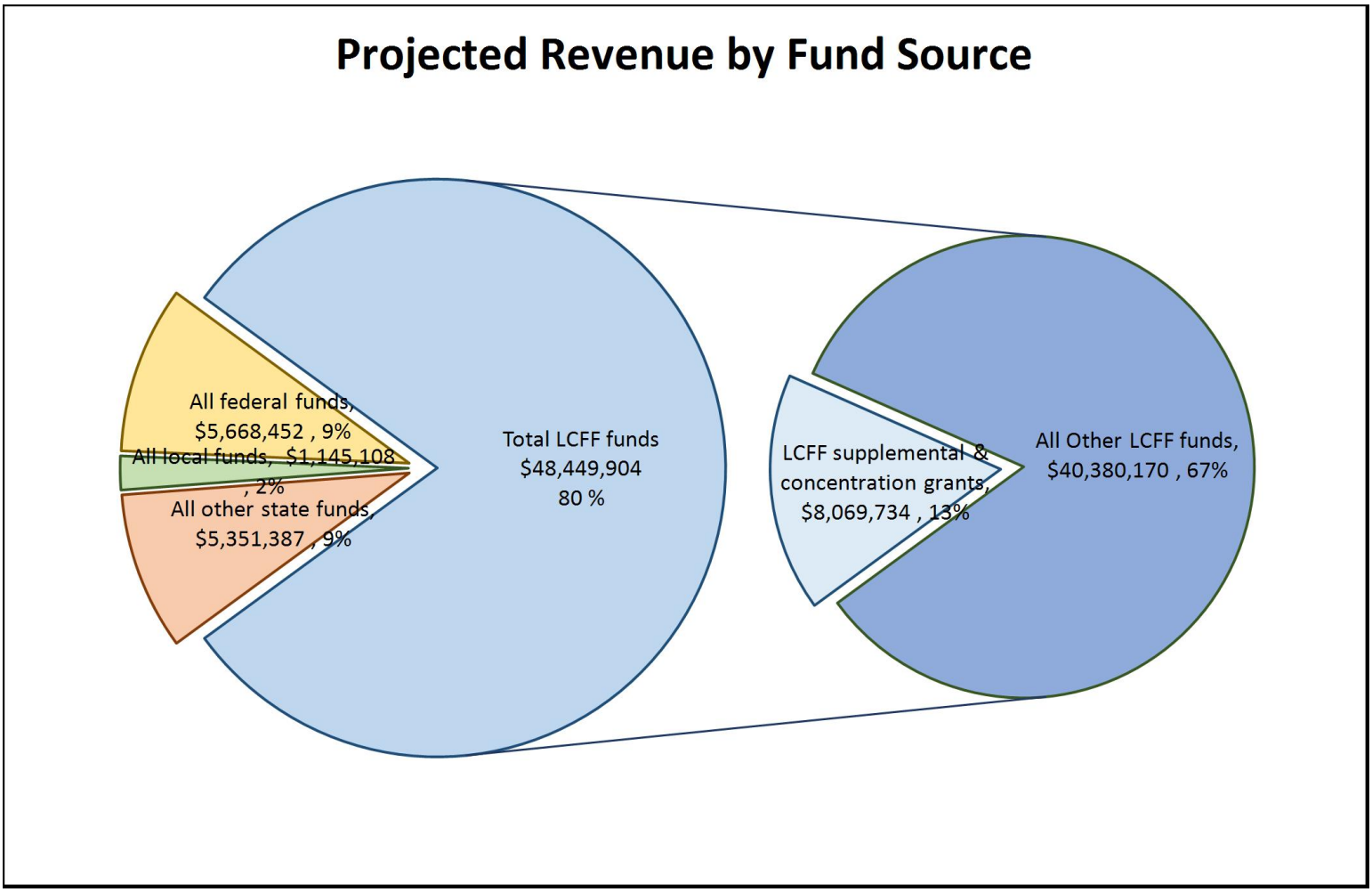
LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Central School District
CDS Code: 36676420000000
School Year: 2022-23
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 2022-23 School Year

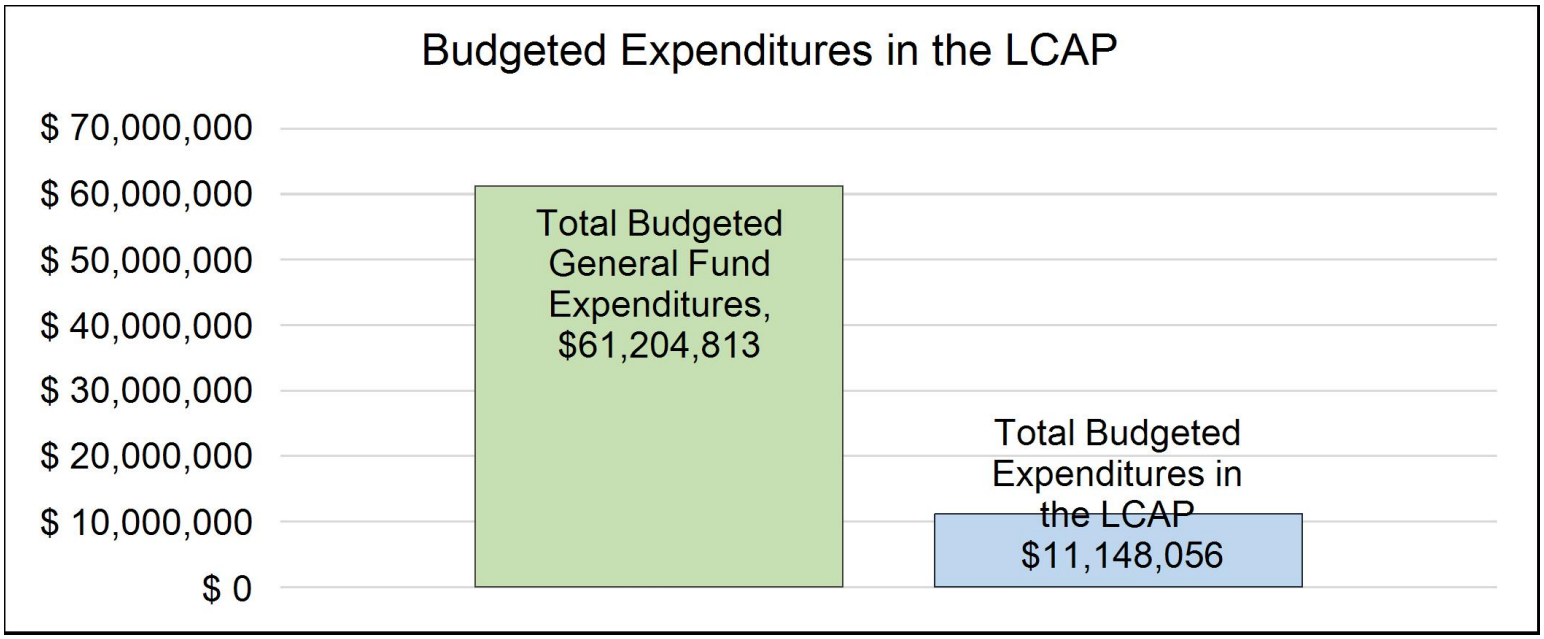


This chart shows the total general purpose revenue Central School District expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Central School District is $60,614,851, of which $48,449,904 is Local Control Funding Formula (LCFF), $5,351,387 is other state funds, $1,145,108 is local funds, and $5,668,452 is federal funds. Of the $48,449,904 in LCFF Funds, $8,069,734 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 2022-23. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Central School District plans to spend $61,204,813 for the 2022-23 school year. Of that amount, $11,148,056 is tied to actions/services in the LCAP and $50,056,757 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

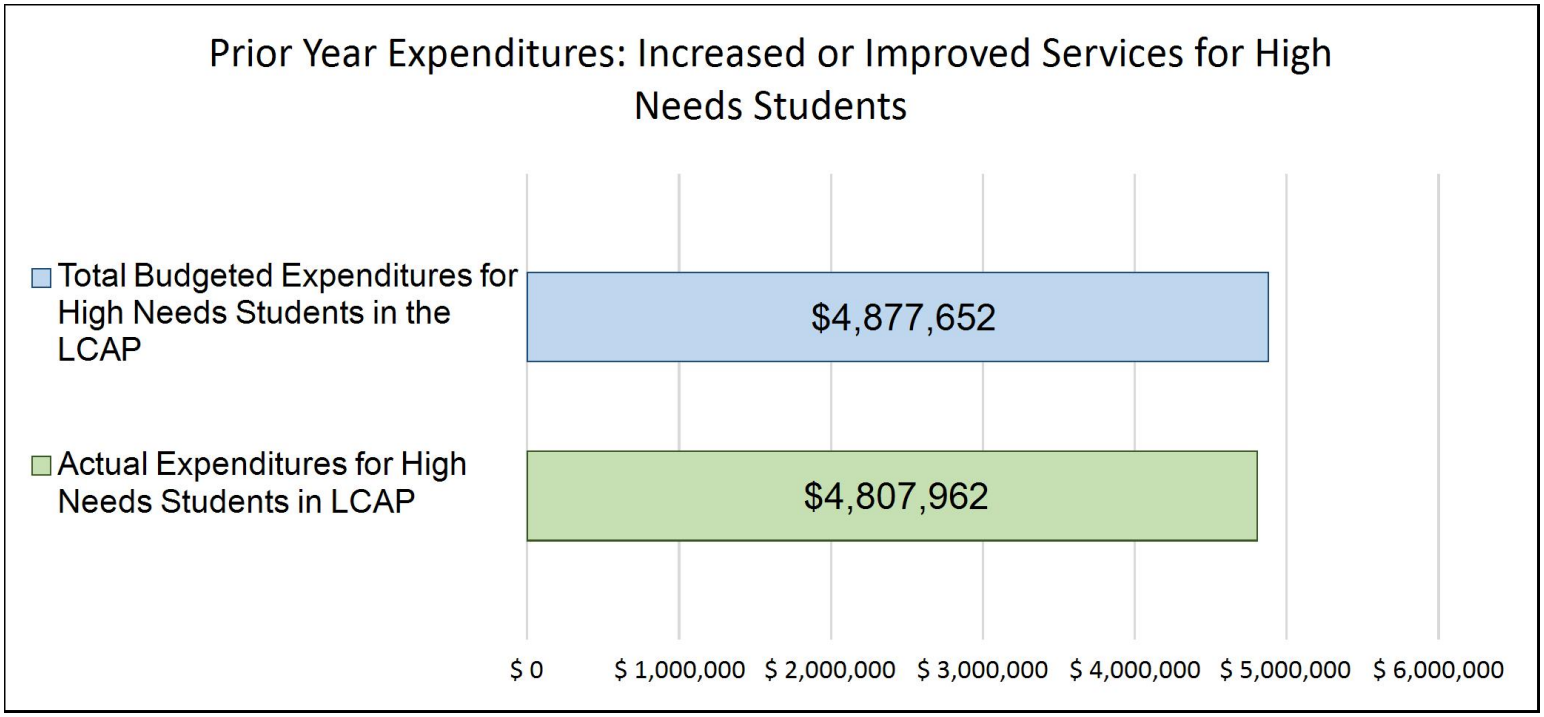
$24.6 million for teachers; $11.7 million for Special Education; $4.0 million for pupil support; $3.2 million for nurses and counselors; $2.6 million for custodial and maintenance support; $2.1 million for clerical support; $1.8 million for utilities and insurance

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

In 2022-23, Central School District is projecting it will receive $8,069,734 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 $8,710,044 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

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



This chart compares what Central 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 2021-22, Central School District's LCAP budgeted $4,877,652 for planned actions to increase or improve services for high needs students. Central School District actually spent $4,807,962 for actions to increase or improve services for high needs students in 2021-22.

The difference between the budgeted and actual expenditures of $-69,690 had the following impact on Central School District's ability to increase or improve services for high needs students:

Due to pandemic conditions, not all positions budgeted were able to be filled throughout the year. Additionally, in person extended learning opportunities for high needs students were not able to be put in place.

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Central School District	Dr. Amy Nguyen-Hernandez Superintendent	ANguyen-Hernandez@csd.k12.ca.us 909 - 989 - 8541

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

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

The Central School District values engaging with educational partners (formerly stakeholders) in a variety of ways to solicit input on improving programs for our students. The district's yearly engagement process is captured in the Central School District Local Control and Accountability Plan (LCAP) at https://www.centralsd.net/page/2021-22-lcap. In 2021 Central School District received Educator Effectiveness Funds, plan found at https://www.centralsd.net/page/2021-22-lcap, and engaged with educational partners in its development. The district received Expanded Learning Opportunity Program (ELOP) funds which are designated for the development of extended learning on instructional and intersession days. Educational partners will be engaged in the development of the ELOP plan concurrently with the LCAP development timeline.

Educational partners were engaged through facilitated conversations, guided presentations, activities designed to promote input, and open ended survey questions. District and school level administrators documented the input from educational partner meetings. Survey results are analyzed according to the purpose of each planning document. For the Educator Effectiveness Block Grant Plan, school staff and parents agreed that a high priority for these funds was to provide flexible opportunities for professional development on coaching and mentoring,

standards-based content instruction, reengagement of students, strategies promoting social-emotional well-being, positive school culture, foundational math concepts, inclusive practices for students with exceptional needs, effective language development programs, professional learning networks and early childhood education. The input for the Expanded Learning Opportunities Program are just beginning at the time the 2022 Supplement to Annual Update to the 2021-22 LCAP was drafted. Virtual engagement meetings will proceed until guidance from the California Department of Health allows for in-person meetings. Meeting format is designed around helping educational partners understand the information and the purpose of the meeting as well as provide opportunity for dialogue and feedback. Additionally, the district will engage its educational partners throughout the year to inform the development of the Concentration Add on Grant Money which legislatively expands upon the Local Control Funding Formula revenue and is designed to support unduplicated students (low income, foster youth and English learner). The district is in progress to take feedback for the development of the Universal Transitional Kindergarten (UTK) plan and the Extended Learning Opportunity Program (ELOP) plan through the Spring of 2022 in order to prepare both plans for submission to the Board of Trustees in June 2022. The following outlines the district's educational partners engagement opportunities as messaged through district email, social media, phone calls, district website (https://www.centralsd.net) and the CSD AP.

Collaborative Meetings:
-District, School and Special Education Administrators Instructional Team meetings during the months of: September 2021, January, 2022, March 2022
-Classified School Employees Association (CSEA) Executive Board meetings: September 1, 2021, February 2, 2022, April 6, 2022
-Parent Forum Presidents meetings with the Superintendent: August 19, 2021, March 17, 2022
-Central Teachers Organization (CTO) Executive Board meetings: August 31, 2021, February 1, 2022, April 12, 2022
-Teachers Professional Development Survey: September 2021
-District English Learner Advisory Committee (DELAC) meetings: October 5, 2021, January 25, 2022, March 15, 2022, April 19, 2022
-District Parent Advisory Committee (DAC) meetings (including representatives of foster youth and low income students): October 5, 2021, January 25, 2022, March 15, 2022, April 19, 2022
-District Gifted and Talented Education Advisory (GATE) meeting: January 25, 2022
-District Special Education (SPED) Parent Advisory meeting: January 27, 2022
-Elementary School Staff (teachers, classified staff, counselors, paraprofessionals and other school staff) meeting: February 2, 2022
-Middle School Student Advisory meetings: February 1, and February 3, 2022
-Middle School Staff Meeting: February 4, 2022
-School Level School Site Council (SSC) Input meeting: February 7, 2022

Online Needs Assessment Surveys:
-Fall Survey: September 1 - October 8, 2021 - Total responses 440 (Parents - 58%, Teachers, Teachers on Assignment, Counselors, Classified, and other specialized certificated staff - 27%, Other Educational Partners - 4%, Students 10%, and Other Community Members - 1%.
-Winter Surveys: February 1 - March 15, 2022 (Family Survey, 5th and 7th Grade Student Survey, Staff Survey)

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

The Central School District received additional concentration grant funding this year, under California's Local Control Funding Formula (LCFF), to provide additional direct support to unduplicated students (English learner, foster youth and low income) within the district. The district's unduplicated student population is 62% of its total enrollment of 4,200 students. During the 2021-22 LCAP engagement process, educational partners expressed a need for additional social-emotional learning programs, additional student and family engagement and supports, increased academic and behavioral tiered supports, support for unduplicated students with exceptional needs (SPED), mental health counseling, middle school student mentoring programs, extended learning opportunities, and supplemental instructional programs and support. The educational partners engagement process can be found at https://www.centralsd.net/page/2021-22-lcap, on page 5.

Central School District utilized this additional concentration grant add on funds to increase staff by hiring a Director of Student and Family Engagement, student services technician, two Campus Mentors to support the middle schools, extend afterschool learning opportunities and provide supplemental instructional programs targeted to support unduplicated students. The additional staffing will support increased student engagement, implement Multi-Tiered System of Support and professional development for school staff in order to meet the identified needs of unduplicated students, help middle school unduplicated students access positive mentoring support in order to increase engagement in school, extend academic support in order to accelerate learning at all schools, and provide additional supplemental instructional programs focused on vocabulary development designed to support English learners.

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

The Central School District values its long-established history of meaningful engagement with all educational partners to ultimately provide the best possible educational and social-emotional programs to students. Multiple and robust engagement opportunities were offered and improved upon over the last several years through the Local Control and Accountability Plan (LCAP) development process. The district's outreach and engagement practices ensures meaningful input and feedback from educational partners to inform the development of plans such as the ESSER III expenditure plan, found at https://www.centralsd.net/page/2021-22-lcap. The district also will engage with partners to inform the use of the additional Concentration Grant Add-On funds received this year. The educational partners consulted during this process include: students, families (including families that speak languages other than English), school and district administrators (including special education administrators), teachers, other educators, classified staff and local bargaining units. The educational partners have been involved in virtual meetings and survey collections. Educational partners participated in opportunities to engage in the consultation process throughout the summer and fall of the 2021-22 school year.

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

Central School District is currently implementing the federal Elementary and Secondary School Emergency Relief Plan (ESSER) found at https://www.centralsd.net/page/2021-22-lcap

Safely Open and Operate School/Continuous and Safe In-Person Learning
-The district is implementing expanded efforts to mitigate the spread of Covid-19, support student and staff wellness, provide testing and contact tracing, coordinate school and district offices health services, professional development and awareness, and implementation according to the most recent CDHP guidelines. We have experienced success in supporting the implementation of mitigation efforts, awareness, testing, and contract tracing in order to keep students learning in classrooms. Challenges experienced has been around staffing current and new positions, supporting increased need for student and staff wellness, and recruiting/hiring additional nurses.
-The district will provide resources to the site based performing arts programs, instrumental Personal Protective Equipment (PPE), additional materials and equipment to reduce the need for sharing instruments. Success has been experienced with procuring music equipment to support increased social distancing and safety.
-The district will provide all schools additional indoor and outdoor learning furniture to replace table desks where multiple students sit in classrooms in order to maximize social distancing to mitigate the spread of Covid-19 and promote the health and safety of students and staff. Challenges to this initiative relate to finding ready to ship furniture due to supply chain issues across the county.

Addressing the Impact of Lost Instructional Time
-The district will provide 2:1 student devices to expand learning beyond the school day, increase student access to technology, address incompatibility and equity, and provide student access to instruction that aligns to accelerating technology learning and application. This has been successfully implemented. Some challenges we have experienced have been in helping families, who do not want to collect a second device, to understand the importance of having their child access a safe browser and learning applications on the district issued device.
-The district will add social-emotional and academic screeners, provide professional development, expand English learner assessment platforms to support teacher professional learning communities, instructional planning, tiered interventions and supports to accelerate learning due to the impact of lost instructional time. We have experienced success in implementing the EL assessment platform, academic screeners, pilot of intervention materials, implemented 24/7 online tutoring and expanded after-school learning support. Social-Emotional Learning (SEL) screeners are being piloting at one school but due to inability of subs for training staff, full implementation will be targeted for next year at additional sites.
-The district will provide additional focused professional learning on Visible Learning, gradual release, reading strategies, math, formative assessments and active student participation. We are currently developing our professional learning plan for 2022-23 based on staff input from the online survey.
-The district will provide additional early literacy materials, extended learning time and targeted early literacy instruction, based on identified need in grades TK-2 through targeted professional development on evidence based practices, small group learning, active engagement and diagnostic reading assessments. We have been successful developing a systemic program for early literacy intervention at Central and Bear

Gulch. While we have provided professional development for all teachers in TK-2, targeted PD is under development for 2022-23 school-year to address math in grades 6-8 and engagement strategies across all grades.
-The district will expand materials and extended learning focused on accelerating English language arts tiered intervention for grades 3-8 through PD on evidence based practices, engagement small group learning, diagnostic assessments and instructional materials to accelerate literacy levels for students. We have been successful in targeting additional resources to support tiered intervention across the schools. Additional planning is taking place to continue this initiative into the 2022-23 school year.
-The district will expand materials focused on accelerating math tiered intervention for grades 3-8 through PD on evidence based practices, foundational math skills, small group learning, diagnostic assessments and instructional materials to accelerate math achievement for students. Providing professional development in 2021-22 has been challenging due to the unavailability of substitutes.
-The district will provide students targeted academic support to address identified needs beyond the school day to include before, after-school, and summer learning opportunities including extra hourly for instructional staff, materials, and instructional resources. The district has experienced successful implementation of districtwide Learning Hubs at each school which provide after school learning support. At the middle school, after school clubs and 7th period classes have expended learning opportunities.
-The district will augment school and Special Education district allocations to improve in-person student academic and social-emotional learning using evidence based programs, supplemental technology needs, supplemental instructional resources, and expanded learning opportunities to meet their student's needs. The district has been successful providing site allocation to support technology. Planning is under development to expand and build capacity on providing students evidence-based supports in 2022-23.
-The district will add resources to support enhanced independent study, transitional kindergarten and home hospital programs to ensure continuity of instruction is maintained and monitored through state, local and teacher formative assessments. Successful implementation of additional resources, staff and supports have positively impacted our programs and services by increasing qualified educators to support expanded independent study (IS) and home hospital (HH) programs. Supplemental materials were purchased to support transitional kindergarten (TK) academic and social-emotional programs. Next year, as new IS requirements are mandated, it will be revised to meet the current needs of students and families.
-Certificated, classified instructional staff, district administrators and school administrators will receive professional development, resources, coaching and support on Multi-Tiered System of Support (MTSS). Our students have demonstrated a need for increased support in academic and social-emotional learning. This will expand consistent use of a research based framework to implement tier behavioral and academic supports for all students at all school sites. This action has been challenging to implement due to the demands of Covid-19, challenges to fill open positions and unavailability of substitutes.

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

The Central School District is using its fiscal resources received for the 2021–22 school year to implement the requirements of the ESSER III expenditure plan and the Safe Return to In-Person Instruction and Continuity of Services Plan plans in a manner that is aligned with the district's 2021–22 LCAP. All plans, including the LCAP, Safe Return to In-Person Instruction and Continuity of Services Plan and ESSER III, can be found at https://www.centralsd.net/page/2021-22-lcap

Currently, to address the impact of lost instructional time, our ESSER III expenditure plan have actions that align to the 2021-22 LCAP.
- The district will provide 2:1 student device to expand learning beyond the school day, increase student access to technology, address incompatibility and equity, and provide student access to instruction that aligns to accelerating technology learning and application. Total fiscal resources for this action is $1,768,000. It is aligned to LCAP, Goal 1, Action 3, found on page 10 of the LCAP.
- The district will expand materials and extended learning focused on accelerating English language arts tiered intervention for grades 3-8 through professional development on evidence-based practices, small group learning, diagnostic assessments, and instructional materials to accelerate literacy levels for students. Total fiscal resources for this action is $59,500. It is aligned to LCAP, Goal 2, Action 6, found on page 14 of the LCAP.
- The district will expand materials focused on accelerating math tiered intervention for grades 3-8 through professional development on evidence-based practices, foundational math skills, small group learning, diagnostic assessments, and instructional materials to accelerate math achievement for students. Total fiscal resources for this action is $45,000. It is aligned to LCAP, Goal 2, Action 6, found on page 14 of the LCAP.
- The district will augment school and Special Education district allocations to improve in-person student academic and social-emotional learning using evidence-based programs, supplemental technology needs, supplemental instructional resources, and expanded learning opportunities to meet their student's needs. Total fiscal resources for this action is $302,500. It is aligned to LCAP, Goal 5, Action 7, found on page 26 of the LCAP.
- The district will add resources to support enhanced independent study, transitional kindergarten, and home hospital programs to ensure continuity of instruction is maintained and monitored through state, local and teacher formative assessments. Total fiscal resources for this action is $125,355. It is aligned to LCAP, Goal 6, Action 8, found on page 30 of the LCAP.

To address the District's Plan for Safe Return to In-Person Instruction and Continuity of Services plan found at https://www.centralsd.net/page/2021-22-lcap, supplemental services and programs will support English learner students which is aligned to LCAP Goal 4, Actions 11 and 12 found on pages 11 and 12 of the LCAP. As well as special education students through engaging with families aligned to LCAP Goal 3, Action 3, found on page 17 of the LCAP.

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

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

Introduction

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

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

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

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

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

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

Instructions

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

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

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

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

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

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

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

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

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

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

Describe how and when the LEA engaged its educational partners on the use of one-time federal funds it received that are intended to support recovery from the COVID-19 pandemic and the impacts of distance learning on students. See the COVID-19 Relief Funding Summary Sheet web page (https://www.cde.ca.gov/fg/cr/relieffunds.asp) for a listing of COVID-19 relief funding and the Federal Stimulus Funding web page (https://www.cde.ca.gov/fg/cr/) for additional information on these funds. The LEA is not required to describe engagement that has taken place related to state funds.

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

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

Describe the LEA's implementation of its efforts to maintain the health and safety of students, educators, and other staff and ensure the

continuity of services, as required by the federal American Rescue Plan Act of 2021, and its implementation of the federal Elementary and Secondary School Emergency Relief (ESSER) expenditure plan to date, including successes and challenges.

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

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

California Department of Education
November 2021

Local Control Accountability Plan

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Central School District	Dr. Amy Nguyen-Hernandez Superintendent	ANguyen-Hernandez@csd.k12.ca.us (909) 989-8541

Plan Summary [2022-23]

General Information

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

The district prides itself on building close partnerships with the community, families, students, and staff to support the mission statement of 'Learning Today for the Challenges of Tomorrow'. Central School District is located in the city of Rancho Cucamonga, in the county of San Bernardino, and encompasses a geographic area of six square miles. The district serves approximately 4,331 students in grades TK (Transitional Kindergarten) through 8th. There are five elementary schools, one 5-8 middle school and one 6-8 middle school. Our unduplicated student (low-income, English learner and Foster Youth) count is 71%, comprised of 13% EL students, 71% low income students and foster youth at less than 1%. Our English learner students, are representative of diverse languages as indicated on the student's Home Language Survey with 60% Spanish, followed by 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 following groups represent the remaining 15% of total student enrollment; 6% Asian, 5% multiple ethnicities and 2% Filipino. The Central School District is one of four elementary districts in the city of Rancho Cucamonga. The students at Central School District matriculate to either Alta Loma High School or Rancho Cucamonga High School in the Chaffey Joint Union School District.

Reflections: Successes

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

Central School District has identified areas of success in the first year of its three year, 2021-24 LCAP (Local Control and Accountability Plan), found on the districts webpage at https://www.centralsd.net/page/2021-22-lcap. In 2020 and 2021, the California Assessment of Student Performance and Progress (CAASPP) was suspended due to the Covid-19 pandemic. In 2021, the state mandated each district use either state assessments or local assessments to gauge student academic achievement progress. The district reported STAR reading and math assessment results on the School Accountability Report Card (SARC) for all schools and on the LCAP as its local assessment. In 2021, both the initial and summative English Language Proficiency Assessment for California (ELPAC) was administered to English learners. The CAASPP and ELPAC assessments inform the academic indicators on the California (CA) School Dashboard for the Central School District are found at https://www.caschooldashboard.org/. Due to the suspension of CAASPP as a result of the Covid-19 pandemic, the most recent academic indicators reflect the 2019 CAASPP assessments. On the CA School Dashboard, performance levels on academic and school climate indicators, using comparable statewide data, is represented by one of five colors (red, orange, yellow, green, and blue) ranging from red (lowest) to blue (highest). The performance level (color) is not included when there are fewer than 30 students in any year for any specific student group.

As reported on the 2019 CA Schools Dashboard, in English Language Arts (ELA), the district maintained 'green' status, with an overall increase of 5.6 points from the year prior. The following targeted student groups reached 'green' status in ELA : Socioeconomically Disadvantaged students with an increase of 7.3 points, Homeless students with an increase of 14.2 points, Hispanic students with an increase of 8.7 points and students with Two or More Races an increase of 14.5 points. Our African American students increased 7.7 points and our Students with Disabilities increased 10.8 in ELA respectively, however these groups remain in the 'yellow' status. Our English Learner Progress Indicator (ELPI) met 'high' status, with 61.4% of English learners making progress towards English Language Proficiency. In the area of mathematics, for the EL student group, the district reported 34.6 points below standard, with an overall rating of 'orange' and 14.3 points below standard in ELA which also resulted in an 'orange' status. Our homeless students increased 9.2 points in math and our Hispanic students increased by 3 points, however are below 'standard met' in the 'yellow' status. Students with Disabilities demonstrated growth, with an increase of 10.5 points from the year prior, though overall the achievement is in the 'orange' status. We attribute the academic growth for targeted student groups to intervention programs designed to support student achievement in the areas of ELA and math. 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 2019, our RFEP student group increased 7.5 points from the year prior in ELA and 8.8 points from the year prior in math.

In the fall of 2020, the CA School Dashboard publication was suspended due to the Covid-19 pandemic. In 2021 the CA School Dashboard was published, however due to the suspension of state assessments, and only the Local Indicators: Access to a Broad Course of Study, Conditions and Climate, Highly Qualified Teachers, Access to Instructional Materials, Facilities Inspection Tool, Parent and Family Engagement meetings were published as 'met'. It is expected that the CA School Dashboard, when published in the fall of 2022, will include status information from the 2022 CAASPP, the English Learner Progress Indicator and all school climate indicators (attendance,

suspension). Without comparative state assessments and comparable local assessments, direct correlation of progress towards specific outcomes presented some challenges and thus the district continues with observing qualitative data and implementing evidence-based strategies throughout the LCAP.

We are proud of our staff and community who worked to maintain instruction for all students. Student and staff attendance rates were severely impacted by the Covid-19 pandemic and thus our Chronic Absenteeism rate is expected to be higher than it was on the 2019 CA Schools Dashboard. Progress towards Goal 1, Goal 2, Goal 4, and Goal 6 is being made as evidenced by the STAR reading data in English language arts (ELA) which demonstrated an "At/Above Benchmark" proficiency for 51.6% of students. In math an "At/Above Benchmark" proficiency of 56.4% was achieved. English learners reclassified at a rate of 14.7% which is above the state and county rates as reported by 2022 California's Dataquest. Our English learners are reclassifying at high rates due to monitoring systems and instructional practices in place. The DELAC (District English Learner Advisory Committee) reported a need to provide increased EL parent training on reclassification, professional development for teachers on ELD strategies and parent workshops for families. Progress towards Goal 3 is evidenced by our local survey metrics report 93% families and community members feel CSD schools offer a strong instructional program, 99% state their child has access to the instructional materials he/she needs, including textbooks, technology, and other resources, and 90% state the staff at CSD schools are attentive to the social-emotional needs of students which show, in part, our progress towards Goal 5. We will continue to build upon our success into the future by increasing active student engagement in the classroom through Kagan Cooperative Learning strategies, implementation of digital engagement platforms and strategies, TK-3 focus area to have students reading by 3rd grade, improving math instruction and achievement, expand social-emotional supports, build multi-tiered system of support at all schools, and continuing PLCs and Visible Learning strategies at all schools. We continue to focus on providing after-school learning opportunities, intervention programs, and online Paper tutoring to support students beyond the school day.

Reflections: Identified Need

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

Our February STAR math assessments demonstrate 56.4% of students are 'At/Above' proficiency level. While we are proud of this interim progress, certificated instructional staff and administrators have shared students are lacking math foundational concepts which has impacted the pacing of content instruction. Teachers are working to implement differentiation strategies and small group math intervention. As district and site administrators conduct classroom visits, students are struggling to engage in collaborative learning due to the impact of Covid-19 state and county mandated protocols and distance learning. As walkthrough data reveals, students are less likely to engage in peer-to-peer discourse in the classroom. Professional development on student engagement strategies is a focus area for our district next year. Teachers, classified staff, administrators, and families have also expressed a need to support early reading and literacy intervention, and provide students rigorous instruction to remediate learning gaps due to the impact of Covid-19. Goal 2 will reflect additional support by our dedicated Teachers on Assignment to support professional development in math, early literacy, ELD (English Language Development) strategies and differentiation strategies.

Educational partners (students, teachers, administrators and parents) have given feedback of the need to implement systems of academic and social-emotional supports. To address the needs of all students, California's Multi-Tiered System of Supports (MTSS) framework training

will be provided to school leaders to support first good instruction and tiered academic and behavioral supports. Goal 2, action 6 and Goal 5, action 2 will support the implementation of MTSS professional development. MTSS language is embedded in Goals 4 and 5 as we implement a whole systems approach to preparing students for high school and beyond. Based on the 2019 CA Dashboard, the district is at an overall status of 'orange', which is the suspension rate. The district's suspension rate increased 00.3% with 1.6% of students being suspended at least once. Several student groups showed an increase in suspension rates and fell into the 'orange' performance level, including African American, Foster Youth, Hispanic, Socioeconomically Disadvantaged and Students with Disabilities. In Goal 5, action 3 a Director of Student and Family and Engagement was hired for the 2022-23 school year. Clinical Therapists were added to also address this need. The MTSS framework for each school will be developed over time using a continuous improvement model. To support Tier I, social-emotional supports for students, the Second Step curriculum, outlined in Goal 5, action 6, will be implemented at all schools along with a positive behavior system of support. These supports, which include explicit behavior instruction, school-based counseling, and professional development on restorative practices will target student social-emotional need.

On the 2019 CA School Dashboard for English Language Arts, one student group, English learners, are two performance levels below the 'all' student group in the 'orange' status. In the area of mathematics for ELs on the 2019 CA Schools Dashboard, the district reported 34.6 points below standard, with an overall rating of 'orange' and 14.3 points below standard in ELA which resulted in an 'orange' status. While we are making progress with our increased rate of reclassification of English learners, a focus will be on professional development on EL strategies, specialized training for Special Education teachers on writing linguistically appropriate goals, PLC sessions on improving outcomes for ELs, and professional development to our ELD paraeducators. In middle school, we identified, through teacher and administrator input, the importance of increasing fidelity to the supplemental EL curriculum. On the math indicator, there are four student groups in the 'orange' status: Socioeconomically Disadvantaged, English learners, African American and Students with Disabilities. Our overall math status is 'yellow' for the 'all' student group. This data along with input from teachers, Director SBCSS West End SELPA, administrators, families, and observations from classroom walkthroughs shows students need extra support in math. This year, our district has begun addressing the need for quality math intervention materials in grades 6, 7 and 8 by piloting and purchasing a new math intervention program. Under Goal 1, action 3 updated Eureka math materials were purchased for the 2022-23 school year out of Lottery funds which comes with a home learning and digital component aligned to the principals of Universal Design for Learning and EL supports.

Our local survey results show families feel we are prioritizing school climate and parental involvement in our LCAP. In 2021, 90% of families and community members surveyed stated that the staff at CSD schools are attentive to the social and emotional needs of students. The importance of social and emotional learning is essential to the overall health and safety of our students. It is necessity for schools to create a positive school climate. Thus, the district is expanding existing actions to address this identified need. In Goal 3, actions 1, 2, 3, 4, 5 will address the parental involvement as 89% of those surveys feel 'that parent input is welcomed and respected at CSD schools'. Through ongoing educational partner engagement and by developing meaningful actions to support our parent and community input. By continuing to build on academic and enrichment programs within and beyond the school day, we plan to improve in this area. We acknowledge our families have been away from our schools due to the Covid-19 mandated protocols for the last few years. We look forward to reengaging with our families in-person, as guidance allows.

LCAP Highlights

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

The 2021-2024 three-year LCAP plan was developed through purposeful engagement with parents, students, educators, and other educational partners representing the diverse demographics of Central School District's community. One of the plan's key features are six goals, based on the state's eight priority areas, which focus on improving performance across a wide range of metrics. During the 2021-22 educational partners engagement process, parents, District English Learner Advisory Committee (DELAC), and educators have expressed a need to have the wording of goals and actions be clear and understandable. The plan outlines specific goals and actions designed to support the whole-child in their academic and social-emotional development. It also is aligned to local and state metrics which measure progress towards these outcomes. It serves the needs of all students in the district and contains specific actions intended to increase and improve services for English learners, foster youth, and low income students.

The district began the 2021-22 year providing professional development to administrators to support student success in defining tier I, II, and III levels of academic and behavioral supports. The district implementation of multi-tiered systems of support will build upon the current focus of Visible Learning Strategies and Professional Learning Communities (PLCs). As schools onramp to developing and refining tiered systems of academic and behavioral supports with their leadership teams, coaching for administrators, teachers and educators on student engagement strategies will be a major focus during 2022-23. Coaching and monitoring of student engagement strategies in the classroom will be monitored and supported by school administrators, district administrators and teacher leaders.

The following are the goals in the 2022-23 LCAP:

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 maintaining actions that show effectiveness based on observation of evidence-based strategies, input from educational partners and available local and state data, priority areas were identified. These priority areas include: extended learning opportunities for students, improving and increasing intervention programs, increasing student engagement, expanding course access, maintaining and improving access to technology, providing tiered systems of supports, and social and emotional learning to promote students' mental health

and wellness. As a result of this year's input, the 2022-23 LCAP includes specific actions to address priority areas. Resources are appropriately allocated in order to improve upon these areas of need.

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.

Central School District reached out to educational partners to engage in conversations centered around student successes and challenges. Discussions were facilitated to develop the 2022-23 LCAP. The District Advisory Committee (DAC), including parents representing English learners, low-income, foster youth, students with disabilities, participated in virtual meetings on October 5, 2021, January 25, 2022, March 15, 2022 and April 19, 2022. The District English Learner Advisory Committee (DELAC), representative of English learner families, was consulted on October 5, 2021, January 25, 02022, March 15, 2022 and April 19, 2022. On January 27, the Special Education Advisory Committee gave input into the LCAP from the perspective of the needs of Special Education students. On January 25, 2022 the Gifted and Talented (GATE) Parent Advisory Committee gave input into the LCAP from the perspective of GATE student needs. LCAP engagement meeting was held with the Central Teachers Organization (CTO) on March 8, 2022 to discuss the needs of certificated members. The Classified Staff Employee Association (CSEA), made up of the Executive Officers, met on April 6, 2022 to discuss classified member needs. The LCAP Advisory group representative of parents, school and district administrators, classified staff and teachers met on September 13, 2021, January 31, 2022 and April 18, 2022. The San Bernardino West End SELPA was consulted on March 21, 2022 on how the district can work to meet the needs of Special Education students. To our knowledge, community member groups participated through the online survey, viewing the draft LCAP from May 31-June 16 and providing input using an online form.

The principals and school administrators were consulted on January 25, 2022, and March 12, 2022 at the Instructional Team (I Team) meetings as well as participated in the online LCAP staff survey from February 1 to March 25, 2022. School principals took input from their School Site Council members on February 7, 2022. Elementary school administrators took feedback from school staff at the February 2, 2022 staff meeting. Middle school administrators took input from school staff at the February 4, 2022 staff meeting. The input collected from SSC members and school staff was presented by each school principal and discussed with district administrators at the March 12, 2022 I Team meeting. On February 3, 2022 the Ruth Musser Middle School Associated Student Body representative of 6th, 7th and 8th grade students engaged in reviewing LCAP goals, actions and metrics and provided input. On February 3, 2022 the Cucamonga Middle School Leadership Group made up of 6th, 7th and 8th grade students reviewed the LCAP goals, actions and metrics and provided input. The district reached out to our educational partners to advise the engagement opportunities through school administrators and communication systems, phone calls, e-mails, flyers, social media, and the district website. The district LCAP goals and actions were reviewed at all educational partner input meetings. Strengths and challenges were discussed using the data from the 2019 CA Schools Dashboard CAASPP results and STAR results, FIT, teacher assignment rates, attendance, suspension and expulsion rates. Additionally, the district launched a Family LCAP Survey, a Staff LCAP Survey and a Student LCAP/Climate Survey for 5th and 7th graders from February 1, 2022 and March 15, 2022. A draft of the LCAP was presented to the District Advisory Committee and the District English Learner Advisory Committee (DELAC) on April 19, 2022. No comments were provided from either DELAC or DAC, therefore there was no requirement for the superintendent to respond in writing. The LCAP draft was posted for public view on the District website on May 25, 2022 and an online input form offered an opportunity for the public to engage before the Public Hearing of the LCAP on June 2, 2022. The Governing Board adopted the LCAP on June 16, 2022. The LCAP was sent to the San Bernardino County for approval on June 17, 2022.

A summary of the feedback provided by specific educational partners.

The District requested and collected feedback from multiple educational partners during the LCAP development meetings and surveys. Ideas and trends were analyzed from feedback received at meetings and surveys by specific educational partners as follows:

District Parent Advisory Committee (DAC) - Meetings on October 5, 2021, January 25, 2022, March 15, 2022 and April 19, 2022.

- Provide students with social-emotional support
- Increase student achievement on ELA and math state and local assessments
- Provide intervention programs and tutoring
- Provide professional development opportunities on teaching and engagement strategies
- Provide internet safety workshops

District English Learner Advisory Committee (DELAC) - Meetings on October 5, 2021, January 25, 2022, March 15, 2022 and April 19, 2022.

- Increase intervention opportunities for English learners
- Provide family workshops on how to support their student to reclassify and provide information in multiple languages to engage families
- Provide middle school students increased awareness to reclassify before high school
- Provide newcomer supports to students in US schools less than one year, continue Rosetta Stone for parents
- Provide teacher professional development to support English learners
- Use parent friendly language on the LCAP so it is easier for families to understand

Parents of Foster Youth - LCAP Online Survey February 1, 2022 - March 25, 2022

- Expand intervention programs
- Family workshops on addressing the needs of foster youth students
- Expand social emotional supports for students
- Monitor the progress of students
- Provide extended after-school options for students

Teachers - School Staff Meeting February 2 for Elementary and February 4 for Middle School, LCAP Staff Survey February 1, 2022 - March 25, 2022

- GATE and ELD professional development and differentiation training
- Social-emotional and behavior supports for students, classroom management and professional development for teachers
- Maintain PLC dedicated time, provide additional planning and collaboration time
- Professional development on reading instruction, writing instruction, literacy development, phonemic awareness, math instruction, enrichment and differentiation professional development
- SPED student support professional development, IEP meeting protocols, Autism support and behavior management and supporting dual identified EI students
- Professional development on increasing student motivation, culturally appropriate pedagogy, growth mindset and student engagement

- Increase VAPA (Visual and Performing Arts) programs
- Professional development on STEM and technology integration in lesson design
- Professional development and supplemental materials for Social Studies

Classified Staff - School Staff Meeting February 2 for Elementary and February 4 for Middle School, LCAP Staff Survey February 1, 2022 - March 25, 2022

- Professional development on library skills
- Professional development on managing student behavior, resolution and social-emotional strategies
- Professional development on supporting the classroom teacher
- Professional development on working with students with disabilities and ADHD
- Professional development on supporting English learners
- Training on CALPADS, AERIES, SEIS and family communication skills

Students - LCAP Student Survey February 1, 2022 - March 25, 2022, LCAP Student Advisory Meetings - February 3, 2022 and February 18, 2022

- Provide students social-emotional supports, peer-peer conflict resolution skills, and well-being supports
- Increase school activities to promote kindness, positive school culture and antibullying
- Decrease distractions in the classroom by supporting professional development on student engagement
- Provide more real-life application of learning, project based learning and hands-on learning lessons in classrooms
- Resume after-school activities and sports
- Utilize more technology in the classroom to make learning fun

Central Teachers Association (Certificated Bargaining Unit) - Meeting on March 8, 2022

- Support PLC time
- Provide information on multi-tiered system of support
- Support professional development needs
- Implement behavior systems of support across all schools
- Provide programs to address SEL student needs
- Consistent communication across district and sites

Classified Staff Employees Association (Classified Bargaining Unit) - Meeting on April 6, 2022

- Professional development for classified members
- Support for student behaviors in the classroom and on the playground
- Support for attendance collection and verification

Principals, Site and District Administrators - Meeting on March 12, 2022
Themes from school SSC Meetings and Staff Meetings:

- Professional development on establishing a tiered behavior system at school

- Increased social-emotional supports for students, including counseling and curriculum
- Behavior management for teachers to address severe behaviors
- Corporative learning strategies for teachers to increase student engagement
- EL, GATE and SPED professional development
- Professional development in math
- Revisit PLC trainings and protocols
- Writing program
- Support for intervention programs at the school sites

Themes from Instructional Team Meeting on March 12, 2022
- Training on multi-tiered system of support and first best instruction
- Maintain learning hubs programs and offerings
- Maintain Leadership Development training for Assistant Principals
- Expand new teacher support and PAR support
- Motivation programs to increase school attendance

Community Members - LCAP Advisory Committee - April 18, 2022
- Safe and secure schools
- Increased family involvement opportunities
- Expand TK programs

SELPA Administrator and Parents of Students with Disabilities - Meeting on March 21, 2022
- Increase opportunities for inclusion into general education classes
- Provide Professional learning on linguistically appropriate goals and reclassification of dual identified students
- Provide professional learning opportunities for general education teachers to support Universal Design for Learning (first best instruction)
- Increase social-emotional supports for Special Education Students
- Increased professional development on engagement strategies for classified paraprofessionals
- Professional development opportunities for teachers of Special Education Students to engage in collaborative learning
- Provide dyslexia training for teachers
- Coordinate behavior support classes with SELPA
- Provide West End Behavior Certification program to select staff

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

The goals and actions in the LCAP were highly influenced by the feedback from educational partners. The feedback theme that came up consistently was the need to implement academic and behavior tiered systems of support at school sites, expand positive school culture and

positive behavior, improve math academic outcomes, increase student engagement strategies, leverage digital learning in the classroom, provide family outreach and support, and monitor the academic of all students, including student groups who are underperforming. Teachers and administrators have expressed the need for increased professional learning opportunities in math content and social emotional learning, increased pathways for elective and Visual Performing programs, additional hands-on learning opportunities for students, increase in staffing to address student social emotional needs, and classified staff professional learning. The aspects of the LCAP that were influenced by the input from educational partners, but are not necessarily limited to:

- Determination of changes made to a goal for the ensuing LCAP year based on the annual update process. Goals 1-6 language was added/clarified based on educational partners (DELAC, CTO) to provide clarity and ease of understanding.
- Inclusion of metrics other than the statutorily required metrics were added in five goals in response to educational partner input. In Goal 1, updated metrics include shifting to the Facilities Inspection Tool (FIT) survey to measure school facilities for safety. Also, the local priority of Basic Services was added as district administrators shared it would align to what is reported on the CA Schools Dashboard.
- The CAASPP and CAST were added to measure progress on all students and specific student groups in Goal 6
- Goal 2 metrics were updated to shift the survey responses to inform educational partner input sessions.
- Goal 3 metrics were modified to add the local indicator Parent and Family Engagement. Some survey questions were moved to the educational partner section as they are more qualitative.
- Goal 4 includes an additional metric to monitor progress of 3rd grade reading levels as the focus on TK-3 grade foundational strategies was highlighted as need from educational partners (teachers, staff, administrators, families), this was in response to educational partners (LCAP Survey) to provide update and progress measures. Goal 6 metrics of CAASPP and CAST were added to measure progress on all students and specific student groups as educational partners are focusing on the impact of the Covid-19 pandemic on all student groups.
- A determination of the desired outcome on one or more metrics was modified in Goal 3, on the parent survey from 95% to 90% as a significant drop was observed during the educational partner input meetings were parents did not feel that this year, due to Covid-19 protocols, there were multiple opportunities to engage. They felt it was primary virtual opportunities to engage.
- Inclusion of performance by one or more student groups in the Measuring and Reporting Results subsection was added in Goal 1, Goal 2, Goal 4, Goal 6 in order to maintain progress on academic indicators to determine if the implementation of actions is having a positive effect on student learning.
- Inclusion of action(s) or a group of actions were made with respect to additional actions to support middle schools in Goal 5, action 7.
- Incorporation and movement of action(s) or group of actions were done throughout each of the goals as outlined in prompt 4 of each Goal Analysis section. This was in response to the feedback from educational partners (parent advisory groups, staff, teachers, admin) to make the LCAP easier to understand by avoiding unnecessary duplication of actions throughout the plan, adding to an extraordinary length.
- Focused student engagement as evidenced by action 2.9, with instructional staff implementing student engagement at least 30 minutes per day as measured by walkthroughs, coaching and academic indicators.
- Focused MTSS implementation for academics as reflected in action 4.12 and behavior as reflected in action 5.8 as measured by calendar tasks and documentation.

- Continuation of Learning Hubs and technology staff to support unduplicated students extend learning and receive before, during and after-school support, through technology applications
- Additional counselor dedicated time to supporting foster youth students as reflected in action 3.5 to an increase of 5% of their time on this objective as measured by calendar tasks, foster youth family intake plans and academic indicators.
- Determination of effectiveness of the specific actions to achieve the goal was embedded as a result of educational partners requesting clear transparency in the plan. Each action now reflects how it will be measured for effectiveness.

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. Goal 1 has been 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. 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 2022 FIT report demonstrate 0% extreme deficiencies which showcase the district's commitment to ensuring facilities are healthy and conducive to learning. 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 credentials and appropriately assigned	2022:100% highly qualified, credentialed and assigned			100% of our teachers are highly qualified with appropriate credentials and appropriately assigned.
Local Metric: Parent Surveys	2021: Survey: 98% of parent respondents	2022: Survey: 98% of parent respondents			98% of parent respondents Strongly

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	'Strongly Agree/Agree', "My child has access to the instructional materials he/she needs, including textbooks, technology and other resources."	'Strongly Agree/Agree', "My child has access to the instructional materials he/she needs, including textbooks, technology and other resources."			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 (new metric established in 2022)	2022: 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.”			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 • English Learner (EL) 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 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			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

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
• Foster Youth (FY) Students • Special Education (SPED) Students	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	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			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.	$81,829.32	No
1.2	Peer Assistance & Review Teacher	The Division of Human Resources will maintain a 30% FTE (Full Time Equivalent) Peer Assistance and Review (PAR) teacher to support teachers in the Peer Assistance and Review Program for the purpose	$38,538.56	No

Action #	Title	Description	Total Funds	Contributing
		of supporting their instructional delivery. This action will be measured by CAASPP ELA and math results.		
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.	$207,123.00	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.	$411,361.69	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 technology integration in the classroom. The effectiveness of this action will be measured by parent surveys.	$136,395.00	No
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	$77,650.18	Yes

Action #	Title	Description	Total Funds	Contributing
		outreach and information on state assessments. This action will be measured by parent surveys and CAASPP ELA and math results.		

Goal Analysis [2021-22]

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

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

Overall, Goal 1 was implemented successfully. We experienced overall success. Challenges we encountered were related to not finding a suitable candidate for PAR and a lack of substitute coverage to release teachers for professional development. Actions 1.1, 1.3, 1.4, 1.7, 1.8, 1.9 were implemented successfully. Action 1.2 was not implemented because there was not a suitable candidate found, this action will resume in 2022-23. Actions 1.6 and 1.7 were implemented, however it was difficult to find substitute coverage and we could not group teachers physically together due to Covid-19 protocols. Also, teacher absence rates were higher than normal due to the infection rates.

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 1.2 was not implemented due to inability to find a suitable candidate.
Action 1.3 had material difference due to replacement of instructional materials provided to students during distance learning. This is a one time cost replacement.
Action 1.8 was budgeted to provide online access, however funds were reimbursed with other onetime funds.

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. Baseline metrics were established in the 2020-2021 school year using local and available state tools to measure students' access to state standards, whether district facilities are in good repair, and other factors related to the conditions of learning in our schools. Most metrics were used to measure progress in this area during the 2021-2022 school year and indicated positive learning conditions exist for students. Based on feedback from educational partners, one metric was revised with the following language "State Metric: Student access to standards aligned instructional materials" was removed as it does not apply. New metrics were added; CAASPP progress with specific student groups; Local Indicator of Basic Services as released on the California School Dashboard. The 0% Williams complaint metric was replaced with the Facilities Inspection Tool (FIT) as it is a more precise objective metric as part of the Williams Act. Also, the parent survey question was also deleted on the facilities metric as it a smaller sample compared to the FIT report. As a result of the analysis of the metrics, the district made progress towards meeting Goal 1. During the 2021-2022 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 and students continue to report a high level of satisfaction on survey items related to

the access to instructional materials, technology and other resources. Actions 1.3, 1.4, 1.5, 1.6, and 1.7 are intended to positively impact student's conditions of learning and access to help families access and understand their student's assessment results.

During the 2021-2022 school year all students had access to appropriately assigned teachers, curriculum assigned instructional materials, and facilities in good repair. Actions 1.1 and 1.2 are intended to ensure new and existing teachers are supported in providing rigorous instruction to 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.

As shared in the educational partner engagement section, ensuring students have basic skills, access to quality instructional materials and programs is a priority. Educational partners also wanted clarity of language and minor language updates were made.

Revised Goal:
Goal 1 was revised: 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. This goal was revised to meet the criteria for a Broad goal which can be measured for impact on student learning and wellness. The wording was clarified to reflect educational partners desire for clear language. The term 'wellness' was added to address the need expressed by all educational partners to strive to ensure base programs meet student academic and wellness.

Revised Metrics:
On metric #2, the following language "State Metric: Student access to standards aligned instructional materials" was removed as it does not apply.

New Metrics:
CAASPP progress with specific student groups
Local Indicator of Basic Services as released on the California School Dashboard.
The 0 Williams complaint metric was replaced with the Facilities Inspection Tool as it is a more precise objective metric as part of the Williams Act.
The parent survey question was also deleted on the facilities metric as it a smaller sample compared to the FIT report.

Revised Actions:
Action 1.2 reflects an increase in FTE to provide PAR supports to teachers
Action 1.5 was modified from 4 to 3 (correction of a typo from last year) and incorporated into to Goal 2, Action 8 as TOSAs provide professional development
Action 1.6 was incorporated into Goal 2, Action 8 as it relates to provide professional development
Action 1.8 was modified to replace CCSS to add clarity

Action 1.9 was revised to reflect a change in purpose of this position to support unduplicated students and families with using district issued devices, communication with unduplicated students (LI, EL and FY) on educational programs, local and state assessment reports.

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.

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 Development Day, I feel better prepared to create and teach standards-aligned lessons	2022-90% of teachers Strongly/Agree that “As a result of attending the Staff Development Day, I feel better prepared to create and teach standards-aligned lessons			90% or above of teachers Strongly/Agree that “As a result of attending the Staff Development Day, I feel better prepared to create and teach standards-aligned lessons

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 2022 California Schools Dashboard (new metric established in 2022) 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	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			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 - ELA: 61.7 points below				
State Metric: English Learner Progress on on California Dashboard	New Metric 2022 Most recent results: 2019 - 61.4% making progress towards English Language Proficiency based on California dashboard.	2021 ELPAC 69.32% 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.	$19,570.71	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.	$92,090.42	Yes
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	$20,579.78	Yes

Action #	Title	Description	Total Funds	Contributing
		accelerating academic achievement. This action will be measured by CAASPP ELA and math results and ELPI for the EL student group.		
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.	$42,366.38	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.	$360,416.26	Yes
2.6	Intervention PD	The Division of Educational Services will provide professional development to educators on instructional strategies principally directed to accelerate learning of unduplicated students for the purpose of making academic growth on ELA and math. This action will be measured by CAASPP ELA and math results.	$29,908.16	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.	$24,859.49	Yes
2.8	Teachers on Special Assignment	The Division of Educational Services will maintain three dedicated Teachers on Assignment and 25% FTE math Teacher on Assignment to provide teachers professional development on student engagement, technology integration, and coaching to improve instruction principally	$548,731.68	Yes

Action #	Title	Description	Total Funds	Contributing
		directed to support unduplicated students. This action will be measured by CAASPP ELA and math results.		
2.9	Student Engagement Coaching	The Division of Educational Services will ensure improved student engagement in content instruction through coaching, for the purpose of ensuring student participation. The effectiveness of this action will be monitored using the CAASPP results, walkthrough observations and surveys.	$0.00	No

Goal Analysis [2021-22]

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

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

Overall, Goal 2 was implemented successfully. Challenges we encountered were related to substitute shortage both due to positions and the high rate of Covid-19 infections. Actions 2.1 and 2.7 were implemented successfully. Actions 2.2-2.6, 2.8, were partially implemented due to substitute shortage, inability to group teachers in person due to Covid-19 protocols and high teacher absence rates due to the pandemic.

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

There were 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. Baseline metrics were established in the 2020-2021 school year using local and available state tools to measure teacher professional development and support related to the implementation of technology, state standards and engagement strategies. Most metrics used to measure progress in this area during the 2021-2022 school year and indicated positive professional development experiences for teachers. A result of 90% or above of teachers 'felt they strongly/agree they felt better prepared to teach.' The previous metric of 'Implementation of Common Core State Standards for all students, including EL students' was replaced with 'CAASPP assessment for all students and specific student groups' and 'English Learner Progress Indicator'. Since the state metrics are called CAASPP and not Common Core State Standards, the term was misleading to educational partners and the new term is more precise. As a result of the analysis of the metrics, the district made progress towards meeting Goal 2. During the 2021-2022 school year, teachers had access to quality professional development and support to on technology, English learner strategies, GATE

strategies, PLCs, intervention strategies Visible Learning strategies, and support from dedicated Teachers-on-Assignment. These are reflected in actions 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 2.7, 2.8, and 2.9. These actions work in tandem to create learning environments that work to implement state content standards. While it was difficult to group teachers physically together or provide substitute coverage, these professional development opportunities were provided online and through the district Teachers on Assignment pushing into the classroom.

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.

Ensuring teachers and staff have professional development on intervention strategies, content instruction, student engagement, technology integration, differentiated strategies to support specific student groups like (GATE, SPED, EL), and ongoing PLC and collaboration time is a priority.

- Revised 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. Educational partners (teachers, families and administrators) also wanted clarity of language and minor language updates were made by substituting CCSS to state content standards to broaden the standards beyond ELA and math.

- Revised Metrics:

PD Survey- 'Teachers attending three professional development days' and 'Teacher receiving support on new technology' originally were designed in response to a shift to distance learning. These two qualitative metrics will instead inform the educational partner engagement section of the LCAP and will not be reported in the metric section above.

- Revised Metrics: Previous metric of 'Implementation of Common Core State Standards for all students, including EL students' was replaced with 'CAASPP assessment for all students and specific student groups' and 'English Learner Progress Indicator'. Since the state metrics are called CAASPP and not Common Core State Standards, the term was misleading to educational partners and the new term is more precise.

- Revised Actions:

Actions 2.1, 2.2 have been revised to include a focus on engagement strategies and technology engagement as a result of educational partners input (school and district administrators, students).

- Moved Actions:

Action 2.7 will be incorporated into Goal 1, Action 4 since it better aligns with the purpose of Goal 1.

- New Action

Action 2.8 Implementation of Student Engagement - all instructional staff will be trained on Kagan Student Engagement Strategies and supported to implement student collaboration

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 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.”			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 welcomed and respected at Central Schools."	2022 - 89% of parent respondents report that "parent input is welcomed and respected at Central Schools."			94% of parent respondents report that "parent input is welcomed and respected at Central Schools."

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
California School Dashboard - Parent and Family Engagement Local Indicator	Revised for 22-23 2020: California Schools Dashboard not reported due to Covid-19. (New metric) 2019: Met	2021: 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 (new metric established in 2022) 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	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			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
	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	FY - Math: 23% met/exceed SPED - ELA: 14% met/exceed SPED - Math: 19% met/exceed			

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.	$127,277.67	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.	$26,771.89	Yes
3.3	SPED Parent Engagement	The Department of Special Education will ensure Special Education (SPED) Advisory Committee meetings are for the purpose of	$5,000.00	No

Action #	Title	Description	Total Funds	Contributing
		increasing engagement, workshops and shared decision making. This action will be monitored using parent survey results.		
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.	$5,000.00	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.	$68,096.67	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.	$23,915.92	Yes

Goal Analysis [2021-22]

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

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

Due to the Covid-19 visitor restrictions we experienced challenges in providing multiple opportunities for families to engage. As a result, ZOOM was the venue through which parent meetings were conducted. This afforded families to engage with important information from the comfort of their home. Overall, Goal 3 was implemented successfully as best as we could leverage online opportunities for families. Challenges we encountered were related fewer opportunities for families to engage due to Covid-19 visitor protocols. Actions 3.1, 3.2, and 3.4 were implemented successfully. Action 3.3 was not implemented due to visitor restrictions due to Covid-19 protocols.

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. Baseline metrics were established in the 2020-2021 school year using local and available state tools to measure family engagement and its impact on student academic progress. Based on the input from families and the Local Indicator of parent and family engagement, goal 3 was effective in making progress towards the desired outcomes as measured by the 2022 LCAP Family survey results where 89% of parent respondents report that "parent input is welcomed and respected at Central Schools." Our district administrators, site administrators, teachers, and PCI Coordinators worked at school sites to help parents feel their input was welcomed and respected. We maintained all parent advisory committee meetings virtually and reached out by email and phone. Also, all families are invited through emails, phone, website, social media to participate in multiple LCAP surveys throughout the year. However, we acknowledge the impact of Covid-19 state and county protocols has impacted parents feeling they have multiple opportunities to engage in their child's learning. Nevertheless, in 2020-21, 92% of parent respondents report that they, "are provided multiple opportunities to be involved in their child's educational experience". However, in 2022 this metric dropped to 89% of parents responding they 'are provided multiple opportunities to be involved in their child's educational experience'. This represents a need for the district and school sites to rekindle and focus efforts to reengage families once the Covid-19 pandemic protocols allow parents and visitors on campus. These are reflected in actions 3.1, 3.2, 3.3, 3.4, 3.5, and 3.6. These actions to support families in the educational experience of their child, in partnership with the school.

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.

As shared in the educational partner engagement section, ensuring parents have access to supports for their students in the area of social-emotional learning, English learner reclassification workshops, ongoing outreach to make families understand how they can be involved in their child's school and family support for specific student groups (GATE, SPED, & EL parent advisory committees) is a priority.

- Revised Goal 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. This goal was revised due to educational partner feedback on using familiar language and updated to include all content areas. The word engagement substitutes participation as it denotes more involvement. Planning was added to the goal to acknowledge the important role families have in planning for school and district programs as provided by input from DAC, LCAP Advisory and DELAC. Social-emotional development was added as a result of educational partners stressing the importance of addressing the whole child (teachers, administrators, parents, students, SELPA, classified staff)

- New Metrics:

California Schools Dashboard: Parent and Family Engagement Local Indicator.

- CAASPP results on CA Dashboard

- Revised Metrics:

The words "State Metric: Promotion of parental participation" were removed from the first metric as it does not apply.
The words "State Metric: Efforts to seek parent input" were removed from the second metric as it does not apply.

- Change in Desired Outcomes:

Desired outcome for the Parent Survey was adjusted to 90% from 95% of parent respondents report that they, "are provided multiple opportunities to be involved in their child's educational experience." Due to the Covid-19 pandemic visitors and parents were not allowed on campus, and therefore we need to work to build back multiple opportunities for parents to engage, not just virtually as it has been for the last two years.

- Modified Actions:

Action 3.2 will be incorporated into Action 3.1 as it funds materials, daycare and refreshments for parent workshops.
Action 3.3 was modified to add workshops to support EL academic, social-emotional success.

- New Actions:

Action 3.5 was added to align with the district's efforts to engage with GATE parents by dedicating 5% of counselors time to also monitor foster youth social-emotional support and academic progress.

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 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	Baseline to be established from the 2019 California Schools Dashboard (new metric established in 2022)	2021 CAASPP not administered due to state's suspension 2021 Local Metrics of STAR (used in place			All - ELA: 20 points above All - Math: 25 points above

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
All Students Low-Income (LI) Students English Learner (EL) Students Foster Youth (FY) Students Special Education (SPED) 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 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	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			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
State Metric: English Learner Progress on	2019-61.4% making progress towards	2021 California Schools Dashboard			65% making progress towards English

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
on California Dashboard	English Language Proficiency based on California Dashboard.	did not report on the ELPI due to legislative suspension			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			Maintain or exceed a reclassification rate of 10% for EL's.
CAASPP ELA and math Results - 3rd Grade	New metric 2022 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%			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.	$5,000.00	Yes
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.	$97,149.44	Yes

Action #	Title	Description	Total Funds	Contributing
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.	$1,327,207.23	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.	$119,115.12	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.	$481,831.22	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.	$92,580.00	Yes
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.	$532,669.20	Yes

Action #	Title	Description	Total Funds	Contributing
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.	$155,129.17	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.	$1,260,620.62	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.	$163,108.16	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 dialogue. Progress monitoring will be measured using CAASPP results and administrator walkthroughs.	$1,956,437.23	Yes
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.	$0.00	Yes

Action #	Title	Description	Total Funds	Contributing

Goal Analysis [2021-22]

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

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

Overall, Goal 4 was implemented successfully. We experienced overall success. Challenges we encountered were related to unfilled positions due lack of substitute coverage to release teachers for professional development, staffing shortages to find suitable extended intervention teachers and due to California Department of Health Programs (CDHP) guidelines which prevented middle school students from visiting colleges. Actions 4.1, 4.4, 4.6-4.9, 4.11-4.17 were fully implemented. Action 4.2 was not implemented due to the CDHP guidelines which prevented college visits. Action 4.3 was not implemented due to the CDHP guidelines regarding external tutors. Action 4.5 was partially implemented due to staffing shortages. Action 4.10 was partially implemented due to staffing shortages.

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 4.2 and action 4.3 as stated above were not implemented fully due to CDHP guidelines preventing AVID tutors and college visits. Action 4.7 contained a typographical edit which affected the estimated actuals due to changing 4 to 3 intervention coordinators

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. However, the 2021-22 school year was a difficult year for Central School District with students returning to in-person learning. Keeping students and staff safe and healthy during the year was our priority. Despite the challenges, we were very effective in maintaining in-person instruction. The 2021 Local Metrics of STAR (used in place of 2021 CAASPP due to local flexibility offered) demonstrated progress towards attaining goal 4. The ALL student group performed higher in math than in ELA, however this is inconsistent with our math CA Dashboard data for the 2017-18, and 2018-19 results where our math scores declined. The STAR data for ELA also confirmed our Low income, English learner and Sped students performed below the ALL student group. In math, all but our EL student group performed lower than the ALL student group. As a result of this data and the input from educational partners to support programs to accelerate learning loss such as extended and intervention instruction, the following actions made progress towards this goal; Action 4.6 continues to support class-size reduction, Action 4.11 addresses English learner support, Actions 4.4, 4.7, 4.13, 4.14, 4.16 and 4.17 supports extended instruction and intervention programs at all schools. These actions support to close the identified achievement gap among unduplicated student groups and the ALL student group.

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.

As shared in the educational partner engagement section, ensuring the district focus its efforts on improving and accelerating academic and social-emotional supports for students due to the impact of the pandemic on instruction and social-emotional learning. Educational partners shared the importance of providing intervention and extended learning options.

- Revised 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.

- Deleted Metrics:

The Foster Youth Family Survey was send electronically to each parent as well as communicated through social media and advisory committees. The results were two guardians participated. As a result of the small student group districtwide, this percent participation was not conclusive. Therefore, the input from Foster Youth families will be taken through the district's LCAP Educational Partner engagement sessions and general family survey.

- Modified Metrics:

The CAASPP results metric that is assigned to % met/exceeded standard is deleted and replaced by the California School Dashboard CAASPP metric for ELA and math as it reports a growth measure, Distance to Standards Met which is more transparent for our educational partners to view and analyze from the public release by the state. It will also report specific student group data. This is consistent with the educational partners to allow for greater transparency as well as establish a means to measure progress of all student groups considered Unduplicated and Sped.

- Modified Actions:

Action 4.4 was revised to incorporate the 13 elementary school Extended Instruction Teachers as they work collaboratively to support tier II interventions.
Action 4.5 was revised to include foundational reading and math supports for TK-3 grade students to address input from educational partners (administrators, parents and teachers) to have students read by 3rd.
Action 4.7 was revised to include 40% of technology staff to support student access to devices during before, during and afterschool supplemental learning opportunities and technology integration
Action 4.11 was revised to include 10% of the time student engagement strategies will be improved to be used 30 min minimum within the school day

- Moved Actions:

Action 4.2 was moved to 4.3 to include AVID tutors.
Action 4.6 provides music teachers in elementary schools to give classroom teachers time to analyze data for unduplicated students as well as provide them access to board course of study so it will be moved to Goal 6.
Action 4.7 was moved to 4.4 as is teaching staff is focused on providing intervention principally targeted to unduplicated students

Action 4.8 was moved to Goal 3, Action 6 as it supports Foster Youth families.
Action 4.9 was moved to 4.3 as it funds 3 FTE with the same function and purpose as the 4 FTE in action 4.4.
Action 4.10 was moved to 4.4 as elementary Extended Instruction Teachers work in collaboration with Intervention Teachers to provide Tier II support to unduplicated students.
Action 4.12 was moved to 4.11 as this FTE supports Learning Hubs.
Action 4.14 was revised to replace CCSS with state content standards to support educational partner feedback to make clear, and also adding a statement on how progress will be monitored.

- New Actions:

Action 4.12 was added to ensure implementation of MTSS - academic supports

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%. However, the district's most recent chronic attendance is 22.5% as per the student data system. This increase is driven by the impact of increased variants of Covid-19 during 2021-22 on student and staff attendance. 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%			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%			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%			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%			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			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.”			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	$16,432.49	No

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 provide 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.	$1,089,904.30	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.	$144,741.43	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.	$94,349.69	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.	$32,864.98	Yes

Action #	Title	Description	Total Funds	Contributing
5.7	Middle School Support	The Department of Human Resources will provide 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.	$449,682.37	Yes
5.8	Positives 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.	$0.00	Yes

Goal Analysis [2021-22]

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

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

Overall, Goal 5 was implemented successfully. However, our identified need shifted as a result of the Covid-19 pandemic, 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 increased need however these challenges prompted the addition of a Director of Student and Family Engagement, Student and Family Engagement Technician, two additional middle school mentors along with increased counseling staff. In addition, the challenges prompted a focus on providing multi-tiered systems of support across all schools in the area of Social-emotional learning and behavioral regulation support. Action 5.1 was implemented to the degree that attendance issues unrelated to the Covid-19 pandemic were supported. Actions 5.2, 5.4, 5.5, 5.6, 5.7, 5.8, 5.9 and 5.10 were implemented successfully. Action 5.3 was partially implemented due to staffing shortages and inability to find suitable staff.

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 5.3, one staffing position was unfilled due to not finding a suitable candidate

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. Baseline metrics were established in the 2020-2021 school year using local and available state tools to measure student engagement. The Covid-19 pandemic has impacted social-emotional wellness, student attendance and behavioral needs for some students. The positive impact of regular, in-person instruction provides students access to routine, positive interaction with staff and peers, an opportunity to develop positive citizenship skills and foster academic growth. As a result of the Covid-19 pandemic over the last two years, we have seen an impact on student social-emotional wellness and increased attendance concerns. This year as students returned to in person instruction, through classroom observations and student and family input, we have identified a greater number of students have increased social-emotional needs. Actions 5.1, 5.2, 5.3, 5.4, 5.5, 5.6, and 5.7 work in tandem to extend learning time, provide additional staff to support students in tier II and III intervention, provide outreach to families, promote positive school climate, implement multi-tiered systems of behavioral and social-emotional supports, and focus on social-emotional wellness. According to the available metrics; parent survey indicates 90% of parent respondents "Strongly Agree/Agree" that, “The staff at CSD is attentive to the social and emotional needs of students." The effectiveness of these actions are also evidenced in the district meeting most metrics above, with the exception of a drop in 1% point on the parent survey and the higher incident of middle school drop out rate which exceeds our standard by 2 students. We will ensure the additional administrators at the middle schools support middle school students at-risk for dropping out to engage positively in school.

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.

Revised 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. Wording MTSS was added to based on the educational partners input (DELAC, teachers, administrators, Director of SBCSS SELPA)

- Revised Actions:

Action 5.1 was revised to add a Student and Family Engagement Technician staff member to increase support for unduplicated students by working with families and site attendance review teams for the purpose of improving attendance rates and identifying students who need additional supports.
Action 5.2 was revised to expand to positive school climate to include anti-bullying programs through safety trainings, professional development for all staff.
Action 5.3 was revised to add a dedicated Director of Student and Family Engagement staff member to provide tiered systems of supports and add additional counseling staff at the elementary sites to meet the social and emotional needs of unduplicated students and their families.

- Deleted or Moved Actions:

Action 5.5 was deleted and incorporated into Goal 5, Action 5.2
Action 5.9 this action will be deleted and moved to Goal 4 Action 7 as this is the staff that provides the support for Learning Hubs.

- New Actions:

Action 5.7 this action is new: The District will provide 2 additional middle school administrators to support unduplicated students with attendance, academic achievement and positive social-emotional implementation to increase connectedness with their families for the purpose of promoting academic learning and wellness.

- Action 5.8 Positives Behavior Tiered Systems

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 Goal 6 is based on the need to support 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 (HFZ) on five or more	No state results due to the suspension of state physical fitness testing in the 19-20 and 20-21 school year.			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
	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.”			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 (new metric established in 2022) 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			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			SPED - ELA: 5 points above SPED - Math: 5 points above
State Metric: California Science Test (CAST) • 5th Grade Students • 8th Grade Students	New Metric 2022-23 2019 • 5th 31.70% Met/Exceeded • 8th 32.05% Met/Exceeded	No reliable state metrics available			• 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			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.	$60,000.00	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.	$35,000.00	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.	$22,025.15	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.	$43,000.00	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	$43,000.00	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.	$72,052.24	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.	$322,923.63	Yes

Goal Analysis [2021-22]

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

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

Overall, Goal 6 was implemented successfully. Challenges to finding appropriately credentialed teachers to pilot two foreign language courses at each middle school and enough students to fill five sections at each middle school prohibited the pilot. Therefore, action 6.2 will be deleted for the 2022-23 school year. It was not prioritized by our educational partners. Actions 6.1 and 6.3 were not implemented due to challenges related to offering after school sports programs at the middle and elementary schools as the impact of Covid-19 guidelines prevented visitors and volunteers on campus to support those programs. Actions 6.4-6.6 were successfully implemented. Action 6.7 was implemented partially due to staffing shortages. Action 6.8 was successfully implemented however will be deleted as a long term independent study is not required to be offered in 2022-23.

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 6.1 was not implemented due to Covid-19 restrictions
Action 6.3 was not implemented due Covid-19 restrictions
Action 6.4 was implemented, however there was a material difference due to additional 7th periods taught
Action 6.6 was partially implemented, however there was a material difference since students attended 7th period and thus there was limited interest in clubs
Action 6.7 was not implemented due to not having ability to find staff to offer programs
Action 6.8 had material difference and expenditure was higher due to implementation of Long Term Independent Study, extra teachers

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

All actions in Goal 6 are intended to positively impact the student's access to a broad course of study designed to extend learning and prepare them for college and career. Baseline metrics were established in the 2020-2021 school year using local and available state tools to measure school connectiveness and impact to state assessment progress indicators. Actions under goal 6 are designed to ensure students receive extended learning opportunities and additional course options. Some sports and afterschool programs were not implemented due to staffing shortages and Covid-19 protocols preventing visitors such as external sports coaches and parents on campus. Extended course offerings at the middle school for 7th period included Teen Cuisine, Debate, Musical Theater, Leadership and Advanced Math among others were implemented. While 2021-91% of parent respondents "Strongly Agree/Agree" that, “School site provides programs, services and opportunities that promote student health and wellness.” Next year, we hope to reinstate other course offerings to include advanced computers for students, STEM afterschool programs, and elementary and middle school sports programs. These strategies are reflected in actions 6.1, 6.2, 6.3, 6.4, 6.5, 6.6, and 6.7. These actions work in tandem to optimize access to a board course of study for our students so they experience a well rounded educational program. These actions were effective, as measured by the available metrics assigned to this goal including results from the 2021 parent survey where 91% of parent respondents "Strongly Agree/Agree" that, “School site provides programs, services and opportunities that promote student health and wellness.” The Local Indicator of Access to a Broad course of study was also met. The following metrics were added: CAASPP is added to include all student groups and the growth measure of Distance to Standard Met, CAST (California Science Test) administered to all 5th, 8th grade students in California will be added to measure progress in STEM and Local Indicator Broad course of study. These additional metrics will support monitoring progress towards meeting this goal in the coming years.

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.

Deleted Metric:

- Survey 'I am happy with the additional programs available for my students' will be deleted as it is incorporated in the educational partners engagement process.

New Metrics:

- CAASPP is added to include all student groups and the growth measure of Distance to Standard Met.
- CAST (California Science Test) administered to all 5th, 8th grade students in California will be added to measure progress in STEM.
- Broad course of study New metric

Deleted or Incorporated Actions:

- Action 6.2 challenges to finding appropriately credentialed teachers to pilot two foreign language courses at each middle school and enough students to fill five sections at each middle school prohibited the pilot. Therefore, action 6.2 will be deleted for the 2022-23 school year. It was not prioritized by our educational partners. However, foreign language clubs will be explored based on input from DELAC.
- Action 6.8 this action will be retired as it was created to comply with SB 130 to provide online learning because of the Covid-19 pandemic.

New Actions:

- Action 6.7 was added as it was originally in Goal 4, Action 4.6 and it pertains to offering a board course of study by including music instruction for elementary students.

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

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

Projected LCFF Supplemental and/or Concentration Grants	Projected Additional LCFF Concentration Grant (15 percent)
$8,069,734	$651,722

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
20.13%	6.98%	$2,592,342.55	27.11%

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 goals. Each cluster of actions and services considers the needs, conditions, or circumstances of unduplicated learners. The 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 7 - Educational 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.

Needs, Conditions, and Circumstances: The needs of unduplicated students were considered first in providing dedicated support to unduplicated students and families by linking them to how to access high-quality instructional materials and supplemental programs and online tutoring on district issued devices, helping them with troubleshooting technological issues and how to understand the integration of technology in their child's learning. These elements all support an optimal learning environment for students. Educational partners have provided feedback, with the need to provide students with academic supports to be successful, technology integration, standards aligned instructional materials, and the importance of families of unduplicated students to have increased supports in these areas. This action is effective in meeting the needs of families of unduplicated students as evidenced by the results of family surveys where 98% of parents reported 'Agree/Strongly Agree' their child has access to the instructional materials they need, including textbooks, technology and other resources. To support daily attendance and help our unduplicated families with technology, our Educational Services Technician contacted families to help them with their home learning devices, internet connectivity. Next year, using the Parent Square platform, data from unduplicated student families' will be monitored during the educational partner input sessions.

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

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. In the coming year, state data and verifiable local data will be used to progress the effectiveness of these actions. As actions are implemented, they are also based on evidence-based approaches and thus will continue into the next year. The needs of unduplicated students were considered first in the development of the corresponding actions under Goal 2.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 rationale for Goal 2 is based on the need to support student's access to state content standards and address this condition, the actions above will be implemented. 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. 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, implementation of student engagement and collaborative learning

structures across all content areas, 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 and intervention and behavioral core instruction and intervention, expanded learning options to include before and afterschool programs, expanded broad course of study to ensure students receive access to their core curriculum while at the same time providing enrichment opportunities, focused professional development for teachers to ensure unduplicated students are accelerating academic achievement and focused parent engagement efforts to support low income, foster youth and English learner families. 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 providing 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, 2021-22, 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. In the coming year, state data and verifiable local data will be used to progress the effectiveness of these actions. As actions are implemented, they are also based on evidence-based approaches and thus will continue into the next year. As a result of the pandemic, the concerted outreach to families of unduplicated students was begun as it was realized these families had greater barriers to maintain their student's daily school attendance and engagement. It was acknowledged the impact of Covid-19 state and county protocols further isolated parents of unduplicated feeling they have multiple opportunities to engage in their child's learning. Nevertheless, in 2021-92% of parent respondents report that they, “are provided multiple opportunities to be involved in their child’s educational experience". However, in 2022 this metric dropped to 89% of parents responding they 'are provided multiple opportunities to be involved in their child's educational experience'. This represents a need for the district and school sites to rekindle and focus efforts to reengage families once the Covid-19 pandemic protocols allow parents and visitors back on campus. 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 2022 LCAP Family survey results where 89% of parent respondents report that "parent input is welcomed and respected at Central Schools. "Our district administrators, site administrators, teachers, and PCI Coordinators worked at school sites to help parents feel their input was welcomed and respected." These actions will continued 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: 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. In the coming year, state data and verifiable local data will be used to progress the effectiveness of these actions. 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 2019, our RFEP student group increased 7.5 points in ELA and 8.8 points in math. In the fall of 2020, the California School Dashboard publication was suspended due to the Covid-19 pandemic. Our trending data suggests this year's focus on providing supplemental EL supports is making an improvement to our reclassification rates. Our English Learner Progress Indicator met 'high' status, with 61.4% making progress towards English Language Proficiency. In the area of mathematics for ELs on the 2019 CA Schools Dashboard, the district reported 34.6 points below standard, with an overall rating of 'orange' and 14.3 points below standard in ELA which resulted in an 'orange' status. Also, the 2019 California School Dashboard (most recent due to the suspension of state assessments) reported the following academic indicators for the Central School District: In English Language Arts, the district maintained green status, with an overall increase of 5.6 points. The following targeted student groups reached green status in ELA (English Language Arts): Socioeconomically Disadvantaged with an increase of 7.3 points, Homeless students with an increase of 14.2 points, Hispanic students with an increase of 8.7 points and Two or More Races with an increase of 14.5 points. Our African American students increased 7.7 points and our Students with Disabilities increased 10.8 in ELA respectively, though these groups are still in the yellow status. Our homeless students increased 9.2 points in math and our Hispanic students increased by 3 points but are below standard at the yellow status. Students with Disabilities showed growth with an increase of 10.5 points, though still in the orange status. 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 through 2nd so that by 3rd grade students are reading at grade level to ensure our unduplicated students have the best opportunity for success. During the 2020-21 school year, the Smarter Balance Assessments

of California was suspended and the district implemented the STAR assessment as a local indicator. 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 2021-22 school year, which will provide opportunities to determine comparative learning progress for all students in grades 1 through 8.

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 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

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. In the coming year, state data and verifiable local data will be used to progress the effectiveness of these actions. 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 has 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 from our increased need for mental health and social-emotional supports provided to students during 2021-22 that we need to implement a consistent Social-Emotional Learning curriculum. Also, educational partners reported additional needs of unduplicated students to have access to before and after school Learning Hubs. In light of the impact of two years of distance learning on unduplicated students, additional staff was expanded to help link families to community resources, additional academic support, support for their child's social-emotional needs and ways to overcome barriers to daily school engagement. The dedicated Director of Student and Family Engagement will ensure each school establishes a team to review student attendance data, reached out to students/families not meeting compulsory education requirements or not engaging in instruction, and utilized a tiered system of support to provide re-engagement strategies for students who were absent from school. The director and technician will provide direct services to families, teachers and students 40% of their time. A tiered system was utilized that determined the level of student need aligned with developed re-engagement strategies. 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 Electives

Action 4 Afterschool STEM

Action 5 Extended Course Offerings

Action 6 Extended Day Opportunities

Action 7 Elementary Music Program

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. In the coming year, state data and verifiable local data will be used to progress the effectiveness of these actions. 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 and the LCAP Advisory Committee that indicated a priority to maintain access to coursework and programs that are principally directed and effective to prepare unduplicated students for college and career pathways. Our students will have expanded learning opportunities in both elementary and middle schools. Students in middle school need pathways to college and career, as expressed by educational partners, therefore afterschool clubs and AVID programs will be expanded and maintained. Our elementary schools will have instruction on Visual and Performing Arts through music instruction. These actions were designed with the need of unduplicated students placed first and foremost 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 In order to address this condition, the monitoring of 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 27.13%. The dedicated actions listed in the previous section support unduplicated students and were determined to be both effective and principally 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 ELs on the 2019 CA Schools Dashboard, the district reported 34.6 points below standard, with an overall rating of 'orange' and 14.3 points below standard in ELA which resulted in an 'orange' status. These metrics indicate a significant need to support English learners. Also, our Long Term English Learners (ELs in US schools over 6 years) rate is 34% of 471 ELs districtwide. 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. In 2019, our RFEP student group increased 7.5 points in ELA and 8.8 points in math. In the fall of 2020, the California School Dashboard publication was suspended due to the Covid-19 pandemic. Our trending data suggests this year's focus on providing supplemental EL supports is making an improvement to our reclassification rates. Our English Learner Progress Indicator met 'high' status, with 61.4% 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 gains in ELA and math, are principally directed and effective to increase in 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 20 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 2019 CA Schools Dashboard, foster youth students performed overall 52.9 points below standard in English Language Arts and 84.3 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, counselors 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 15496(a).

Actions dedicated to improve services for unduplicated students:
Goal 4, Action 12 Academic Tiered Systems of Support
Goal 5, Action 8 Positive Behavior Tiered Systems

The needs of unduplicated students were considered first in the development of the corresponding actions above.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. These two actions are designed to increase quality services for unduplicated students as compared to all students. By implemeting these actions, additional monitoring of academic progress of unduplicated students will allow for increased supports in the instructional setting. Actions 4.12 and 5.8 will ensure unduplicated students are served within a school's academic and behavioral tiered system of support. These actions will be monitored by the Assistant Superintendent of Educational Services and the Director of Student and Family Engagement. The methodology used to determine the percentage of improved services was determined by dedicating a minimum of an hour per week, out of 36 hours per week, to set aside for classroom walks, data driven discussions with administrators and counselors using academic and behaviorial progress indicators of unduplicated students as measured by CAASPP, student surveys, and district benchmarks. The evidence based research behind these two actions is based on J. Hattie (Dec 2017) at www.visiblelearningplus.com. According to this meta study, the efficicacy and reliability rate of 'tiered systems of support' (or Response to Intervention) is 1.29 and behaviorial 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 behaviorial 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

2022-23 Total Expenditures Table

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$9,519,630.32	$289,776.44	$13,750.00	$1,324,899.69	$11,148,056.45	$10,154,087.59	$993,968.86

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	$81,829.32				$81,829.32
1	1.2	Peer Assistance & Review Teacher	All				$38,538.56	$38,538.56
1	1.3	Instructional Materials	All		$207,123.00			$207,123.00
1	1.4	Technology Support	All	$411,361.69				$411,361.69
1	1.5	Facilities Maintenance	All	$175,000.00				$175,000.00
1	1.6	Online Access to Curriculum	All	$136,395.00				$136,395.00
1	1.7	Educational Services Technician	English Learners Foster Youth Low Income	$77,650.18				$77,650.18
2	2.1	New Teacher Support	All				$19,570.71	$19,570.71
2	2.2	Engagement & Technology Integration	English Learners Foster Youth Low Income	$16,616.12			$75,474.30	$92,090.42
2	2.3	EL PD	English Learners	$20,579.78				$20,579.78
2	2.4	GATE PD	Students identified GATE All		$42,366.38			$42,366.38
2	2.5	Professional Learning Communities	English Learners Foster Youth Low Income	$360,416.26				$360,416.26
2	2.6	Intervention PD	English Learners Foster Youth Low Income	$9,908.16			$20,000.00	$29,908.16
2	2.7	Visible Learning PD	English Learners Foster Youth	$10,000.00	$14,859.49			$24,859.49

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
			Low Income					
2	2.8	Teachers on Special Assignment	English Learners Foster Youth Low Income	$441,683.61			$107,048.07	$548,731.68
2	2.9	Student Engagement Coaching	All	$0.00	$0.00	$0.00	$0.00	$0.00
3	3.1	Parent & Community Engagement	English Learners Foster Youth Low Income	$127,277.67				$127,277.67
3	3.2	EL Parent Engagement	English Learners	$26,771.89				$26,771.89
3	3.3	SPED Parent Engagement	Students with Disabilities			$5,000.00		$5,000.00
3	3.4	GATE Parent Engagement	Students identified GATE All	$5,000.00				$5,000.00
3	3.5	FY Parent Engagement	Foster Youth	$68,096.67				$68,096.67
3	3.6	Educational Services Family Outreach	English Learners Foster Youth Low Income	$23,915.92				$23,915.92
4	4.1	Elementary College Preparedness	English Learners Foster Youth Low Income	$5,000.00				$5,000.00
4	4.2	Middle School College Preparedness	English Learners Foster Youth Low Income	$97,149.44				$97,149.44
4	4.3	Elementary Intervention	English Learners Foster Youth Low Income	$669,714.67			$657,492.56	$1,327,207.23
4	4.4	TK-3 Literacy	English Learners Foster Youth Low Income	$71,469.07			$47,646.05	$119,115.12
4	4.5	Middle School Intervention	English Learners Foster Youth Low Income	$481,831.22				$481,831.22
4	4.6	EL Academic Support	English Learners	$92,580.00				$92,580.00
4	4.7	School Learning Hubs	English Learners Foster Youth Low Income	$164,544.68	$25,427.57		$342,696.95	$532,669.20
4	4.8	EL Language Support	English Learners	$155,129.17				$155,129.17

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
4	4.9	Class Size Reduction	English Learners Foster Youth Low Income	$1,260,620.62				$1,260,620.62
4	4.10	Educational Services Programs	English Learners Foster Youth Low Income	$163,108.16				$163,108.16
4	4.11	Student Engagement & Collaboration	English Learners Foster Youth Low Income	$1,956,437.23				$1,956,437.23
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	All				$16,432.49	$16,432.49
5	5.3	Student & Family Engagement	English Learners Foster Youth Low Income	$1,089,904.30				$1,089,904.30
5	5.4	Health Clerk Staff	English Learners Foster Youth Low Income	$144,741.43				$144,741.43
5	5.5	Additional Nurse	English Learners Foster Youth Low Income	$94,349.69				$94,349.69
5	5.6	Social Emotional Support	English Learners Foster Youth Low Income	$32,864.98				$32,864.98
5	5.7	Middle School Support	English Learners Foster Youth Low Income	$449,682.37				$449,682.37
5	5.8	Positives Behavior Tiered Systems	English Learners Foster Youth Low Income	$0.00				$0.00
6	6.1	Middle School Sports Program	English Learners Foster Youth Low Income	$60,000.00				$60,000.00
6	6.2	Elementary Sports Program	English Learners Foster Youth	$35,000.00				$35,000.00

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
			X Low Income					
6	**6.3**	STEM Electives	English Learners Foster Youth Low Income	$22,025.15				$22,025.15
6	**6.4**	After school STEM	X English Learners X Foster Youth X Low Income	$43,000.00				$43,000.00
6	**6.5**	Extended Course Offerings	English Learners Foster Youth Low Income	$43,000.00				$43,000.00
6	**6.6**	Extended Day Opportunities	X English Learners X Foster Youth X Low Income	$72,052.24				$72,052.24
6	**6.7**	Elementary Music Program	English Learners Foster Youth Low Income	$322,923.63				$322,923.63

2022-23 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
$40,083,021	$8,069,734	20.13%	6.98%	27.11%	$8,710,044.31	5.40%	27.13 %	**Total:**	$8,710,044.31
								LEA-wide Total:	$7,154,833.06
								Limited Total:	$363,157.51
								Schoolwide Total:	$1,192,053.74

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	**1.7**	Educational Services Technician	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$77,650.18	
2	**2.2**	Engagement & Technology Integration	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$16,616.12	
2	**2.3**	EL PD	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	$20,579.78	
2	**2.5**	Professional Learning Communities	Yes	LEA-wide	English Learners Foster Youth Low Income	TK-5	$360,416.26	
2	**2.6**	Intervention PD	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$9,908.16	
2	**2.7**	Visible Learning PD	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$10,000.00	

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 (%)
2	2.8	Teachers on Special Assignment	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$441,683.61	
3	3.1	Parent & Community Engagement	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$127,277.67	
3	3.2	EL Parent Engagement	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	$26,771.89	
3	3.5	FY Parent Engagement	Yes	Limited to Unduplicated Student Group(s)	Foster Youth	All Schools	$68,096.67	
3	3.6	Educational Services Family Outreach	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$23,915.92	
4	4.1	Elementary College Preparedness	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Elementary Schools	$5,000.00	
4	4.2	Middle School College Preparedness	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Middle Schools	$97,149.44	
4	4.3	Elementary Intervention	Yes	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: Elementary Schools	$669,714.67	
4	4.4	TK-3 Literacy	Yes	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: Elementary Schools	$71,469.07	
4	4.5	Middle School Intervention	Yes	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: Middle Schools	$481,831.22	
4	4.6	EL Academic Support	Yes	Limited to Unduplicated Student Group(s)	English Learners	Specific Schools: Middle Schools	$92,580.00	
4	4.7	School Learning Hubs	Yes	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: Elementary Schools	$164,544.68	

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 (%)
4	4.8	EL Language Support	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	$155,129.17	
4	4.9	Class Size Reduction	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$1,260,620.62	
4	4.10	Educational Services Programs	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$163,108.16	
4	4.11	Student Engagement & Collaboration	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$1,956,437.23	
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	5.3	Student & Family Engagement	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools	$1,089,904.30	
5	5.4	Health Clerk Staff	Yes	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: Elementary schools	$144,741.43	
5	5.5	Additional Nurse	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$94,349.69	
5	5.6	Social Emotional Support	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$32,864.98	
5	5.7	Middle School Support	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$449,682.37	
5	5.8	Positives Behavior Tiered Systems	Yes	Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools	$0.00	2.7%
6	6.1	Middle School Sports Program	Yes	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: Middle Schools	$60,000.00	

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 (%)
6	6.2	Elementary Sports Program	XYes	XLEA-wide	XEnglish Learners XFoster Youth XLow Income	Specific Schools: Elementary Schools	$35,000.00	
6	6.3	STEM Electives	Yes	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: Middle Schools	$22,025.15	
6	6.4	After school STEM	XYes	XLEA-wide	XEnglish Learners XFoster Youth XLow Income	Specific Schools: Elementary Schools	$43,000.00	
6	6.5	Extended Course Offerings	Yes	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: Middle Schools	$43,000.00	
6	6.6	Extended Day Opportunities	XYes	XLEA-wide	XEnglish Learners XFoster Youth XLow Income	Specific Schools: Elementary Schools	$72,052.24	
6	6.7	Elementary Music Program	Yes	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: Elementary Schools	$322,923.63	

2021-22 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$7,954,267.12	$7,589,705.57

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 and Reflective Coaches	No	$74,977.60	$93,199.64
1	**1.2**	Peer Assistance and Review Teacher	No	$21,778.93	$0.00
1	**1.3**	Instructional Materials	No	$313,769.00	$631,239.58
1	**1.4**	Technology Support	No	$220,406.86	$239,901.18
1	**1.5**	Math Teacher on Special Assignment	Yes	$40,113.08	$68,824.96
1	**1.6**	Teachers on Special Assignment	Yes	$358,507.79	$383,926.26
1	**1.7**	Facilities Maintenance	No	$175,000.00	$175,000.00
1	**1.8**	Online Access to CCSS Curriculum	No	$136,394.00	$13,691.53
1	**1.9**	Educational Services Technician	Yes	$71,164.97	$75,364.17
2	**2.1**	New Teacher Training	No	$3,644.40	$2,684.50

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	2.2	Professional Development	Yes	$89,805.19	$67,064.25
2	2.3	English Learner Language and Academic Achievement	Yes	$23,843.74	$81,754.38
2	2.4	Gifted and Talented Education (GATE)	No	$3,684.71	$1,315.82
2	2.5	TK-5 Professional Learning Communities	Yes	$308,498.46	$320,666.45
2	2.6	Intervention Coordinator/Support Staff Training	Yes	$7,048.48	$2,675.20
2	2.7	District Technology Team	No	$4,251.80	$4,226.25
2	2.8	Visible Learning Training	Yes	$5,000.00	$715.17
3	3.1	Parent Community Involvement (PCI) Coordinators	No	$135,269.50	$108,238.23
3	3.2	Parent Workshops	Yes	$5,000.00	$0.00
3	3.3	English Language Supplemental Program	Yes	$58,030.12	84260
3	3.4	Special Education Advisory	No	$5,000.00	$0.00
4	4.1	Elementary College Preparedness	Yes	$5,000.00	$1,283.97

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	**4.2**	Middle School College Preparedness	Yes	$33,917.20	$9,168.00
4	**4.3**	AVID Tutors	Yes	$58,301.41	$0.00
4	**4.4**	Intervention Teachers	Yes	$464,495.60	$539,660.83
4	**4.5**	Extended Kindergarten Intervention	Yes	$112,560.70	$39,057.98
4	**4.6**	Supplemental Teachers	Yes	$286,697.39	$311,532.24
4	**4.7**	Intervention Coordinators	Yes	$487,148.91	$448,949.69
4	**4.8**	Foster Youth Support	Yes	$3,606.62	$5,737.69
4	**4.9**	Middle School Intervention Teachers	Yes	$338,786.92	$395,465.09
4	**4.10**	Extended Instruction	Yes	$308,732.48	$219,962.23
4	**4.11**	English Learner Language Acquisition Program	Yes	$45,654.65	$30,799.67
4	**4.12**	School Learning Hubs	Yes	$82,364.72	$98,754.68
4	**4.13**	School Learning Hubs	Yes	$168,030.27	$146,378.99
4	**4.14**	Educational Services Administrative Assistant	Yes	$19,065.03	$23,327.43

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	**4.15**	Language Acquisition Program - ELD Paraeducators	Yes	$131,198.84	$129,449.29
4	**4.16**	Additional Teachers	Yes	$574,851.61	$608,572.72
4	**4.17**	Educational Services Program Coordinator	Yes	$143,054.39	$135,605.99
5	**5.1**	Site Attendance Review Teams	No	$8,750.00	$4,364.78
5	**5.2**	Anti-Bullying Programs	No	$7,000.00	$7,000.00
5	**5.3**	Additional Counselors	Yes	$717,978.83	$614,788.13
5	**5.4**	Additional Health Clerk Services	Yes	$127,998.33	$139,009.48
5	**5.5**	Safety Training	No	$0.00	$0.00
5	**5.6**	Additional Nurse	Yes	$93,885.55	$114,768.84
5	**5.7**	Social Emotional Learning Curriculum	No	$10,000.00	$6,723.99
5	**5.8**	Social Emotional Learning Curriculum	No	$5,918.00	$7,000.00
5	**5.9**	School library clerks	Yes	$209,611.24	$204,913.97
5	**5.10**	Middle school support	Yes	$256,091.80	$265,544.97

2021-22 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
$7,400,305.00	$4,877,651.64	$4,807,962.45	$69,689.19	0.00%	0.00%	0.00%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.5	Math Teacher on Special Assignment	Yes	$2,500.00	$0.00		
1	1.6	Teachers on Special Assignment	Yes	$358,507.79	$383,926.26		
1	1.9	Educational Services Technician	Yes	$71,164.97	$75,364.17		
2	2.2	Professional Development	Yes	$5,000.00	$0.00		
2	2.3	English Learner Language and Academic Achievement	Yes	$8,843.74	$0.00		
2	2.5	TK-5 Professional Learning Communities	Yes	$308,498.46	$320,666.45		
2	2.6	Intervention Coordinator/Support Staff Training	Yes	$7,048.48	$2,675.20		
2	2.8	Visible Learning Training	Yes	$5,000.00	$715.17		
3	3.2	Parent Workshops	Yes	$5,000.00	$0.00		
3	3.3	English Language Supplemental Program	Yes	$57,635.12	$41,750.00		
4	4.1	Elementary College Preparedness	Yes	$5,000.00	$1,283.97		

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	4.2	Middle School College Preparedness	Yes	$33,917.20	$9,168.00		
4	4.3	AVID Tutors	Yes	$58,301.41	$0.00		
4	4.4	Intervention Teachers	Yes	$12,500.00	$34,561.89		
4	4.5	Extended Kindergarten Intervention	Yes	$67,178.78	$39,057.98		
4	4.6	Supplemental Teachers	Yes	$286,697.39	$311,532.24		
4	4.7	Intervention Coordinators	Yes	$487,148.91	$408,949.69		
4	4.8	Foster Youth Support	Yes	$3,606.62	$5,737.69		
4	4.9	Middle School Intervention Teachers	Yes	$338,786.92	$395,465.09		
4	4.10	Extended Instruction	Yes	$154,366.24	$152,206.41		
4	4.11	English Learner Language Acquisition Program	Yes	$45,654.65	$30,799.67		
4	4.12	School Learning Hubs	Yes	$12,500.00	$12,500.00		
4	4.13	School Learning Hubs	Yes	$10,000.00	$13,392.00		
4	4.14	Educational Services Administrative Assistant	Yes	$19,065.03	$23,327.43		
4	4.15	Language Acquisition Program - ELD Paraeducators	Yes	$131,198.84	$129,449.29		
4	4.16	Additional Teachers	Yes	$574,851.61	$608,572.72		
4	4.17	Educational Services Program Coordinator	Yes	$143,054.39	$135,605.99		
5	5.3	Additional Counselors	Yes	$673,909.40	$570,331.41		

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	5.4	Additional Health Clerk Services	Yes	$127,998.33	$139,009.48		
5	5.6	Additional Nurse	Yes	$93,885.55	$114,768.84		
5	5.9	School library clerks	Yes	$209,611.24	$204,913.97		
5	5.10	Middle school support	Yes	$256,091.80	$265,544.94		

2021-22 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
$37,156,652	$7,400,305.00	0	19.92%	$4,807,962.45	0.00%	12.94%	$2,592,342.55	6.98%

Instructions

Plan Summary

Engaging Educational Partners

Goals and Actions

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

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

Introduction and Instructions

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

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

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

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

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

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

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

Engaging Educational Partners

Purpose

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

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

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

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

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

Requirements and Instructions

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Complete the table as follows:

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

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

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

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

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

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

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

Goal Analysis:

Enter the LCAP Year.

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

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

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

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

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

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

Purpose

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

Requirements and Instructions

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

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

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

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

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

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

Required Descriptions:

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

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

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

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

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

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

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

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

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

For School Districts Only:

Actions Provided on an LEA-Wide Basis:

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

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

Actions Provided on a Schoolwide Basis:

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

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

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

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

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

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

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

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

Provide the following descriptions, as applicable to the LEA:

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

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

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

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

Complete the table as follows:

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

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

Action Tables

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

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

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

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

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

Data Entry Table

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

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

  See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF apportionment calculations.
- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants the LEA estimates it will receive on the basis of the number and concentration of unduplicated students for the coming school year.
- **3. Projected Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected LCFF Base Grant and the Projected LCFF Supplemental and/or Concentration Grants, pursuant to 5 *CCR* Section 15496(a)(8). This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the coming LCAP year.
- **LCFF Carryover — Percentage:** Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table from the prior LCAP year. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).
- **Total Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected Percentage to Increase or Improve Services for the Coming School Year and the LCFF Carryover —

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

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

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

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

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

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

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

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

    - Building on the example provided above for calculating the Planned Percentage of Improved Services, the LEA in the example implements the action. As part of the annual update process, the LEA reviews implementation and student outcome data and determines that the action was implemented with fidelity and that outcomes for foster youth students improved. The LEA reviews the original estimated cost for the action and determines that had it hired additional staff to collect and analyze data and to coordinate supports for students that estimated actual cost would have been $169,500 due to a cost of living adjustment. The LEA would divide the estimated actual cost of $169,500 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Estimated Actual Percentage of Improved Services for the action.

LCFF Carryover Table

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

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

Calculations in the Action Tables

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

Contributing Actions Table

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

Contributing Actions Annual Update Table

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

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

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

LCFF Carryover Table

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

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

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

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