unduplicated students, and that does not have funding associated with the action, enter the total estimated actual quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%).

    - Building on the example provided above for calculating the Planned Percentage of Improved Services, the LEA in the example implements the action. As part of the annual update process, the LEA reviews implementation and student outcome data and determines that the action

was implemented with fidelity and that outcomes for foster youth students improved. The LEA reviews the original estimated cost for the action and determines that had it hired additional staff to collect and analyze data and to coordinate supports for students that estimated actual cost would have been $169,500 due to a cost of living adjustment. The LEA would divide the estimated actual cost of $169,500 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Estimated Actual Percentage of Improved Services for the action.

LCFF Carryover Table

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

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

Calculations in the Action Tables

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

Contributing Actions Table

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

Contributing Actions Annual Update Table

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

- 6. Estimated Actual LCFF Supplemental and Concentration Grants
    - This is the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on of the number and concentration of unduplicated students in the current school year.
- 4. Total Planned Contributing Expenditures (LCFF Funds)
    - This amount is the total of the Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)
- 7. Total Estimated Actual Expenditures for Contributing Actions
    - This amount is the total of the Estimated Actual Expenditures for Contributing Actions (LCFF Funds)
- Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)
    - This amount is the Total Estimated Actual Expenditures for Contributing Actions (7) subtracted from the Total Planned Contributing Expenditures (4)
- 5. Total Planned Percentage of Improved Services (%)
    - This amount is the total of the Planned Percentage of Improved Services column
- 8. Total Estimated Actual Percentage of Improved Services (%)
    - This amount is the total of the Estimated Actual Percentage of Improved Services column
- Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)
    - This amount is the Total Planned Percentage of Improved Services (5) subtracted from the Total Estimated Actual Percentage of Improved Services (8)

LCFF Carryover Table

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

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

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

- 12. LCFF Carryover — Dollar Amount LCFF Carryover (Subtract 11 from 10 and multiply by 9)
    - If the Estimated Actual Percentage of Increased or Improved Services (11) is less than the Estimated Actual Percentage to Increase or Improve Services (10), the LEA is required to carry over LCFF funds.

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

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

California Department of Education
January 2022