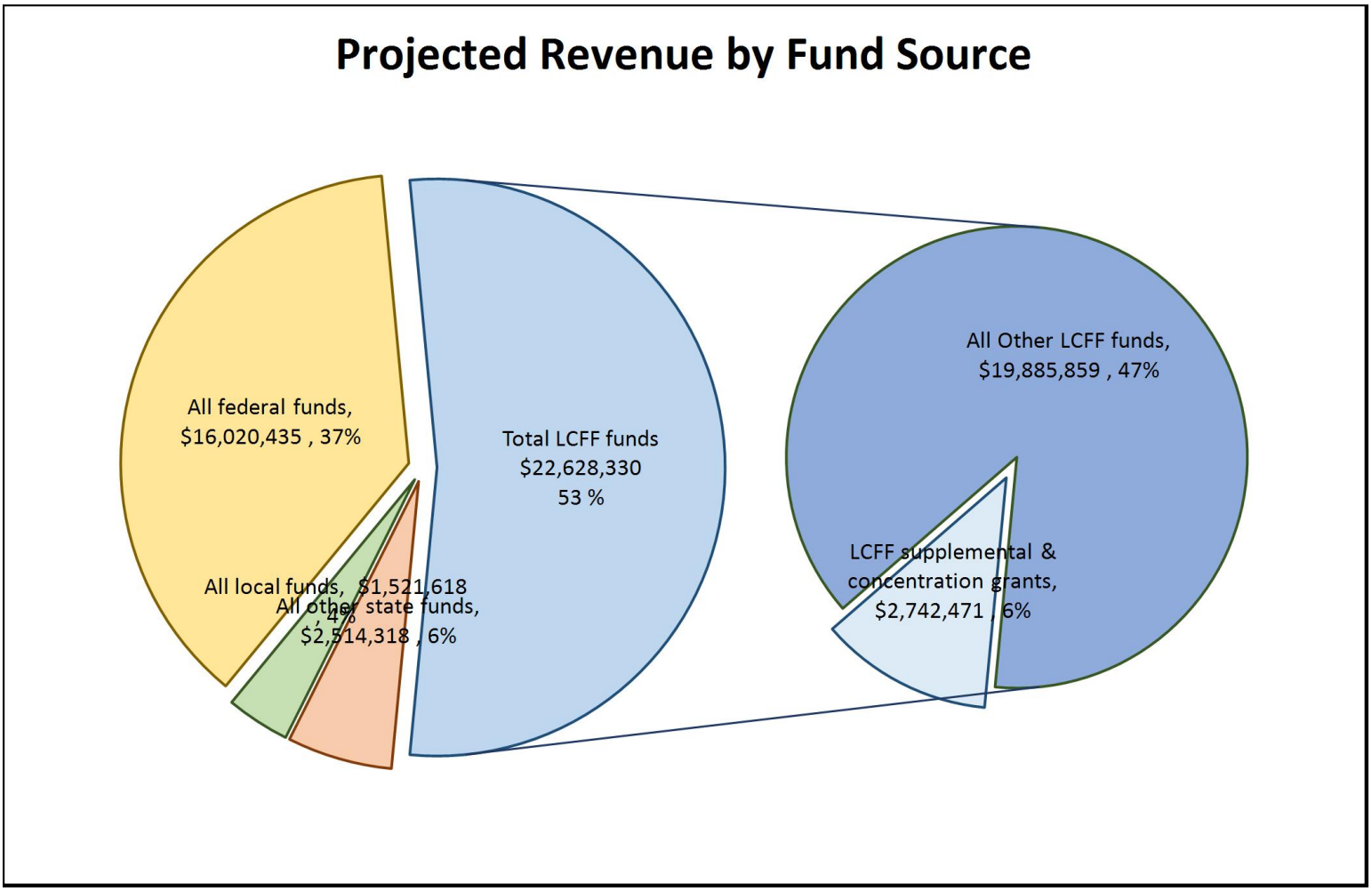
LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Silver Valley Unified School District
CDS Code: 3673890
School Year: 2022-23
LEA contact information:
Jesse M Najera
Superintendent
jnajera@svusdk12.net
7602542916

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



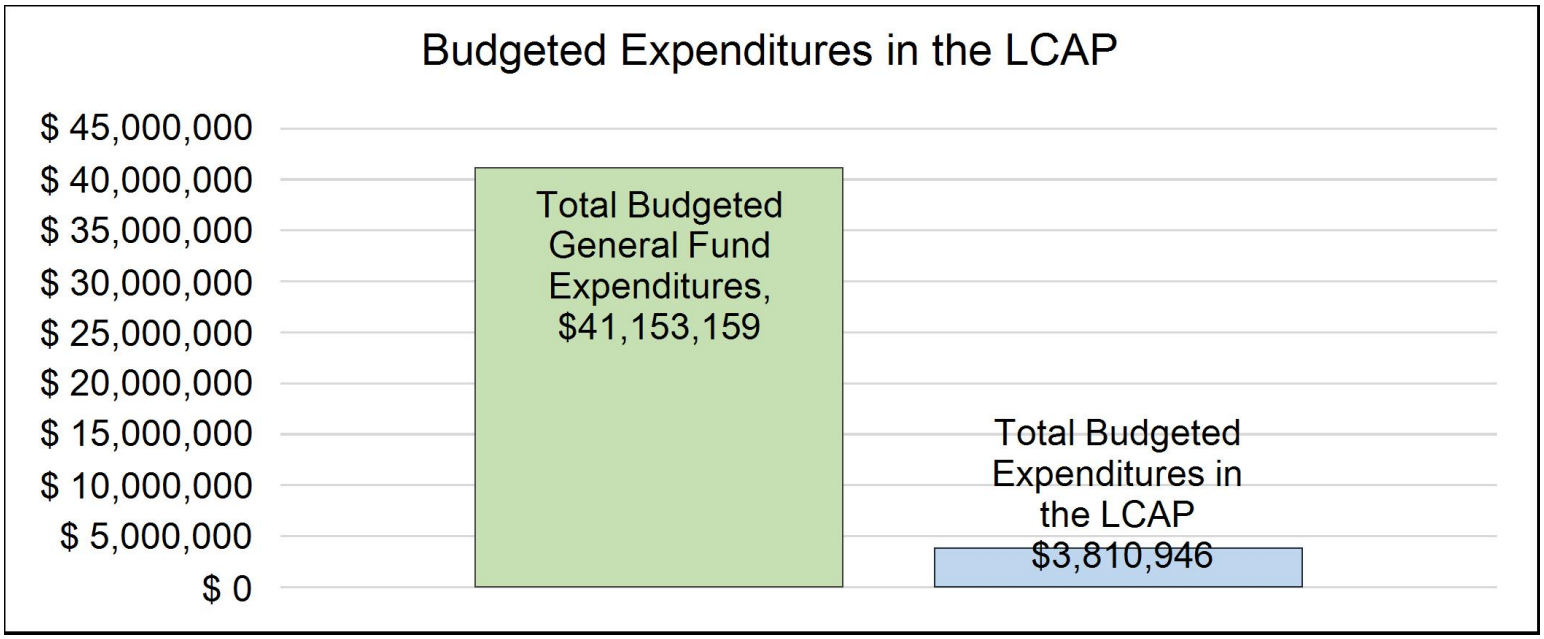
This chart shows the total general purpose revenue Silver Valley Unified School District expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Silver Valley Unified School District is $42,684,701, of which $22,628,330 is Local Control Funding Formula (LCFF), $2,514,318 is other state

funds, $1,521,618 is local funds, and $16,020,435 is federal funds. Of the $22,628,330 in LCFF Funds, $2,742,471 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 Silver Valley Unified 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: Silver Valley Unified School District plans to spend $41,153,159 for the 2022-23 school year. Of that amount, $3,810,946 is tied to actions/services in the LCAP and $37,342,213 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

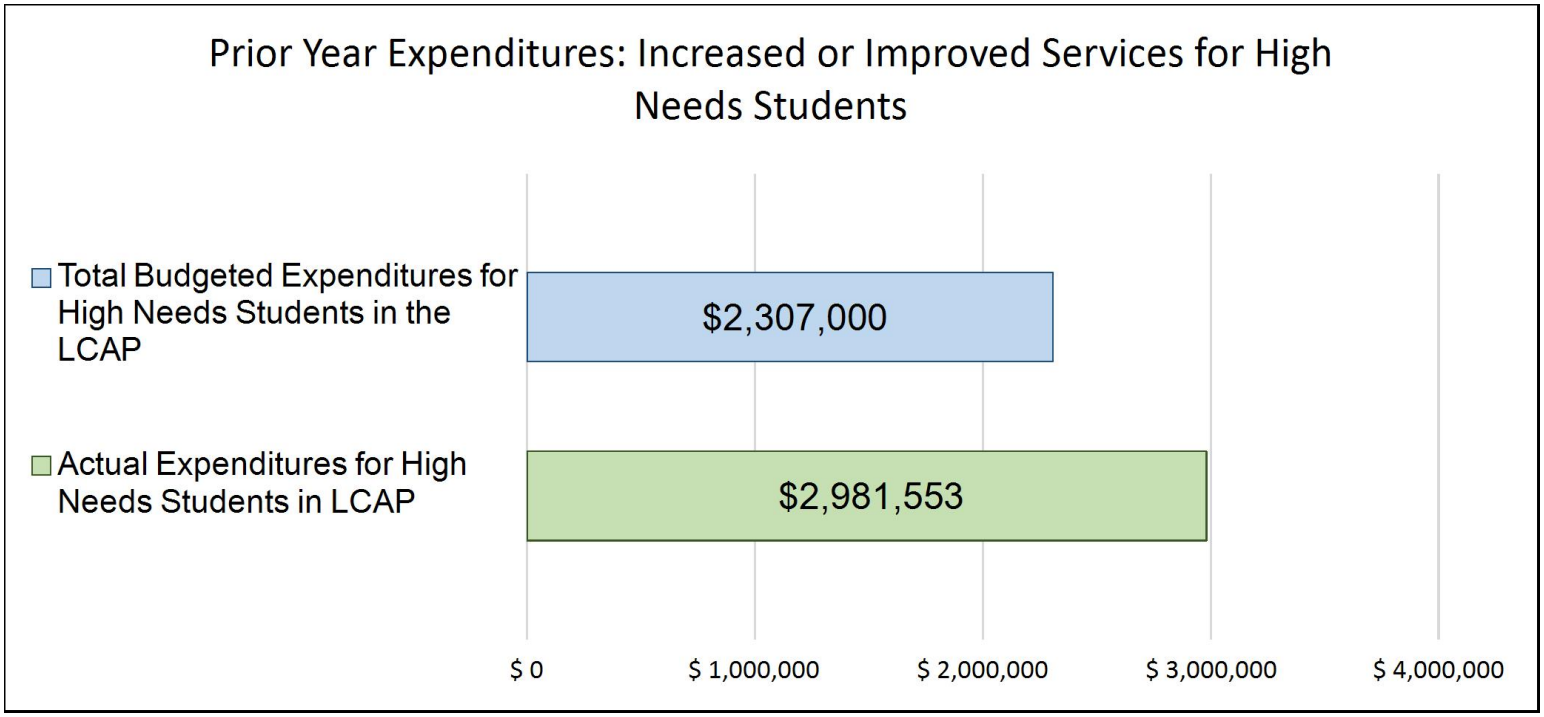
A combination of salaries, benefits, Special Education, Title I, II and IV, a contribution to Central Kitchen, utilities, transportation, maintenance/operations, instructional supplies, preschool support and department budgets.

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

In 2022-23, Silver Valley Unified School District is projecting it will receive $2,742,471 based on the enrollment of foster youth, English learner, and low-income students. Silver Valley Unified School District must describe how it intends to increase or improve services for high needs students in the LCAP. Silver Valley Unified School District plans to spend $2,757,471 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 Silver Valley Unified 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 Silver Valley Unified 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, Silver Valley Unified School District's LCAP budgeted $2,307,000 for planned actions to increase or improve services for high needs students. Silver Valley Unified School District actually spent $2,981,553 for actions to increase or improve services for high needs students in 2021-22.

The difference between the budgeted and actual expenditures of $375,431 had the following impact on Silver Valley Unified School District's ability to increase or improve services for high needs students:

SVUSD spent additional funds in several areas: Counseling services, additional TK & K minutes, intervention teachers and AVID. These services provided students with the necessary academic and social emotional supports they needed returning to in-person instruction after the COVID pandemic from the previous year.

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
Silver Valley Unified School District	Jesse M Najera Superintendent	jnajera@svusdk12.net 7602452916

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).

Silver Valley USD engages its educational partners through several different avenues, such as student, parent and staff surveys, district and site strategic planning, school site council, District Advisory Committee/District English Learner Advisory Committee, community events, and social media. Since the 2021-22 LCAP was approved, SVUSD received additional funding. Those funds include: Concentration funds, Extended Learning Opportunity Grant funds, Educator Effectiveness funds and we will receive A-G Completion Grant funds as well.

District information was shared and community input gathered at the following events and dates:

--District Strategic Planning. May 6, 2021: A presentation was given to the district's educational partners that included: District administration, site principals, members of both the certificated and classified bargaining units, parents, students, military representatives and community members. The presentations outlined the district's plan on what those funds would be used for throughout the District.
--Site Strategic Planning: 10/15/21, 10/28/21, 11/4/21, 1/27/22, 2/17/22, 3/14/22, 4/13/22: A presentation was or will be given to the district's educational partners that included: District administration, site principals, members of both the certificated and classified bargaining units, parents, students, military representatives and community members. The presentations outlined the district's plan on what those funds would be used for throughout the District.
--Facebook Live events: 7/21/21, 7/22/21, 7/28/21 Viewers were able to give input and ask questions at the end of the presentations
--Fort Irwin Town Hall. November 16, 2021: A presentation was given to the families living on Fort Irwin including: parents, community members, military representatives, district and site administrators. Viewers were able to give input and ask questions at the end of the presentations
--Surveys: In March of 2021, SVUSD sent out surveys to its teachers, classified staff, students and parents to gain feedback and input on those things they felt students would need as we returned to school. In March of 2022, SVUSD will again survey its educational partners to get feedback on what we have implemented input on how we can best serve our students in the upcoming school year.

--District Strategic Planning: November 8, 2021: SVUSD's educational partners shared the need need for increased social emotional resources for parents, students, counselors and staff and the need for continued training for teachers, students and parents on math intervention strategies. May 12, 2022:

Through these engagement processes, SVUSD's educational partners expressed an increased need for academic and social emotional interventions as well as ensuring a safe learning environment as students returned to school full-time in the fall of 2021. These priorities are reflected in SVUSD's ESSER III Plan (pp. 6-10). SVUSD will continue to seek input from its educational partners in the upcoming months through site strategic planning dates in February, March and April; District Strategic Planning scheduled for the Spring of 2022; District surveys scheduled to go out in March of 2022.

--Local Control & Accountability Plan https://bit.ly/3Qfzd03(pp 7-10)

--ESSER III Plan: https://bit.ly/3Qfzd03 (pp 2-5)

--Learning Continuity & Attendance Plan: https://bit.ly/3Qfzd03 (pp 2-4)

--Expanded Learning & Opportunities Grant Plan: https://bit.ly/3Qfzd03 (pp2-3)

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.

SVUSD received additional concentration grant funds of $96,045 (15%) to provide additional direct services to support students in the District. During SVUSD's engagement process, our educational partners expressed the need for low class size, additional in-classroom support in the form of instructional aides and additional opportunities for pull out interventions at our schools with the highest unduplicated student population (Low Income, English Learners and Foster Youth). SVUSD was able to hire a third grade teacher at Newberry Springs Elementary School which eliminated a 2/3, 3/4 and 4/5 combo class at the site. SVUSD was also able to provide additional Response to Intervention (RtI) teachers at Yermo School, Tiefort View Intermediate School, Fort Irwin Middle School and Newberry Springs Elementary School. The school sites were able to decide how these intervention teachers would best serve their students, either providing additional literacy intervention or math intervention, whichever was the greater need. SVUSD was also able to provide five (5) additional instructional aides at school sites throughout the district as well. An additional psychologist was hired to help support the school sites and students by providing small group interventions and assessment support.

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.

SVUSD understands the importance and value of meaningful stakeholder input. In an effort to engage stakeholders at a high level, SVUSD has implemented a variety of meetings and activities to involve its educational partners, which included the following groups: students, families of English Language Learners and foster youth, District Administration, Desert Mountain SELPA, bargaining unit members from Silver Valley Education Association (teachers), bargaining unit members from California Schools Employee Association (classified) and school principals.

The list below indicates how and when SVUSD engaged its educational partners in the use of funds received to support recovery for the COVIS-19 pandemic:

--Local Control & Accountability Plan https://bit.ly/3Qfzd03 (pp 7-10)

--ESSER III Plan: https://bit.ly/3Qfzd03 (pp 2-5)

--Learning Continuity & Attendance Plan: https://bit.ly/3Qfzd03 (pp 2-4)

--Expanded Learning & Opportunities Grant Plan: https://bit.ly/3Qfzd03 (pp2-3)

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.

SVUSD implemented the federal Elementary and Secondary School Emergency Relief Expenditures Plan (ESSERIII) as follows:

Safely Open and Operate School/Continuous and Safe In-Person Learning:

--Additional custodial equipment to help keep classrooms and school buildings clean and safe for students and staff
--Additional custodians to help keep classrooms and school buildings clean and safe for students and staff
--Improved Student Services portable to house District Occupational Therapist and three (3) district psychologists and provide a space for training as well
--Improved outdoor spaces to allow teachers and students to go beyond the classroom during instructional time and maintain social distance (Yermo Shade Structure; Outdoor basketball courts at SVHS)
--New student desks throughout the district to maintain safe social distancing

The district has been successful in hiring additional custodial staff and training custodial staff on new equipment and cleaning supplies to help keep students and staff safe. Students loved their new desks, however, a challenge we had was not getting all of them in time for the beginning of the school year. The upgrades to the outdoor spaces have been met with great success. Student and staff have appreciated the improvements to outdoor areas that allow for more spaces, that were previously unused, for students to use during the school day.

Addressing the Impact of Lost Instructional Time:

--Additional teachers to keep class sizes small to allow for more individualized student attention and provide great social distance as students returned to school.(Lewis Elementary TK, Newberry Springs Elementary 3rd grade; SVHS Math)
--Additional classroom aides to provide individualized student attention during intervention times
--Additional intervention teachers to support student recovery from learning loss
--Three additional teachers for long term independent study needs
--Additional site administration to assist students and staff as they return to school and recover from learning loss
--Additional school psychologist to assist with meeting the academic and social emotional needs of students and staff as we return to in-person instruction
--Improved technology devices and infrastructure to support more students accessing the internet and keep students and staff safe
--Zoom licenses to hold virtual tutoring sessions to support students

The district has been successful in filling all additional certificated and classified staff positions. However, several of them did go unfilled for periods of time due to not having applicants to interview. The additional support staff have increased the number of students who are able to be seen for intervention in either math or reading.

Use of remaining funds:
--Purchase laptop sleeves to protect student laptops as they go back and forth to school to mitigate learning loss
--Improved outdoor spaces across the district that will include improving existing or add concrete areas at school sites to give students additional space to hold classes in a safe environment and allow for social distancing.

We have seen a decrease in the number of laptops that need to be repaired or replaced from our students.

--ESSER III Plan: https://bit.ly/3Qfzd03 (pp 6-10)

--Learning Continuity & Attendance Plan:https://bit.ly/3Qfzd03 (pp 3-5)

--Expanded Learning & Opportunities Grant Plan: https://bit.ly/3Qfzd03 (pp 13-25)

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.

SVUSD's local, state and federal revenues reached $41 million dollars for the 2021-22 school year. This included over $3.5 million dollars from the federal Elementary and Secondary School Emergency Relief funds (ESSERIII) Through December 2021, approximately 54% of the total funds allocated for this year have been spent on specific actions related to the district LCAP goals of: 1) Student Achievement, 2) Technology and 4) District Stability

ESSER III Expenditure Plan

The ESSER III Expenditure Plan adopted this Fall has aligned and enhanced actions in the LCAP allowing SVUSD to hire 6 additional teachers (LCAP Goal 4, Action 4), provide 5 additional instructional aides (LCAP Goal 1, Action 4), provide 5 additional RtI teachers (LCAP Goal 1, Action 4) provide students and teachers updated technology devices and programs (iPads/Laptops & Zoom) and improve district technology infrastructure (WAP/Switchgear) (LCAP Goal 2, Action 2). SVUSD was also able to provide an additional school psychologist to support student SEL needs (LCAP Goal 1, Action 4) and an additional administrator to support two schools at Ft. Irwin (LCAP Goal 4, Action 1).

Safe Return to In-Person Instruction & Continuity of Services Plan

SVUSD used its fiscal resources to implement the Safe Return to In-Person Instruction and Continuity of Services Plan by providing additional custodians and custodial equipment to clean high contact surface areas and ensure proper disinfection of our classrooms, improve outdoor areas to provide additional space for teachers and students to hold class while maintaining safe social distance, new student desks throughout the district to allow students to learn in class and maintain a safe social distance and the renovation of the Student Services portable to house 3 psychologists and 1 occupational therapist needed to mitigate learning loss and bring more support for out students.

--Local Control and Accountability: Plan https://bit.ly/3Qfzd03

--ESSER III Plan: https://bit.ly/3Qfzd03

--Learning Continuity & Attendance Plan: hhttps://bit.ly/3Qfzd03

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
Silver Valley Unified School District	Jesse M Najera Superintendent	jnajera@svusdk12.net 7602542916

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 Silver Valley Unified School District serves a diverse group of students with the goal of "To prepare students to be confident, collaborative and creative learners for success in a rapidly changing society." Our student population consists of approximately 45% White students, 31% Hispanic students, and 13% African-American students. Silver Valley USD serves students from Ft. Irwin National Training Center and the Marine Corps Logistics Base in Barstow, California, as well as students from Yermo, Daggett, Newberry Springs and Ludlow. Our LCFF unduplicated count is approximately 61%, which consists of about 4% English Learners, 59.79% Low Income and about 1% Foster Youth.

Silver Valley Unified School District (District) currently operates one (1) kindergarten through fifth grade elementary school, one (1) Transitional kindergarten through 8th grade School, one (1) Transitional kindergarten through 2nd grade elementary school, one (1) 3rd through 5th grade intermediate school, one (1) 6th through 8th grade middle school, one (1) comprehensive high school, one (1) alternative education school, which houses a continuation high school, opportunity program, success program, adult education program and a long term independent study program. Total enrollment for the 2021-22 school year varied from day-to-day, but was approximately 1,900 students.

The 2021-22 school year continued to present challenges to the Silver Valley USD community. SVUSD was able to bring ALL students back to in-person instruction for the 21-22 school year despite COVID-19. When the students returned and the teachers were able to assess their current level of achievement, we had discovered that the plans we had for the year needed to be adjusted to meet the needs of the students coming out of the pandemic. In an effort to accelerate student learning and mitigate student learning loss, SVUSD had to pivot quickly to provide the necessary supports. The surge of the COVID-19 Omicron variant also created challenges for students and staff with a high percentage of our students and staff members ending up being out of school due to illness or having to quarantine due to being exposed to COVID-19.

Reflections: Successes

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

During the past year SVUSD was able to provide all students with a district device allowing them to access their work at any time they need. As a district SVUSD has also invested in improving its learning and outdoor spaces for our students. Things like, new basketball courts, concrete areas, play fields, playground equipment, football/soccer field, track, baseball and softball fields, new student desks and wellness rooms at site. The district has made improvements to the physical environment at its sites to support student achievement and social emotional health. Additional Response to Intervention (RtI) teachers (Goal 1, Action 4) at the school sites have already shown success in math, language arts and reading. System 44/Read 180 data shows our 1st-5th grade students have grown an average of 80 lexile points in the first trimester (140 points is equivalent to one year's growth) with 39 students already showing more than one year's growth. Our 6th-8th grade students have grown an average of 55 lexile points (70 points is equivalent to one year's growth) with 20 students already showing more than one year's growth. We have also experienced growth in our math scores for those students in math RtI. We are piloting two new programs: Bridges Intervention and Math 180. Bridges Intervention specifically targets standards where students need additional support. We have seen significant growth from our students in those classes. In Math 180 our students have an average growth of 98 lexile points and 18 students already experienced a year or more growth. According to our ExactPath data, our students have shown improvement in Math and Language Arts. Currently across our 3rd-8th grade classes, all students are trending upward in terms of their national percentile ranking.

Silver Valley USD is proud of our partnership with the community we serve, both military and non-military. Silver Valley USD engages its educational partners in the development and implementation of the Silver Valley USD Strategic Plan and the Local Control Accountability Plan. For the last 6 years, every Silver Valley USD school site has partnered with their community and staff to develop and implement their own strategic plan, which informs the development of the district strategic plan and the district LCAP. We are also proud of Calico High School for being named a 2021 Model Continuation High School. The Silver Valley Adult Education program continues to grow. We now offer online Career Technical Education CTE) courses and most recently, they became WASC accredited. Both Silver Valley High School and the Alternative Education Center received 6 Year Accreditation from the Western Association of Schools and Colleges (WASC). All seven schools in our district were named California Purple Star Schools this year as well. The Purple Star Program recognizes schools that have shown the ability to meet the needs of their Military students and families.

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.

According to the 2019 California School Dashboard, Silver Valley USD performed at an Orange level in College and Career Readiness. This indicator measures the progress of high school graduates who are placed in the "Prepared" level on the College/Career measure. Silver Valley Unified had 26.2% on the College/Career ready indicator on the California Dashboard. There is a need to significantly improve this

area and several strategies were implemented in 2019-20 to address this. To that end, SVUSD has added the following actions during the 2021-22 school year: improved Response to Intervention (RtI) within the core classes (Goal 1, Action 3), focused after school interventions (Goal 1, Action 8), improved parent/guardian communications, and implementation of AVID WICOR strategies (Goal 1, Action 8) across all subject areas. In addition, Silver Valley High School has partnered with the National Math and Science Initiative (NMSI) to increase both the number of AP classes offered and to increase the percentage of students passing their AP exams (Goal 1, Action 1). Based on these areas SVUSD will continue to provide RtI teachers (Goal 1, Action 3).

Silver Valley Unified had a Chronic Absenteeism rate of 9.4% and a suspension rate of 4.1% in the 2018-19 school year which represented an Orange Level on the California School Dashboard. There is a need to decrease the chronic absenteeism rate and several strategies were implemented to address this. The strategies include professional development in social-emotional learning (Goal 3, Action 1 & 5), response to intervention at each site (Goal 1, Action 4), PBIS implementation (Goal 3, Action 1) and improved communication with the community. These strategies will continue in the 2022-23 LCAP.

Silver Valley Unified scored 30.5 points below standard which represented an Orange Level on the California School Dashboard. The 2020-21 California Assessment of Student Performance and Progress data showed that our students scored 39% Met or Exceeded Standards in ELA and 23% Met or Exceeded Standards in Math. There is a need to increase student achievement in the area of Math at all grade levels. Several strategies that were implemented to address this deficit include professional development, targeted math interventions at each site (Goal 1, Action 3), and added opportunities for teacher collaboration. These strategies will continue in our 2022-23 LCAP.

LCAP Highlights

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

The four goals of the Silver Valley Unified School District Strategic Plan and LCAP are Student Achievement, Technology, Student/Parent Support and District Stability.

* Student Achievement: Action steps for Student Achievement, Response to Intervention, Career Technical Education, Common Core Implementation, AVID, and Professional Development.

* Technology: Action steps that address software, hardware, and infrastructure that supports 21st Century teaching and learning in our classrooms.

* Student/Parent Support: Action steps that address Positive Behavior Interventions and Supports (PBIS), Parent Leadership Classes (PASS), Small Group Social Skills, and Counseling Services.

* District Stability: Action steps that address leadership development, Basic Services, Recognizing Excellence and Recruitment.

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.

Yermo Elementary School has 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.

Yermo Elementary School teachers and staff will conduct a Fidelity Integrity Assessment (SWIFT FIA) as a way to identify areas of needed improvement. The Assistant Superintendent of Educational Services and representatives from our local SELPA will be invited to this meeting to review and discuss important data to narrow the school focus for their CSI Plan. The school has also administered the Student Risk Screening Scale-Internalizing and Externalizing (SRSS-IE) universal screening tool to further inform their CSI school plan to address student academic and behavioral needs.

SVUSD will collaborate with Yermo School (YS) in the further development and refinement of their SPSA and CSI plan to focus on the following state indicators: Chronic absenteeism, Suspension Rate and the Academic Indicator. A needs assessment will be conducted using the most recent data for chronic absenteeism, suspensions and student achievement and shared with parents and staff during School Site Councils, staff meetings and site strategic planning meetings. Yermo's School Site Council meets on a regular basis and is made up of teachers, parents of EL, Hispanic, and LI subgroups. Additional information will be gathered from annual surveys from parents, students and staff. For over the past decade, SVUSD has engaged in Strategic Planning with its educational partners. This strategic planning group, made up of parents, students, teachers, classified staff, site and district administrators meets two times a year to review the most recent district data on the State indicators and give input to the next steps the district should take to improve those indicators. This process has been pushed down to the site level. Every year, the school sites bring together parents, students, teachers and classified staff to review different focus areas for improvement. The educational partners groups ask questions and give recommendations to the site staff for the next steps that should be taken to improve student attendance and suspension rates and student academic scores. During this time the site staff shares data from the previous year's plan and the progress they have made towards meeting its goals. This meeting will serve as another means to share information and gather input from students, parents and staff to inform the CSI plan. Once Yermo School (YS) educational partners have reviewed the plan and made their recommendations, the principal will meet with the SVUSD Cabinet to review the plan on a regular basis. During these meetings the input will be refined, possible service providers will be vetted along with supports that are evidence-based that include but are not limited to: pull out intervention classes for reading and mathematics in grades 1st-8th, push-in reading and math intervention aides for grades TK-8th, Second-Step social emotional curriculum lessons in all classrooms, small group counseling sessions for behavior, individual counseling for behavior and academics, just to name a few. Cabinet and the site administration will use resources like, but not limited to: Evidence for ESSA, What Works Clearinghouse, Social & Emotional Learning in California to help identify evidenced-based

practices for direct and indirect support to improve academic achievement in Math and ELA, reduce the number of suspensions and improve attendance rates.

For the 21-22 school year, Yermo was able to purchase Math 180 curriculum for its 6th-8th grade students and Bridges Math Intervention for grades 1-5 as supplemental intervention for identified students. The site continues to use ExactPath for each student. This is an evidence-based intervention program for ELA, Reading and Math for students that assesses their current level of achievement and creates a "learning path" that will meet their individual needs and help close gaps in their learning. Yermo also used its CSI funds to provide aides in the classroom for push in support for grades TK-8th as additional support for teachers to do small group instruction and intervention based on student need.

To address any resource inequities, district and site administration will assess the school's needs for: ensuring equal access to student interventions and supports, personnel assignments to pair most at-promise students with more experienced and effective teachers, ensure all students have access to technology and instructional materials at school and home, and continue to identify and support those students identified as "GATE" students. Once these needs have been identified, the district will partner with the school site to ensure evidenced-based resources and practices to address resource inequities are included in the CSI Plan, which support student achievement, decreasing suspension rates and improving attendance rates. The district will also review the results of Yermo's Site Strategic Planning meeting along with assessment, suspension, and attendance data to determine if there is a lack of resources or if additional resources are needed to support students to improve Dashboard outcomes.

The district will not use CSI dollars to fund this process. CSI dollars will only be used to support the additional evidence-based strategies and interventions.

Monitoring and Evaluating Effectiveness

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

The site administrator will meet with the Cabinet on a regular basis to review data on student achievement (grades, assessments, Exact Path progress, benchmark assessments, etc.), chronic absenteeism, and suspensions. During monthly meetings with District Administration the site administrator will review the most recent attendance, suspension and achievement data looking for trends, areas of success and challenges and discuss the next steps the staff will take to modify instruction, create intervention or abandon strategies as needed. Staff, educational partners, site and district administration will study the data, using systems like, but not limited to, Infinite Campus, Exact Path, teacher created assessments and curricular-based assessments, and create a plan to adjust any interventions or programs used at the site. The site team will collaborate with grade span teachers (TK-2, 3-5 & 6-8) to study data across different disciplines and recommend resources to address the plan and make any changes or update their strategies to meet the needs of the students. This process and data will be shared at regularly scheduled staff meetings, School Site Council meetings and district level administrative meetings. The District will ensure that Yermo School's supporting data and evidenced-based practices meet the requirements of the grant and district policies by meeting with the site administrator, studying their data, processes and plan and then advising the team.

The site Principal and District Administrators will work collaboratively to monitor and evaluate the effectiveness of the selected, evidence based interventions for improving student outcomes.

Engaging Educational Partners

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

Silver Valley Unified School District understands the importance and value of meaningful educational partner input in developing the District's LCAP. In an effort to engage our educational partners at a high level, SVUSD has implemented a variety of meetings and activities to involve our educational partners in the LCAP process.

District Strategic Planning/LCAP Team
During the 2021-22 school year, SVUSD continued to engage in the strategic planning process. These meetings provided an opportunity for certificated and classified staff, certificated union leaders, classified union leaders, school site principals and central office administrators, Board Members, parent representatives of Low Income, Foster Youth and English Language Learners and community members to collaborate in the development, monitoring and celebration of district efforts to improve student outcomes, both academic and social/emotional. These meetings provide an overview of accomplishments, including student achievement data, survey results, student presentations, program presentations and significant opportunities for our educational partners to discuss and recommend actions to strengthen or revise the district plan. This process becomes ingrained in the district culture and will continue as part of the development, monitoring and revision of the district's LCAP. This year, SVUSD held two LCAP meetings: one on November 8, 2021 and the second on May 12, 2022 . During these meetings the district shared its efforts to support students as they returned to in-person instruction that included social emotional resources and support for students and families (Goal 3), career technical education (Goal 1, Action 6) and Math instructional strategies and intervention (Goal 1 Action 1 & 4) . The District also shared its efforts to gain community feedback, sought ways to improve communication and garnered feedback from its educational partners and shared its update to district facilities, our strategic plan and most recent recognitions and awards. During these meetings the planning team reviews and gives input for the LCAP prior to submission to the hearings at the Board of Trustees meetings each June.

Collaboration with SELPA
SVUSD collaborated throughout the school year with Desert/Mountain SELPA (9/24/21, 10/22/21, 11/19/21, 12/17/21, 2/25/22, 3/25/22 and 4/22/22). During these meetings the following topics were discussed: Preparation for CAASPP- things we need to know
Defending against and reducing legislation related to COVID and learning loss
Building Family Connections
Defensible IEPs and building collaboration with parents
Language/ Dyslexia and possible upcoming legislative changes
Legal updates for School Districts.
A representative from the Desert/Mountain SELPA was also invited to our Spring District Strategic Planning meeting on May 12, 2022 to participate in our meeting and help inform our LCAP by giving feedback and input to our plan. School district personnel also collaborated with the Desert/Mountain SELPA on our Mental Health Student Services Act (MHSSA) grant that will provide additional mental health resources for our school district by providing three additional counselors to work at school sites throughout the district. These meetings were held on: 11/19/21, 12/13/21, 1/12/22, 2/16/22, 4/20/22.

Site Strategic Planning 2021-22
Throughout the 2021-22 school year, Silver Valley USD continued the strategic planning process at all its school sites. These meetings were composed of teachers, parents, community members and students. During these meetings the teams would discuss each site's areas of focus for the upcoming year. That information is compiled and used at the district level to inform our LCAP and Strategic Plan. Also, during these meetings, the District shared the four goals of its LCAP, results it has achieved through new and existing initiatives and the role the site's strategic planning teams play in those decisions.

Site Strategic Planning meetings were held on the following dates:

TVIS 10/15/21
FIMS 10/28/21
LES 11/4/21
YES 1/9/22
NES 2/17/22
SVHS 3/9/22
AEC 5/4/22

Surveys 2021--22
SVUSD developed surveys for staff, community members and students (Elementary, Middle & High School). These surveys were developed to get staff, student and community feedback about learning, teaching and student social emotional well-being in order to help inform decisions about professional development, instructional practices and supporting the needs of all students. Parent/Educational Partner surveys were sent out via email and parents also received a phone call on March 10, 2022. During our elementary school parent/teacher conferences, teachers and site administrators asked parents to fill out the survey and provided them time during conferences to complete the survey. The student and school site staff surveys were sent out on March 18, 2022. Site administrators gave staff members time during staff meeting time to complete the surveys. Site administrators also worked with teachers to ensure they took their students to the computer lab to fill out their respective surveys. All surveys closed as of May 2, 2022.

Survey Results.
Parent Responses: 524
School Site Staff Responses: 189
Elementary/Middle School Student Responses: 714
High School Student Responses: 258
Total Survey Responses: 1,685

Communication with Educational Partners

Following the District Strategic Planning/LCAP meeting, SVUSD publishes a newsletter highlighting the day's activities and information shared. These are posted at every school site, social media and district website for the public to view.

District Advisory Council (DAC)/District English Language Advisory Council (DELAC)
SUVSD holds DAC/DELAC meetings regularly throughout the school year. At these meetings the Council reviews and discusses the District's LCAP and its purpose. Members are encouraged to ask questions and provide input. At the last meeting of the school year the DAC/DELAC reviews the District LCAP and approves it before it goes to the Board of Trustees in June. Meetings for the 21-22 school year were held on the following dates:

September 20, 2021
November 29, 2021
March 8, 2022
May 23, 2022

SVUSD notified its stakeholders of their opportunity to submit comments regarding specific actions and expenditures in their proposed LCAP prior to the May 16, 2022 DAC/DELAC meeting, and the prior to the June 14 and June 21, 2022 Board meetings. The Superintendent responded in writing to all questions received and have been posted under the LCAP portion of the District website.

A summary of the feedback provided by specific educational partners.

Through School Site Council, District Advisory Council/District English Learner Advisory Council, Site Strategic Planning and District Strategic Planning meetings which included students, parents, teachers site principals and district administrators and through several surveys to families and staff members published throughout the school year, SVUSD was able to gain feedback and input on the programs, services, and supports that students and staff would need. Through these meetings and surveys we were able to identify the following trends of focus:

Parents
Student social emotional health and support
Academics (Reading, ELA, Math, Science, etc.)
Intervention and Enrichment
Parent involvement and communication

Teachers
Professional development for academics
Professional development for social emotional support

Math and ELA
Intervention

Classified Staff
Training for staff
Student social emotional support
Student attendance
Staff mental health and support

Students
Social emotional supports
Positive Behavior Interventions and Supports
Academics, intervention and enrichment

- -Social emotional supports for students, their families and staff members
- -Intervention and enrichment at the school sites
- -Additional instructional aids at targeted school sites and grade levels for academic support
- -After school intervention and enrichment programs
- -Professional development for all staff members

Our educational partner feedback continues to emphasize those goals from the 2021-22 LCAP into the 2022-23 school year.

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

The goals and actions that were highly influenced by our educational partner feedback included that need for professional development for school site staff (teachers, principals, administrators) in Math, Language Arts, Reading, classroom and pull out intervention, social emotional learning, behavior support and supporting students completion of A-G requirements and college and career readiness after graduation.

Based on our educational partner feedback, we will continue to implement the following Goals and Actions:

Goal 1: All students will achieve proficiency or better in ELA and Mathematics while receiving appropriate academic support and a well balanced course of study, including Career Technical Education.

Action 1: SVUSD will provide high quality professional development for classroom teachers, principals, administrators, and other school and community based personnel to improve student achievement. SVUSD will continue to work with its teachers, site administrators and staff to provide professional development to support student academic, social emotional and behavioral success.

Action 4: SVUSD will provide a Response to Intervention program at every school site. Reading and Math Interventions will improve student achievement for low income, foster youth and English learners. SVUSD will continue to provide reading and math intervention teachers at targeted sites to meet the needs of our unduplicated pupils.

Action 6: SVUSD will provide Career Technical Education (CTE) courses to Silver Valley High School and the Alternative Ed Center high school students to help prepare them for future careers in the auto industry or medical industry.

Action 7: SVUSD will lower class sizes for Transitional Kindergarten and Kindergarten classes at Yermo Elementary School, Newberry Springs Elementary and Lewis Elementary School (High EL, LI Demographics). More individualized teacher instruction will improve student achievement for low income, foster youth and English learners.

Action 8: SVUSD will provide an AVID Program that promotes academic achievement and increases students meeting college readiness requirements for EL, Foster Youth, and LI students.

Action 9: SVUSD will provide intervention/enrichment opportunities for EL, Foster Youth and LI students before and/or after school at all sites. These intervention/enrichment opportunities will increase student achievement for low income, foster youth and english learners.

Action 10: SVUSD will provide transportation services for students in low income households in Yermo, Newberry Springs, Ludlow and Daggett, Barstow and Fort Irwin communities to improve student attendance which will have a positive impact on student achievement.

Goal 2: SVUSD will provide Technology Support Specialists to help teachers maximize the software and hardware in their classrooms to maximize student achievement for all students, including low income, foster youth and English Learners.

Action 2: SVUSD will provide a laptop or chrome book to every student to ensure they have the tools to access educational programs at school and at home. Access to educational software will improve student achievement for all students.

Goal 3: Increase staff and family's ability to support student academic, social/emotional and physical needs.

Action 1: SVUSD will implement Positive Behavior Interventions and Supports (PBIS) at all sites to improve school climate and increase student engagement.

Action 3: SVUSD will provide counseling services district-wide to promote student wellness and social-emotional learning for our most at-risk students, including low income, foster youth and English learners.

Action 5: SVUSD will invest in Social Emotional Learning at all sites to promote student wellness and engagement.

Goal 4: Build individual leadership skills of teachers, administrators and parents for fostering positive relationships, effective communication, and creating a culture of recognition and excellence.

Action 1: SVUSD will provide leadership opportunities for Teacher, Classified and Management staff to enhance district stability and improve student achievement.

Action 3: SVUSD will provide beginning teachers with a fully paid induction program to support them and mentor them.

Those goals and actions not listed here will continue in an effort to support the above mentioned actions in the District LCAP.

Goals and Actions

Goal

Goal #	Description
1	All students will achieve proficiency or better in ELA and Mathematics while receiving appropriate academic supports and a well balanced course of study, including Career Technical Education.

An explanation of why the LEA has developed this goal.

Analysis of current student achievement data indicates that on average the annual rate of proficiency is 51% for ELA and 35% for Mathematics District wide. There is a need to improve student achievement. Based on the 2019 Dashboard, our English Learners progress rated at very low. There is a need to improve student achievement in this important student-group. The actions listed below will provide the professional development, curriculum and progress monitoring necessary to increase achievement for all student groups, including our English Learners.

Career/ Technical Education continues to be a top priority for Silver Valley USD. Currently, SVUSD only offers one CTE Pathway, which is Auto-Shop at Silver Valley High School. There is a need to expand opportunities in Career Technical Education for our students.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
State Metric: % of EL students that are Redesignated	State Metric: 2019-20 % EL students that are Redesignated is 15.4% (LCFF Priority 2)	State Metric: 2020-21 % EL students that are Redesignated is 2% (LCFF Priority 2)			State Metric: 30% of EL students are Redesignated
State Metric: % of EL students scoring "Well Developed" on ELPAC	State Metric: 2019-20 5.7% EL students scoring "Well Developed" on ELPAC (LCFF Priority 2)	State Metric: 2020-21 17% EL students scoring "Well Developed" on ELPAC (LCFF Priority 2)			State Metric: 35% of EL students scoring "Well Developed" on ELPAC

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
State Metric: % of students making annual progress on ELPAC	State Metric: 2019-20 % EL students making annual progress on ELPAC is 31% (LCFF Priority 2)	State Metric: 2020-21 % EL students making annual progress on ELPAC is 45% (LCFF Priority 2)			State Metric: 55% EL students making annual progress on ELPAC
State Metric: % of students the meet or exceed the standard in Math (CAASPP)	State Metric: 2019-20 % of students the meet or exceed the standard in Math is 35% (LCFF Priority 2)	State Metric: 2020-21 % of students the meet or exceed the standard in Math is 23% (LCFF Priority 2)			State Metric: 50% of students the meet or exceed the standards in Math (CAASPP)
State Metric: % of students the meet or exceed the standard in ELA (CAASPP)	State Metric: 2019-20 % of students the meet or exceed the standard in ELA is 51% (LCFF Priority 2)	State Metric:2020-21 % of students the meet or exceed the standard in ELA is 39% (LCFF Priority 2)			State Metric: 60% of students the meet or exceed the standard in ELA (CAASPP)
State Metric: % of students passing AP Exams with a 3 or higher	State Metric: 2019-20 % of students passing AP Exams with a 3 or higher is 47% (LCFF Priority 2, 7)	State Metric: 2020-21 % of students passing AP Exams with a 3 or higher is 34% (LCFF Priority 2, 7)			State Metric: 60% of students passing AP Exams with a 3 or higher
State Metric: # of high school students taking an AP Exam	State Metric: 2019-20 # of high school students taking an AP Exam is 51 (LCFF Priority 2, 7)	State Metric:2020-21 # of high school students taking an AP Exam is 71 (LCFF Priority 2, 7)			State Metric: 75 high school students taking an AP Exam
State Metric: % of students Ready/Cond. Ready EAP (ELA)	State Metric: 2019-20 % of students Ready or Cond. Ready on EAP (ELA) is 62% (LCFF Priority 2, 4, 7)	State Metric: 2020-21 % of students Ready or Cond. Ready on EAP (ELA) is 63% (LCFF Priority 2, 4, 7)			State Metric: Maintain above 60% of students Ready or Cond. Ready on EAP (ELA)
State Metric: % of students Ready/Cond. Ready EAP (Math)	State Metric: 2019-20 % of students Ready or Cond. Ready EAP	State Metric: 2020-21 % of students Ready or Cond. Ready EAP			State Metric: 35% of students Ready or Cond. Ready EAP

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	(Math) is 21% (LCFF Priority 2, 4, 7)	(Math) is 35% (LCFF Priority 2, 4, 7)			(Math)
State Metric: % 12th grade students completing UC/CSU A-G required courses	State Metric: 2019-20 % of high school students completing UC/CSU A-G required courses is 29.5% (LCFF Priority 2, 4, 7)	State Metric: 2020-21 % of high school students completing UC/CSU A-G required courses is 48% (LCFF Priority 2, 4, 7)			State Metric: 45% of high school students completing UC/CSU A-G required courses
State Metric: % of students meeting or exceeding standards on CAST	State Metric: 2019-20 % of students meeting or exceeding standards on CAST is 31% (LCFF Priority 2, 4, 7)	State Metric: 2020-21 % of students meeting or exceeding standards on CAST is 23% (LCFF Priority 2, 4, 7)			State Metric: 45% of students meeting or exceeding standards on CAST
Local Metric: % of teachers who believe their students are engaged in NGSS concepts	Local Metric: 2019-20 59% of teachers believe their students are engaged in NGSS concepts (LCFF Priority 2, 4, 7, 8)	Local Metric: 2020-21 87% of teachers believe their students are engaged in NGSS concepts (LCFF Priority 2, 4, 7, 8)			Local Metric: 80% of teachers believe their students are engaged in NGSS concepts
Local Metric: Effective academic Interventions at all 7 sites.	Local Metric: 2019-20 Effective academic Interventions are in place at all 7 sites (100%) (LCFF Priority 2, 4, 7, 8)	Local Metric: 2020-21 Effective academic Interventions are in place at all 7 sites (100%) (LCFF Priority 2, 4, 7, 8)			Local Metric: Effective academic Interventions are in place at all 7 sites (100%)
Local Metric: % of students receiving RTI that make 1 years growth in reading and math lexile score	Local Metric: 2019-20 66% of students receiving RTI have made 1 years growth in reading and math lexile score (LCFF Priority 2, 4, 7)	Local Metric: 2020-21 48% of students receiving RTI have made 1 years growth in reading and math lexile score (LCFF Priority 2, 4, 7)			Local Metric: 80% of students receiving RTI have made 1 years growth in reading and math lexile score

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Local Metric: Increase the % of students that complete CTE courses by 10% each year.	Local Metric: 2019-20 17% of students completed CTE courses (LCFF Priority 4, 7, 8)	Local Metric: 2020-21 47% of students completed CTE courses (LCFF Priority 4, 7, 8)			Local Metric: 47% of students completed CTE courses
Local Metric: Increase the number of CTE courses/pathways for High School Students	Local Metric: 2020-21 SVUSD currently has 1 CTE Pathway (LCFF Priority 4, 7, 8)	Local Metric: 2020-21 SVUSD currently has 1 CTE Pathway (LCFF Priority 4, 7, 8)			Local Metric: SVUSD will have at least 2 established CTE Pathways
Local Metric: % of teachers who believe SVUSD is providing high quality professional development	Local Metric: 2019-20 92% of teachers believe SVUSD is providing high quality professional development (LCFF Priority 1, 2)	Local Metric: 2020-21 92% of teachers believe SVUSD is providing high quality professional development (LCFF Priority 1, 2)			Local Metric: 100% of teachers believe SVUSD is providing high quality CCSS professional development
State Metric: Implementation of State Standards LCFF Local indicators	State Metric: 2019-20: Local indicators presented to Board of Trustees: Met	State Metric: 2020-21: Local indicators presented to Board of Trustees: Met			State Metric: Implementation of State Standards LCFF Local indicators: Met

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Student Achievement	SVUSD will provide high quality professional development for classroom teachers, principals, administrators, and other school and community based personnel to improve student achievement.	$265,975.00	No

Action #	Title	Description	Total Funds	Contributing
1.2	Summer School	SVUSD will provide a high quality, summer school program to address credit recovery, learning loss, and extended school year for all students, including students with special needs.	$100,000.00	No
1.3	Response to Intervention	SVUSD will provide a Response to Intervention program at every school site. Reading and Math Interventions will improve student achievement for low income, foster youth and english learners.	$240,000.00	Yes
1.4	TK-K Extended Instructional Minutes	SVUSD will provide 58,000 TK and Kindergarten instructional minutes (22,000 more than required). This expanded learning time will improve student achievement for low income, foster youth and english learners.	$415,000.00	Yes
1.5	Career Technical Education	SVUSD will provide Career Technical Education (CTE) courses to Silver Valley High School and the Alternative Ed Center high school students to help prepare them for future careers in the auto industry or medical industry.	$175,000.00	No
1.6	Class Size Reduction	SVUSD will lower class sizes for Transitional Kindergarten through 3rd Grade classes at Yermo Elementary School, Newberry Springs Elementary and Lewis Elementary School (High EL, LI Demographics). More individualized teacher instruction to implement state standards will improve student achievement for Low Income, Foster Youth and English Learners.	$442,471.00	Yes
1.7	Advancement Via Individual Determination (AVID)	SVUSD will provide an AVID Program that promotes academic achievement and increases students meeting college readiness requirements for EL, Foster Youth, and LI students.	$280,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
1.8	Before/After School Programs	SVUSD will provide intervention/enrichment opportunities for EL, Foster Youth and LI students before and/or after school at all sites. These intervention/enrichment opportunities will increase student achievement for low income, foster youth and english learners.	$140,000.00	Yes
1.9	Transportation Services	SVUSD will provide transportation services for students in low income households in Yermo, Newberry Springs, Ludlow and Daggett, Barstow and Fort Irwin communities to improve student attendance which will have a positive impact on student achievement.	$535,000.00	Yes
1.10	English Language Aquisition	SVUSD will provide high quality, professional development and curriculum for teachers and staff to improve English language acquisition for our our English Learners.	$25,000.00	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.

2021-22 posed a few challenges for SVUSD. Due to the continuing COVID-19 pandemic, we were unable to fully implement the after school tutoring programs as we have in the past. Students and parents not signing up for tutoring sessions, not having teachers volunteer to hold tutoring sessions and lack of transportation (shortage of drivers) impacted our ability to further support students. Also, due to the surge of COVID in December and January, we had more students and staff out of school due to testing positive to COVID-19 or being exposed to someone who was infected and having to quarantine for several days. As a result of all these illnesses and quarantines, SVUSD was forced to amplify its independent study program in an effort to meet the needs of students and their families. Teachers, site administrators and front office staffs worked together to create a seamless transition from live instruction to independent study. Their efforts made it easy for students to maintain their class work an not fall behind during their absence. Another success was SVUSD was able to increase the number of intervention teachers and aides in classrooms to support our most at promise students at our neediest schools. The addition of the first year Med Core class was a major success at Silver Valley HS. This is the first to two classes students will be able to take to complete an additional career pathway.

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 a few material differences between budgeted expenditures and estimated actual expenditures for the 21-22 school year:

Goal 1, Action 4: Response to Intervention (RtI)--Higher cost of teachers' salaries and an increase in the cost of teacher benefits for the school year impacted our expenses.

Goal 1 Action 5: TK/K Instructional Minutes--Higher cost of teachers' salaries and an increase in the cost of teacher benefits for the school year impacted our expenses.

Goal 1 Action 7: Class Size Reduction--SVUSD provided six (6) additional teachers throughout the district to keep student to teacher ratios low. These additional teachers increased our expenses.

Goal 1 Action 8: AVID--SVUSD is planning on having more teachers attend professional development by attending summer conferences (AVID Camp & AP by the Sea). Also, the increase in the cost of teacher benefits for the school year impacted our expenses.

Goal 1 Action 9: Before/After School Programs--SVUSD was not able to offer all the before and after school programs that it has in the past. This resulted in a reduction of expenses for this action.

Goal 1 Action 10: Transportation--SVUSD spent more in this area. Due to the increase in fuel costs and the shortage of bus drivers, SVUSD had to contract transportation services with a third party vendor to meet its needs that would have normally been supported by First Student Transportation.

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

Looking at our most up-to-date data, our current actions have shown success at meeting our goal. Our number of ELL students who scored "Well Developed" on the ELPAC went from 5.7% in 19-20 to 17% in 20-21 (Goal 1, Action 1, Action 4, Action 5, Action 6, Action 9 & Action 10). The percentage of students making progress on the ELPAC went from 31% in 19-20 to 45% in 20-21 (Goal 1, Action 1, Action 4, Action 5, Action 6, Action 9 & Action 10). We had more students taking an AP exam from 51 in 19-20 to 71 in 20-21 (Goal 1, Action 1, Action 7, & Action 9). The percentage of high school students completing A-G required coursework grew from 29.5% in 19-20 to 48% in 20-21 (Goal 1, Action 1, Action 2 & Action 3). Supporting student success on CAASPP achievement scores was important to the district. Our latest results for 20-21 were as follows: ELA 39% Met or Exceeded Standards; Math 23% Met or Exceeded Standards. (Goal 1, Action 1, Action 2, Action 3, Action 5, Action 6, Action 8 & Action 9). We have many supports in place to support this goal, however due to the continued COVID-19 pandemic we did not see the gains we wanted. We will continue to monitor these actions in the 22-23 school year and modify our processes to get the gains we know our students are capable of achieving. Our high school students were able to improve their results on the CAASPP

and EAP. 65% of our high school students scored Ready/Conditionally Ready in ELA (62% in 19-20) and 35% scored Ready/Conditionally Ready in Math (21% in 19-20) (Goal 1, Action 1, Action 2, Action 7, Action 8 & Action 9). Our continued focus on providing AVID training to our teachers to support our neediest students also helped us increase the number of students taking AP courses and exams at the high school. We went from 51 students taking AP exams in 19-20 to 71 students taking AP exams in 20-21. (Goal 1, Action 1, Action 7, Action 8 & Action 9). In 21-22 we were able to add a medical career introductory class for our high school. In 22-23, the second class will be added that will prepare students to gain certification as a nursing assistant right out of high school (Goal 1, Action 5).

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.

Based on feedback from our site administrators, teachers, classified staff, students, parents/guardians and community members and looking at our most up-to-date data, SVUSD will continue the actions named above to support student academic needs. While in many areas we did see gains, we experienced a decrease in others. Our CAASPP achievement scores in Math (23% in 20-21) and ELA (35% in 20-21) dropped compared to the previous year. The effects of the COVID pandemic and students not in school full time for the whole year had a big impact on our achievement scores. These actions have served us well previously and we know that having students back to full-time in-person instruction, paired with the actions above will yield the results we need to progress towards meeting our goal. SVUSD removed its previous Goal 1 Action 3, nutritional services, tuition assistance, maintenance and operational expenses for preschool students attending Colin Powell County Preschool Program at Ft. Irwin National Training Center. Those funds were used to support lower class sizes, Goal 1, Action 6 and Goal 3, Action 3, counseling services.

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 the quantity and quality of technology usage to support student learning, instructional effectiveness, monitoring of student progress, and communicating with our educational partners.

An explanation of why the LEA has developed this goal.

Currently, SVUSD CAASPP results indicate student proficiency is 51% for ELA and 35% for Mathematics, district-wide. Silver Valley believes that technology plays an integral role in student achievement and in teaching and learning the 21st Century Learning Skills that our students will need to be successful in their future. Making sure our teachers, students and support staff have the technology tools and professional development they need to teach these skills to improve student achievement and monitor student progress is a priority for our district. The actions listed below will provide the necessary tools and support to help our students and staff be successful.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Local Metric: % of teachers reporting they regularly use technology for communication with parents	Local Metric: In 2019-20 99% of teachers report they regularly use technology for communication with parents (LCFF Priority 3, 4)	Local Metric: In 2020-21 99% of teachers report they regularly use technology for communication with parents (LCFF Priority 3, 4)			Local Metric: 100% of teachers report they regularly use technology for communication with parents
Local Metric: % of teachers feel supported by Technology Services Department	Local Metric: In 2019-20 95% of teachers feel supported by Technology Services Department (LCFF Priority 1)	Local Metric: In 2020-21 95% of teachers feel supported by Technology Services Department (LCFF Priority 1)			Local Metric: 100% of teachers feel supported by Technology Services Department
Local Metric: % of teachers reporting student use of	Local Metric: In 2019-20 97% of teachers report student use of	Local Metric: In 2020-21 97% of teachers report student use of			Local Metric: 100% of teachers report student use of

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
technology in their classroom is integral to teaching and learning	technology in their classroom is integral to teaching and learning (LCFF Priority 1, 2, 4)	technology in their classroom is integral to teaching and learning (LCFF Priority 1, 2, 4)			technology in their classroom is integral to teaching and learning
Local Metric: % of SVUSD new hires trained in Technology	Local Metric: In 2019-20 100% of SVUSD new hires trained in Technology (LCFF Priority 1)	Local Metric: In 2020-21 100% of SVUSD new hires trained in Technology (LCFF Priority 1)			Local Metric: 100% of SVUSD new hires trained in Technology
Local Metric: % of SVUSD TK-Adult Education students provided a chromebook or laptop	Local Metric: In 2019-20 100% of all TK-Adult Education students were provided a Chromebook or laptop (LCFF Priority 1, 2, 4)	Local Metric: In 2020-21 100% of all TK-Adult Education students were provided a Chromebook or laptop (LCFF Priority 1, 2, 4)			Local Metric: 100% of all TK-Adult Education students were provided a chromebook or laptop
State Metric: % of students the meet or exceed the standard in Math (CAASPP)	State Metric: 2019-20 % of students the meet or exceed the standard in Math is 35% (LCFF Priority 2)	State Metric: 2020-21 % of students the meet or exceed the standard in Math is 23% (LCFF Priority 2)			State Metric: 50% of students the meet or exceed the standards in Math (CAASPP)
State Metric: % of students the meet or exceed the standard in ELA (CAASPP)	State Metric: 2019-20 % of students the meet or exceed the standard in ELA is 51% (LCFF Priority 2)	State Metric: 2020-21 % of students the meet or exceed the standard in ELA is 39% (LCFF Priority 2)			State Metric: 60% of students the meet or exceed the standard in ELA (CAASPP)

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	Technology Support Specialist	SVUSD will provide Technology Support Specialists to help teachers maximize the software and hardware in their classrooms to maximize	$225,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		student achievement for all students, including low income, foster youth and English learners.		
2.2	1-1 Chromebook/Laptop Initiative	SVUSD will provide a laptop or chrome book to every student to ensure they have the tools to access educational programs at school and at home. Access to educational software will improve student achievement for all students.	$25,000.00	No
2.3	Technology Survey	SVUSD will administer an annual technology survey to all SVUSD staff to measure the effectiveness of district technology and identify the technology needs of our staff.	$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.

During the 2021-22 school year SVUSD experienced a couple challenges for implementing this goal. Due to the ongoing COVID-19 pandemic, supply chain issues continued to plague our district. Getting the necessary supplies in a timely manner was not always possible and the lag in time did not allow us to roll out newer technology devices to students. The devices we had for all students were sufficient to meet their need, however the updated devices would have been desired. Connectivity continued to be an issue for some families. Due to our remote location not every family has their own access to the Internet. However, as a success, SVUSD was able to provide all families that lacked connectivity a district Wi-Fi hotspot with unlimited data for free.

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

There was one material difference between budgeted expenditures and estimated actual expenditures and/or planned percentages of improved services and estimated actual percentages of improved services.

Goal 2 Action 2--Chromebook/Laptop Initiative--SVUSD purchased additional iPads for our TK-2 classrooms to replace aging devices and due to the increase in costs due to COVID and inflation, our expenses went up for these items.

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

We will continue to support technology implementation in the classroom and throughout the district. Supporting instruction in the classroom will be a point of focus. Our CAASPP achievement scores in Math (23% in 20-21) and ELA (35% in 20-21) dropped compared to the previous year (Goal 2, Action 2). The effects of the COVID pandemic and students not in school full time for the whole year had a big impact on our achievement scores. These actions have served us well previously and we know that having students back to full-time in-person instruction, paired with the actions above will yield the results we need to progress towards meeting our goal (Goal 2, Action 1, Action 2). As a district we need to ensure students are able to achieve at high levels, whether they are in person or in a virtual program.

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.

Based on feedback from our site administrators, teachers, classified staff, students, parents/guardians and community members SVUSD will continue to implement the actions stated above to improve its implementation of technology to support student achievement, staff implementation, and communication with its educational partners.

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	Increase staff and family's ability to support student academic, social/emotional and physical needs.

An explanation of why the LEA has developed this goal.

Improving school climate as well as increasing parent and student engagement are a priorities for our district. The California Dashboard shows that our district has a chronic absenteeism rate of 9.4% and a suspension rate of 4.1%. Site and district PBIS/MTSS teams will use data to monitor progress in achieving our goals to meet the social emotional needs of our students, along with input from district educational partner groups (parents, students, teachers, site principals, staff). The actions listed below will provide the professional development, programs and support needed to improve school climate, increase student engagement and student achievement.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
State Metric: Attendance rate	State Metric: 2019-20 Attendance rate is 95.12% (LCFF Priority 5)	State Metric: 2020-21 Attendance rate is 97.3% (LCFF Priority 5)			State Metric: Attendance rate is at or above 97%
State Metric: Chronic absenteeism rate	State Metric: 2019-20 Chronic absenteeism rate is 9.4% (LCFF Priority 5)	State Metric: 2020-21 Chronic absenteeism rate is 4.1% (LCFF Priority 5)			State Metric: Chronic absenteeism rate is at or below 5%
State Metric: Truancy rates	State Metric: 2019-20 Truancy rate is 21.6% (LCFF Priority 5)	State Metric: 2020-21 Truancy rate is 2.2% (LCFF Priority 5)			State Metric: Truancy rates is at or below 15%
State Metric: Middle school dropout rate	State Metric: 2019-20 Middle school dropout rate is 0% (LCFF Priority 5)	State Metric: 2020-21 Middle school dropout rate is 0% (LCFF Priority 5)			State Metric: Middle school dropout rate remains at 0%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
State Metric: High school drop out rate	State Metric: 2019-20 High school dropout rate is 1.9% (LCFF Priority 5)	State Metric: 2020-21 High school dropout rate is 0% (LCFF Priority 5)			State Metric: High school drop out rate remains at 0%
State Metric: High school graduation rate	State Metric: 2019-20 High school graduation rate is 91% (LCFF Priority 5)	State Metric: 2020-21 High school graduation rate is 100% (LCFF Priority 5)			State Metric: High school graduation rate is at or above 95%
State Metric: Student suspension rate	State Metric: 2019-20 Student suspension rate 4.1% (LCFF Priority 6)	State Metric: 2020-21 Student suspension rate 0% (LCFF Priority 6)			State Metric: Student suspension rate is at or below 2.5%
State Metric: Student expulsion rate	State Metric: 2019-20 Student expulsion rate is less than 1% (LCFF Priority 6)	State Metric: 2020-21 Student expulsion rate is less than 1% (LCFF Priority 6)			State Metric: Student expulsion rate is less than 1%
Local Metric: % of Schools with full parent membership and participation on School Site Council	Local Metric: 2019-20 100% of Schools with full parent membership and participation on School Site Council (LCFF Priority 3)	Local Metric: 2020-21 100% of Schools with full parent membership and participation on School Site Council (LCFF Priority 3)			Local Metric: 100% of Schools with full parent membership and participation on School Site Council
Local Metric: % Parents/Caregivers reporting that their input is welcomed	Local Metric: 2019-20 95% Parents/Caregivers reporting that their input is welcomed (LCFF Priority 3)	Local Metric: 2020-21 95% Parents/Caregivers reporting that their input is welcomed (LCFF Priority 3)			Local Metric: 100% Parents/Caregivers reporting that their input is welcomed
Local Metric: % of Parents/Caregivers reporting that schools	Local Metric: 2019-20 86% of Parents/Caregivers	Local Metric: 2020-21 87% of Parents/Caregivers			Local Metric: 95% of Parents/Caregivers reporting that schools

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
recognize good behavior (PBIS)	reporting that schools recognize good behavior (PBIS) (LCFF Priority 3)	reporting that schools recognize good behavior (PBIS) (LCFF Priority 3)			recognize good behavior (PBIS)
Local Metric: % of students that report they are recognized for doing a good job.	Local Metric: 2019-20 78% of students report they are recognized for doing a good job (LCFF Priority 6)	Local Metric: 2020-21 81% of students report they are recognized for doing a good job (LCFF Priority 6)			Local Metric: 90% of students report they are recognized for doing a good job
Local Metric: % of teachers/staff report their school is a safe place for learning.	Local Metric: 2019-20 98% of teachers/staff report their school is a safe place for learning (LCFF Priority 6)	Local Metric: 2020-21 99% of teachers/staff report their school is a safe place for learning (LCFF Priority 6)			Local Metric: 100% of teachers/staff report their school is a safe place for learning
Local Metric: # of SEL Professional Development Trainings	Local Metric: 2019-20 11 Professional Development Trainings offered (LCFF Priority 1, 4)	Local Metric: 2020-21 2 Professional Development Trainings offered (LCFF Priority 1, 4)			Local Metric: 15 of Professional Development Trainings offered
Local Metric: Site Strategic Planning at every site (Educational Partner Input)	Local Metric: 2019-20 Site Strategic Planning at every site is 100% (Educational Partner Input) (LCFF Priority 2, 3, 6)	Local Metric: 2020-21 Site Strategic Planning at every site is 100% (Educational Partner Input) (LCFF Priority 2, 3, 6)			Local Metric: Site Strategic Planning at every site is 100% (Educational Partner Input)
Local Metric: Amount of parents that participate in district survey (Educational Partner Input)	Local Metric: 2019-20 700 parents that participate in district survey (Educational Partner Input) (LCFF Priority 3)	Local Metric: 2020-21 705 parents that participate in district survey (Educational Partner Input) (LCFF Priority 3)			Local Metric: 900 parents that participate in district survey (Educational Partner Input)

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	Positive Behaviors Interventions and Supports (PBIS)	SVUSD will implement Positive Behavior Interventions and Supports (PBIS) at all sites to improve school climate and increase student engagement.	$20,000.00	No
3.2	California Cadet Corps	SVUSD will provide a California Cadet Corps Program at Silver Valley High School that will teach and promote student leadership skills for our unduplicated student populations.	$40,000.00	Yes
3.3	Counseling Services	SVUSD will provide counseling services district-wide to promote student wellness and social-emotional learning for our most at-risk students, including low income, foster youth and english learners.	$535,000.00	Yes
3.4	Strategic Planning	SVUSD will implement Site Strategic Planning to ensure educational partner engagement in the development of each school's plan for student achievement.	$5,000.00	No
3.5	Social Emotional Learning	SVUSD will invest in Social Emotional Learning at all sites to promote student wellness and engagement.	$175,000.00	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.

Students came back to full-time, in-person instruction in 21-22. Our biggest challenges for his goal was seeing students come back to school dealing with quite a bit of social emotional and behavioral issues. For the first few months of the school year our suspension rate was rising quickly. School site staff recognized the need to give extra emphasis to behavior intervention, social emotional lessons, small group sessions with counselors, counseling and regularly scheduled lessons from counselors or other site/community partners. We quickly realized we

needed to ramp up our PBIS, SEL and behavioral interventions very quickly, more so when compared to pre-pandemic years. With this challenge, SVUSD stepped up and addressed it right away. Once the sites began implementing social emotional/behavioral interventions we began to see a change in student behavior for the better. Our suspension rate started going down and we noticed fewer, major disciplinary behaviors. We know we still have students that need support, but we look forward to meeting those needs.

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

There was one material difference between budgeted expenditures and estimated actual expenditures and/or planned percentages of improved services and estimated actual percentages of improved services.

Goal 3 Action 5--Social Emotional Learning--Due to other funding sources (Grants, Federal monies, etc.), SVUSD was able to cut expenses in this category yet still able to provide social emotional support to our students, staff and families.

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

During the 20-21 school year, SVUSD dramatically reduced its suspension rate from 4.1% in 19-20 to 0% in 20-21 helping us meet our goal of a suspension rate below 2.5% (Goal 3, Action 1, Action 3, Action 4, Action 5). Attendance rate increased from 95.12% to 97.3% helping us meet our goal of attendance rates above 97%, chronic absenteeism dropped from 9.4% to 4.1% helping us meet our goal of below 5% and truancy decreased from 21.6% to 2.2% helping us meet our goal of below 15% (Goal 3, Action 1, Action 3, Action 5).We were able to maintain our goal of an expulsion rate of less than 1% (Goal 3, Action 1, Action 3, Action 5). We were able to maintain our goal of our high school and middle school dropout rate of 0% for 20-21 (Goal 3, Action 1, Action 3, Action 4, Action 5).

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.

Based on the data and feedback from our site administrators, teachers, classified staff, students, parents/guardians and community members SVUSD will continue counseling services for schools, PBIS incentives, implementation of SEL curriculum at all sites, expanding other means of correction to include restorative practices training for school personnel and providing professional development for all staff and site administration to support student social emotional wellness.

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	Build individual leadership skills of teachers, administrators and parents for fostering positive relationships, effective communication, and creating a culture of recognition and excellence.

An explanation of why the LEA has developed this goal.

SVUSD recognizes the importance of providing students with the necessary resources to be successful. These include: having appropriately placed, highly qualified and highly trained teachers, staff and site principals, access to instructional materials and school facilities in good repair (currently 100% for these three areas). This stability promotes a culture that emphasizes professional growth, accountability and leadership.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
State Metric: % of teachers appropriately assigned	State Metric: 2019-20 100% of teachers are appropriately assigned (LCFF Priority 1)	State Metric: 2020-21 97% of teachers are appropriately assigned (LCFF Priority 1)			State Metric: 100% of teachers are appropriately assigned
State Metric: Compliance with student access to instructional materials	State Metric: 2019-20 100% compliance with student access to instructional materials (LCFF Priority 1)	State Metric: 2020-21 100% compliance with student access to instructional materials (LCFF Priority 1)			State Metric: 100% compliance with student access to instructional materials
State Metric: Compliance with facilities in good repair	State Metric: 2019-20 100% compliance with facilities in good repair (LCFF Priority 1)	State Metric: 2020-21 100% compliance with facilities in good repair (LCFF Priority 1)			State Metric: 100% compliance with facilities in good repair
State Metric: Highly qualified teacher rate	State Metric: 2019-20 87% highly qualified	State Metric: 2020-21 90% highly qualified			State Metric: 95% highly qualified teacher rate

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	teacher rate (LCFF Priority 1)	teacher rate (LCFF Priority 1)			
Local Metric: % of staff surveyed that feel their Administrator/Supervisor supports them	Local Metric: 2019-20 94% of staff surveyed that feel their Administrator/Supervisor supports them(LCFF Priority 2, 6)	Local Metric: 2020-21 95% of staff surveyed that feel their Administrator/Supervisor supports them(LCFF Priority 2, 6)			Local Metric: 100% of staff surveyed that feel their Administrator/Supervisor supports them
Local Metric: % of staff surveyed that feel Administrators provide organizational support for collaboration	Local Metric: 2019-20 96% of staff surveyed that feel Administrators/Supervisor provide organizational support for collaboration (LCFF Priority 1, 4)	Local Metric: 2020-21 97% of staff surveyed that feel Administrators/Supervisor provide organizational support for collaboration (LCFF Priority 1, 4)			Local Metric: 100% of staff surveyed that feel Administrators/Supervisor provide organizational support for collaboration
Local Metric: % of Induction teachers that complete all program requirements	Local Metric: 2019-20100% of Induction teachers completed all program requirements (LCFF Priority 1)	Local Metric: 2020-21 100% of Induction teachers completed all program requirements (LCFF Priority 1)			Local Metric: 100% of Induction teachers completed all program requirements
Local Metric: The amount of Managing Up letters, recognizing employee excellence	Local Metric: 2019-20 The amount of Managing Up letters, recognizing employee excellence is 25 (LCFF Priority 6)	Local Metric: 2020-21 The amount of Managing Up letters, recognizing employee excellence is 22 (LCFF Priority 6)			Local Metric: The amount of Managing Up letters, recognizing employee excellence is 30
Local Metric: % of classified positions filled from within our organization	Local Metric: 2019-20 47% of classified positions filled from within our organization (LCFF Priority 1)	Local Metric: 2020-21 56% of classified positions filled from within our organization (LCFF Priority 1)			Local Metric: 70% of classified positions filled from within our organization

Actions

Action #	Title	Description	Total Funds	Contributing
4.1	Leadership Development	SVUSD will provide leadership opportunities for Teacher, Classified and Management staff to enhance district stability and improve student achievement.	$62,500.00	No
4.2	Educational Partner Input	SVUSD will survey Parents, Students and Staff to evaluate school climate and Instructional Leadership at each site to improve student achievement.	$0.00	No
4.3	Teacher Induction	SVUSD will provide beginning teachers with a fully paid induction program to support them and mentor them.	$90,000.00	No
4.4	Teacher Recruitment	SVUSD will develop and implement a recruitment schedule to find the most qualified teachers to hire annually to enhance district stability and improve student achievement.	$15,000.00	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.

During the 21-22 school year, SVUSD experienced a couple challenges when it came to District Stability. Due to the impact of the COVID-19 pandemic, the district was not able to actively recruit at in-person events like we had in the years prior to COVID-19. SVUSD was able to attend a few virtual recruiting events, however, those were not as personal or effective as in-person events. As a result, we had a more difficult time hiring teachers. Attending more local recruiting events allowed us to hire the teachers we needed for the year. The National Training Center, Fort Irwin, lies within SVUSD's boundaries. As a result we hire a large percentage of military spouses to work as teachers, aides and other support staff. Due to the COVID -19 pandemic, we had fewer military families moving to the fort. As a result, we had fewer military spouses to interview and hire to teacher in our classrooms. We were able to continue to build the leadership capacity in our own administrators, teachers and staff members through training and leadership opportunities at the site and district levels. We continued to cover

the cost of induction for our teachers. The cost to a teacher to clear their credential is expensive. We cover that cost and as a result, we are able to coach those teachers in "The Silver Valley Way" to meet our standards.

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 a few material differences between budgeted expenditures and estimated actual expenditures for the 21-22 school year:

Goal 4 Action 3: Teacher Induction: SVUSD had an increase in the number of new teachers that needed to go through the Induction process this year, thus increasing our costs.

Goal 4 Action 4: Recruitment: Due to the COVID pandemic, SVUSD did not attend the normal number of recruiting events that it has in the past. While attending local recruitment events as available, other events were either cancelled or held via ZOOM, thus a decline in spending.

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

As a small rural district, SVUSD relies on building leadership from within and retaining those leaders for years to come. Providing teachers, classified staff, parents and site administrators with the necessary training and support they need to improve their leadership skills, we are able to retain or quickly replace staff with high quality personnel who are able to pick up where their predecessors left off. Based on our most recent data, only 97% of our teachers were appropriately assigned and we will continue to work towards our goal of 100% appropriately assigned teachers in our classrooms. This will include continuing to provide induction and professional development for our teachers and looking at our processes to ensure they are appropriately assigned. We will continue to work with site administrators to ensure that 100% of the staff feels supported by their site administrators. Through surveys, district and site strategic planning meetings and one-on-one conversations we will work to ensure our staff members get the support they need. We will also make increased efforts to recognize staff for excellence and going above and beyond through letters from the Superintendent. At only 22 letters in 20-21 we are getting closer to our goal of 30.

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.

Based on the data and feedback from our site administrators, teachers, classified staff, students, parents/guardians and community members, SVUSD will continue to build its internal capacity for leadership development of its teachers, classified staff, parents and site administrators. By doing so, SVUSD will continue to build upon and improve the “Silver Valley Way”.

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)
$2,742,471	$114,051

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
14.39%	0.00%	$0.00	14.39%

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.

Needs: Silver Valley's latest CAASPP scores show that, overall, 39% of students met or exceeded standards in ELA. For Low-income, foster youth and English Learners the proficiency rate was 33%, 0%, 8% respectively, demonstrating a gap in outcomes for unduplicated students. Silver Valley's latest CAASPP scores show that, overall, 24% of students met or exceeded standards in Math. For low-income, foster youth and English Learners the proficiency rate was 18%, 0%, 15% respectively, demonstrating a gap in outcomes for unduplicated students. Silver Valley has also identified the need to increase the number of unduplicated high school students in CTE courses.

Goal 1 Actions: Based on the needs stated above, the district will provide students with transportation services. This is due to our district's rural location and parents' inability to transport students to and from school every day. Many students would not come to school without bussing (Goal 1, Action 9). The district will also provide TK and K classes with additional instructional minutes, daily, along with smaller class sizes (Goal 1, Action 4 & 6). This increased time with teachers in smaller groups will allow teachers to provide targeted instruction to these student groups, increasing student achievement. Increased and improved instructional strategies are also being implemented. SVUSD will provide increased opportunities for pull out response to intervention and before/after school intervention programs (Goal 1, Action 3 & 8) for our unduplicated student groups at all sites to provide targeted instruction based on student need. The district will provide our unduplicated

student groups with instructional strategies that promote organization, note-taking and study skills, collaboration, communication and leadership skills (Goal 1, Action 7). This will be done through our Advancement Via Individual Determination (AVID) program at all schools.

Continuance in 22-23 LCAP:

Goal 1 Actions: Supplemental funds have supported similar actions in previous plans. In ELA and Math, our unduplicated students showed growth in various grade levels across the district: Silver Valley HS ELA & Math CAASPP achievement scores increased, with Math scores being the highest they have ever been (39% Met or Exceeded Standard). Our 4th grade students at Newberry Elementary also showed growth in their ELA (42% 20-21 and 33% in 18-19) and Math (55% 20-21 and 13% in 18-19) CAASPP scores as well. Even though CAASPP achievement scores decreased over-all, we believe the impact of the COVID pandemic had a major impact on our students, especially our EL, LI and FY students who were not able to attend school consistently like they have been in the past. The modified actions will continue and in order to improve outcomes for our English Learners, low-income, and foster youth students at all schools, the district will provide teachers with professional development (PD) in ELA/Writing and Math that will focus on using intervention strategies within the regular classroom and during before/after school intervention programs (Goal 1, Action 3 & 8).This PD will improve teachers' intentional focus on intervention strategies during the regular class. Increasing the rigor for teachers implementing these strategies through a "lesson study" model with the coach providing timely and effective feedback will also support student academic achievement. These high leverage actions will, in turn, support the other goals and actions listed above (Action 3, 4, 6, 8 & 9). The strategies that teachers are learning and utilizing can be used across grade levels and subject areas, especially ELA and writing.

Outcomes: Although the district's CAASPP scores for these subgroups decreased, we believe that these actions will provide the necessary support to meet its goals. During the 2020-21 school year, students were not able to return to in-person instruction until November for K-6, and not until April for our 7-12 grade students. Even when they returned, it was only 2 days a week for a shortened day and the other days were spent on virtual instruction. The district expects this to result in an increase in achievement on the ELA and Mathematics portions of the CAASPP assessment for low-income, foster youth and English learners. With online learning, teachers were required to adjust their pacing and scope and sequence guides for students. With only seeing the students a few days a week for instruction, we lost valuable instructional time. It was also more difficult to hold students accountable. Having student in front of a teacher is much different when

Goal 2 Action and Continuance: With a greater emphasis on students having the necessary technology skills to be successful in school, college and the workforce, the district will provide a Technology Support Specialist (Goal 2, Action 1) to help teachers maximize the use of technology in their classrooms and enhance student learning and achievement. Supplemental funds have supported similar actions in previous plans. 75.1% of teachers report student use of their technology in their classroom is integral to teaching and learning and 72.5% of teachers feel supported by Technology Services. The Technology Support Specialist ensures students have the necessary technology skills to be successful in school and supports teachers in maximizing the use of technology in their classrooms to enhance student learning. This action will continue and in order to improve outcomes for our English Learners, low income and foster youth students the district will provide teachers with PD to further enhance their ability to use technology in support of student learning and achievement. In order to support our teachers and students coming out of the COVID pandemic, technology support will be integral in learning loss recovery.

Outcomes: The district expects the actions from Goal 2 above to result in increased positive responses to the local survey items regarding a) teachers reporting student use of technology in their classroom is integral to teaching and learning and b) teachers feel supported by Technology Services.

Goal 3 Actions and Continuance: Our Cadet Corps (Goal 3, Action 2) class focuses on teaching leadership and responsibility which promotes good behavior and attendance and our counselors (Goal 3, Action 3) work with students which promotes student attendance (95.12% district wide) and good behavior (4.1% suspension rate; expulsion rate less than 1%). Supplemental funds have supported similar actions in previous plans. Attendance rates have improved and there is a need to improve suspension rates. To modify this action the district will provide our counselors with PD including, but not limited to, social emotional learning, anti-bullying strategies, crisis intervention, self care and MTSS processes to improve their skills in meeting the social emotional needs of our students. Increased enrollment in the Cadet Corps class will also be a goal of the district. Also Silver Valley will partner with the Desert/Mountain SELPA in a grant program that will provide school sites with the neediest students additional support. Additional counselors will be assigned to the district to address the behavioral and social emotional needs of students through the use of data provided by sites administering a universal screener.

Outcomes: The district expects the actions from Goal 3 stated above to result in a decrease in the district suspension and expulsion rates and an increase in attendance rate for our low-income, foster youth, and English Learners.

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

Need: SVUSD English Learner population is 4.5% of our student population (approximately 91 students). During the 2020-21 ELPAC administration, our EL students scored accordingly: 17% Well Developed; 35.1% Moderately Developed; 35.1% Somewhat Developed; 12.8% Beginning.

Goal 1 Action 10: The district will provide teachers with professional development and supplemental materials to address the language acquisition needs for our English Learners. The professional development will focus on research-based strategies to support English Learners in all content areas. The supplemental materials provided will be used in EL classes as additional resources for student achievement on the ELPAC.

Outcomes: The district expects the actions from the above stated goal to result in an increase in the number of students making progress towards English language proficiency, as measured by the ELPAC.

The limited action described here, coupled with the LEA-wide and school wide actions described above, allow the district to meet or exceed the percentage to increase or improve services of 14.39% quantitatively.

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 Silver Valley Unified School District received additional concentration grant funding to provide additional direct service support to students within the district. During the 2021-22 LCAP engagement process, educational partners expressed a need for additional literacy support at our K-8 school sites with the highest unduplicated student population (Socio-economic Disadvantaged, English Learners, and Foster Youth). Silver Valley USD utilized these additional funds to hire additional reading intervention teachers (Goal 1 Action 3) . These reading intervention teachers allow for more personalized literacy development support for our unduplicated students at each of these schools, towards supporting accelerated learning and improved outcomes.

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	17.4: 1	14.8: 1
Staff-to-student ratio of certificated staff providing direct services to students	15.8: 1	13.7: 1

2022-23 Total Expenditures Table

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$3,172,471.00	$147,500.00		$490,975.00	$3,810,946.00	$2,544,471.00	$1,266,475.00

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1.1	Student Achievement	All	$90,000.00	$90,000.00		$85,975.00	$265,975.00
1	1.2	Summer School	All	$50,000.00			$50,000.00	$100,000.00
1	1.3	Response to Intervention	English Learners Foster Youth Low Income	$240,000.00				$240,000.00
1	1.4	TK-K Extended Instructional Minutes	English Learners Foster Youth Low Income	$415,000.00				$415,000.00
1	1.5	Career Technical Education	All	$175,000.00				$175,000.00
1	1.6	Class Size Reduction	English Learners Foster Youth Low Income	$442,471.00				$442,471.00
1	1.7	Advancement Via Individual Determination (AVID)	English Learners Foster Youth Low Income	$280,000.00				$280,000.00
1	1.8	Before/After School Programs	English Learners Foster Youth Low Income	$140,000.00				$140,000.00
1	1.9	Transportation Services	English Learners Foster Youth Low Income	$535,000.00				$535,000.00
1	1.10	English Language Aquisition	English Learners	$25,000.00				$25,000.00

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
2	2.1	Technology Support Specialist	English Learners Foster Youth Low Income	$225,000.00				$225,000.00
2	2.2	1-1 Chromebook/Laptop Initiative	All	$25,000.00				$25,000.00
2	2.3	Technology Survey	All	$0.00				$0.00
3	3.1	Positive Behaviors Interventions and Supports (PBIS)	All	$10,000.00	$10,000.00			$20,000.00
3	3.2	California Cadet Corps	English Learners Foster Youth Low Income	$40,000.00				$40,000.00
3	3.3	Counseling Services	English Learners Foster Youth Low Income	$415,000.00			$120,000.00	$535,000.00
3	3.4	Strategic Planning	All	$5,000.00				$5,000.00
3	3.5	Social Emotional Learning	All				$175,000.00	$175,000.00
4	4.1	Leadership Development	All	$45,000.00	$17,500.00			$62,500.00
4	4.2	Educational Partner Input	All	$0.00				$0.00
4	4.3	Teacher Induction	All		$30,000.00		$60,000.00	$90,000.00
4	4.4	Teacher Recruitment	All	$15,000.00				$15,000.00

2022-23 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
$19,056,192	$2,742,471	14.39%	0.00%	14.39%	$2,757,471.00	0.00%	14.47 %	**Total:**	$2,757,471.00
								LEA-wide Total:	$1,555,000.00
								Limited Total:	$25,000.00
								Schoolwide Total:	$1,177,471.00

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 (%)
1	**1.3**	Response to Intervention	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$240,000.00	0%
1	**1.4**	TK-K Extended Instructional Minutes	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Lewis and Yermo Elementary Schools TK-Kindergarten	$415,000.00	0%
1	**1.6**	Class Size Reduction	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Lewis, Newberry and Yermo Elementary Schools TK-Kindergarten	$442,471.00	0%
1	**1.7**	Advancement Via Individual Determination (AVID)	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Silver Valley High School, Fort Irwin Middle School and Yermo Elementary	$280,000.00	0%

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 (%)
						School 6th-12th Grade		
1	**1.8**	Before/After School Programs	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$140,000.00	0%
1	**1.9**	Transportation Services	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$535,000.00	0%
1	**1.10**	English Language Aquisition	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	$25,000.00	0%
2	**2.1**	Technology Support Specialist	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$225,000.00	0%
3	**3.2**	California Cadet Corps	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Silver Valley High School	$40,000.00	0%
3	**3.3**	Counseling Services	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$415,000.00	0%

2021-22 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$3,320,700.00	$3,730,830.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	**1.1**	Student Achievement	No	$142,000.00	$110,240
1	**1.2**	Summer School	No	$165,000.00	$165,000
1	**1.3**	Pre-School Support	Yes	$275,000.00	$102,119
1	**1.4**	Response to Intervention	Yes	$236,000.00	$289,933
1	**1.5**	TK-K Extended Instructional Minutes	Yes	$350,000.00	$409,369
1	**1.6**	Career Technical Education	No	$175,000.00	$205,000
1	**1.7**	Class Size Reduction	Yes	$126,000.00	$564,485
1	**1.8**	Advancement Via Individual Determination (AVID)	Yes	$200,000.00	$292,451
1	**1.9**	Before/After School Programs	Yes	$155,000.00	$87,113
1	**1.10**	Transportation Services	Yes	$525,000.00	$595,000

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	1.11	English Language Aquisition	Yes	$10,000.00	$13,000
2	2.1	Technology Support Specialist	Yes	$220,000.00	$217,332
2	2.2	1-1 Chromebook/Laptop Initiative	No	$25,000.00	$40,889
2	2.3	Technology Survey	No	$0.00	0
3	3.1	Positive Behaviors Interventions and Supports (PBIS)	No	$20,000.00	$13,000
3	3.2	California Cadet Corps	Yes	$50,000.00	$43,281
3	3.3	Counseling Services	Yes	$346,700.00	$367,470
3	3.4	Strategic Planning	No	$5,000.00	$780
3	3.5	Social Emotional Learning	No	$175,000.00	$70,263
4	4.1	Leadership Development	No	$45,000.00	$41,000
4	4.2	Stakeholder Input	No	$0.00	0
4	4.3	Teacher Induction	No	$60,000.00	$99,600
4	4.4	Teacher Recruitment	No	$15,000.00	$3,505

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)

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)
$2,535,587	$2,307,000.00	$2,981,553.00	($674,553.00)	0.00%	0.00%	0.00%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.3	Pre-School Support	Yes	$275,000.00	$102,119		
1	1.4	Response to Intervention	Yes	$236,000.00	$289,933		
1	1.5	TK-K Extended Instructional Minutes	Yes	$350,000.00	$409,369		
1	1.7	Class Size Reduction	Yes	$126,000.00	$564,485		
1	1.8	Advancement Via Individual Determination (AVID)	Yes	$200,000.00	$292,451		
1	1.9	Before/After School Programs	Yes	$155,000.00	$87,113		
1	1.10	Transportation Services	Yes	$525,000.00	$595,000		
1	1.11	English Language Aquisition	Yes	$10,000.00	$13,000		
2	2.1	Technology Support Specialist	Yes	$220,000.00	$217,332		
3	3.2	California Cadet Corps	Yes	$50,000.00	$43,281		
3	3.3	Counseling Services	Yes	$160,000.00	$367,470		

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)
$18,165,845	$2,535,587	0	13.96%	$2,981,553.00	0.00%	16.41%	$0.00	0.00%

Instructions

Plan Summary

Engaging Educational Partners

Goals and Actions

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

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

Introduction and Instructions

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

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

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

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

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

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

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

Engaging Educational Partners

Purpose

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

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

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

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

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

Requirements and Instructions

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Complete the table as follows:

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

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

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

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

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

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

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

Goal Analysis:

Enter the LCAP Year.

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

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

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

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

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

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

Purpose

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

Requirements and Instructions

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

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

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

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

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

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

Required Descriptions:

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

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

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

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

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

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

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

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

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

For School Districts Only:

Actions Provided on an LEA-Wide Basis:

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

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

Actions Provided on a Schoolwide Basis:

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

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

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

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

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

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

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

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

Provide the following descriptions, as applicable to the LEA:

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

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

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

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

Complete the table as follows:

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

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

Action Tables

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

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

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

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

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

Data Entry Table

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

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

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

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

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

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

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

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

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

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

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

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

LCFF Carryover Table

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

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

Calculations in the Action Tables

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

Contributing Actions Table

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

Contributing Actions Annual Update Table

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

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

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

LCFF Carryover Table

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

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

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

California Department of Education
January 2022