

LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Ross Elementary School District

CDS Code: 21 65433 6024673

School Year: 2023-24

LEA contact information:

David Rice

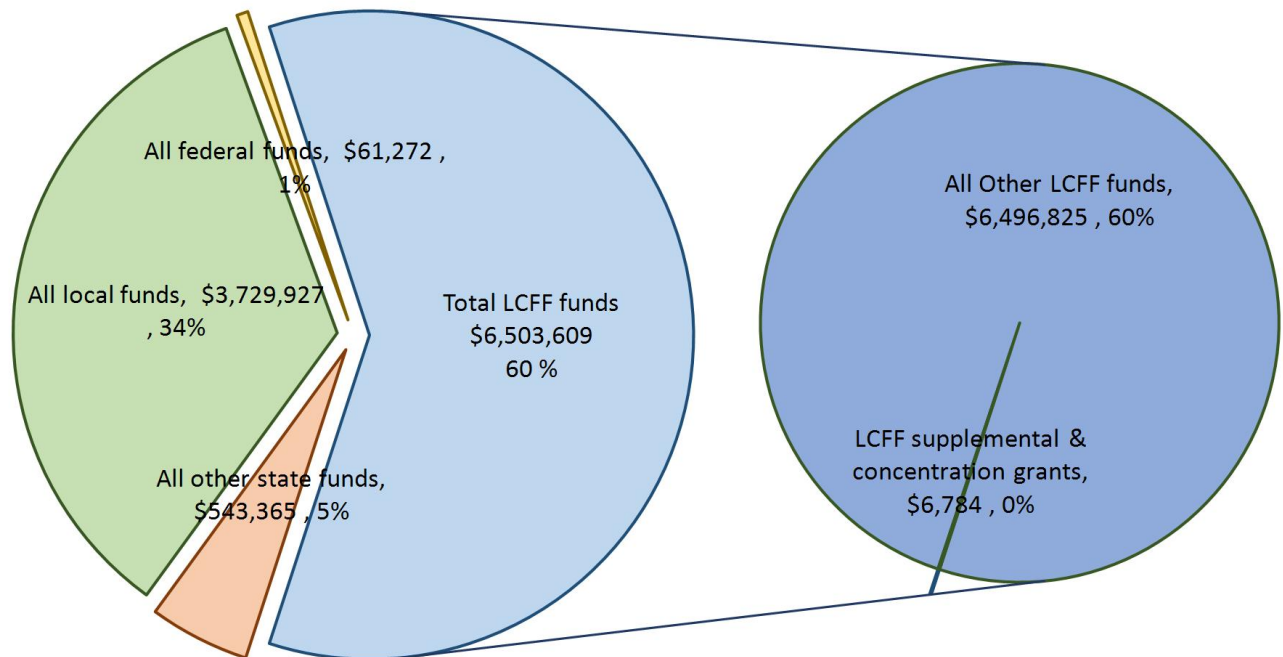
Superintendent

(415) 457-2705

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

Budget Overview for the 2023-24 School Year

Projected Revenue by Fund Source

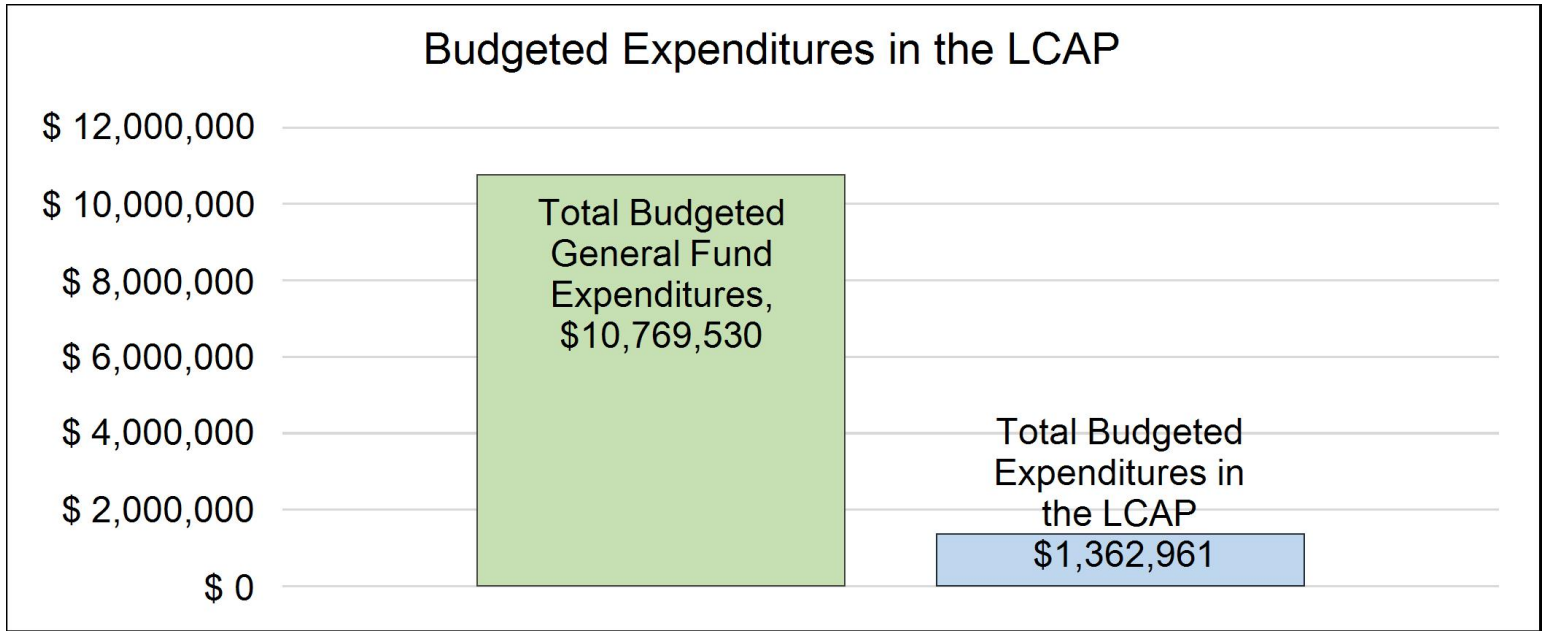


This chart shows the total general purpose revenue Ross Elementary School District expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Ross Elementary School District is \$10,838,173, of which \$6,503,609 is Local Control Funding Formula (LCFF), \$543,365 is other state funds, \$3,729,927 is local funds, and \$61,272 is federal funds. Of the \$6,503,609 in LCFF Funds, \$6,784 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 Ross Elementary School District plans to spend for 2023-24. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Ross Elementary School District plans to spend \$10,769,530 for the 2023-24 school year. Of that amount, \$1,362,961 is tied to actions/services in the LCAP and \$9,406,569 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

The expenditures not included in the LCAP represent the general operations of the District including regular certificated and classified salary and benefits, regular operational supplies and services, special education program costs, the Foundation contribution and Parcel Tax. The LCAP expenditures represent only the primary focus for 2023-24 as described in the Goals and Actions.

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

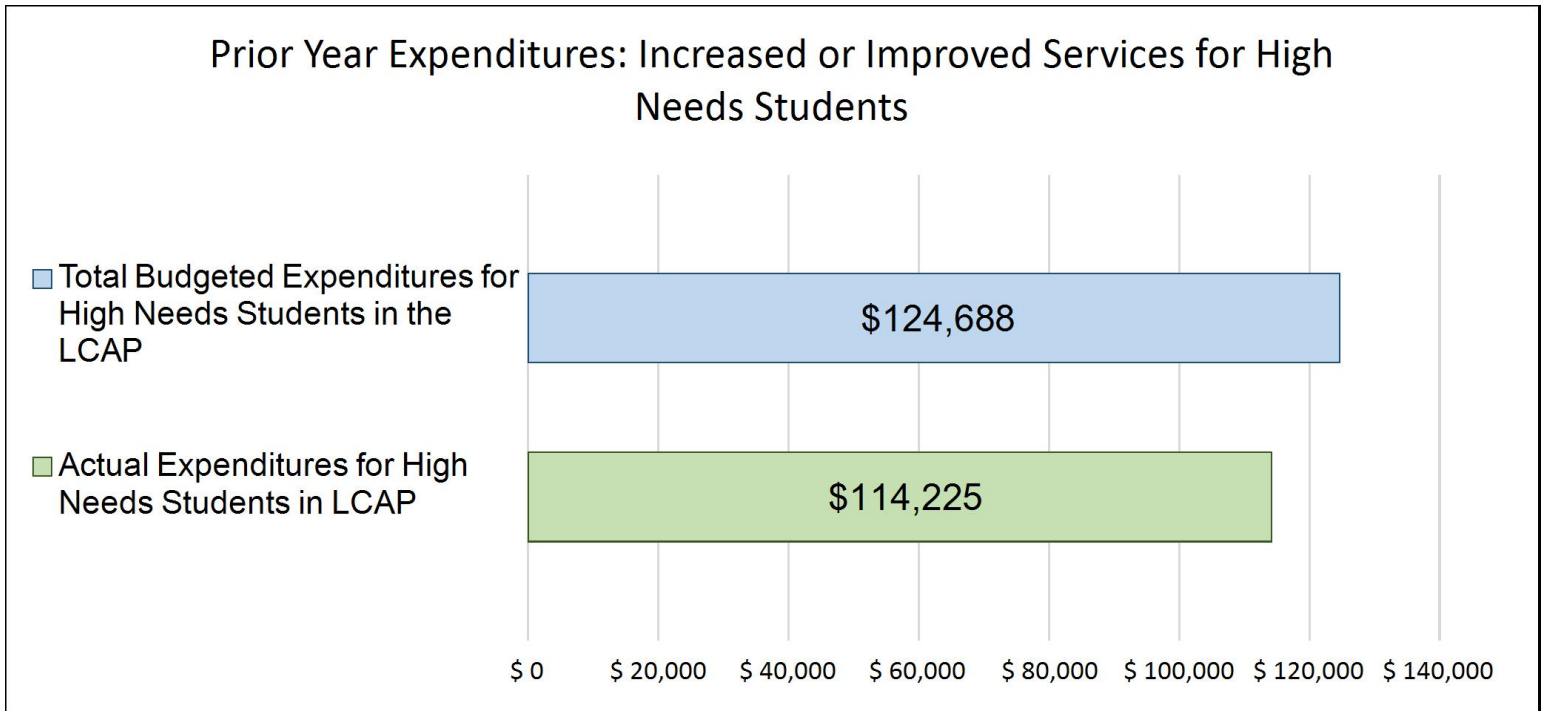
In 2023-24, Ross Elementary School District is projecting it will receive \$6,784 based on the enrollment of foster youth, English learner, and low-income students. Ross Elementary School District must describe how it intends to increase or improve services for high needs students in the LCAP. Ross Elementary School District plans to spend \$122,456 towards meeting this requirement, as described in the LCAP.

The Supplemental allocation in conjunction with the LCFF Base is used to fund a Reading Specialist to provide services in addition to regular classroom instruction. Our data suggest that our EL and socioeconomically challenged students demonstrate an increased need for additional support. While the Reading Specialist is provided to all students, it is anticipated that additional support will continue to be needed to address the unique needs of our unduplicated students across each year. We anticipate that our students will demonstrate growth

across all academic areas with this support, as well as increased agency and ownership of learning. The time spent with the Reading Specialist exceeds the .21% identified. The Reading Specialist serves as the LEA ELPAC Coordinator and provides testing services for all students who participate in the ELPAC assessment along with staff training and district-wide reporting.

LCFF Budget Overview for Parents

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



This chart compares what Ross Elementary 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 Ross Elementary School District estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

The text description of the above chart is as follows: In 2022-23, Ross Elementary School District's LCAP budgeted \$124,688 for planned actions to increase or improve services for high needs students. Ross Elementary School District actually spent \$114,225 for actions to increase or improve services for high needs students in 2022-23.

The difference between the budgeted and actual expenditures of \$-10,463 had the following impact on Ross Elementary School District's ability to increase or improve services for high needs students:

The variance between the budget and estimated actuals is a result of the STRS On-Behalf (Resource 7690) amount that was included at the time of adoption but removed when completing the annual update. This amount didn't effect the level of services provided for high need students in 2022-23.

Local Control and Accountability Plan

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Ross Elementary School District	David Rice Superintendent	drice@rossbears.org (415) 457-2705

Plan Summary [2023-24]

General Information

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

The Ross School District is an award-winning, dynamic school committed to academic excellence and innovation and is nationally recognized for academic performance, staff professional development, educational innovation, and community engagement.

To meet these outcomes, the Board of Trustees adopted a new strategic plan in June 2015 which focused on three strategic goals including:

- (1) Invest in Learners: Provide essential content knowledge and skills, confidence, compassion, collaboration, and creativity,
- (2) Invest in Teaching Excellence: Recruit, inspire, retain, evaluate, and support faculty and staff to enable learner success,
- (3) Invest in Community Relationships: Create a culture of caring internally and externally through communication and allocation of resources to support learners.

The District worked with the community, students, faculty, and staff to align the LCAP, and annual action plan to the strategic goals. The District focused on developing two overarching goals related to academic development and social and community connections. The District worked with the Ross School District Teachers Association, the Board of Trustees, and the community in ensuring that a quality process for effective educator employment was established. Beyond hiring, the District ensured that the right conditions were in place including the allocation of one-to-one laptops in grades 1 – 8. The curriculum is based upon the Common Core State Standards grounded in rigor and differentiated supports for all levels of learners. In addition to core academic instruction, students are provided enrichment and innovative curricula taught by specialized teachers for music, art, PE, Reading, Spanish, technology integration, Fabrication Laboratory, and STEM classes as part of the instructional program. The average class size for grades K-8 is 20 students. The average student-to-teacher ratio is 13:1. In addition to working with their classroom teachers, support teachers, and or instructional aides. Students in sixth to eighth grades have four core classes of Language Arts, Math, Science, and Social Studies along with PE and electives. Electives include Art, Guitar, Band, Strings, Spanish, Fabrication Lab, Robotics, App Creation, Journalism, Community Service, and Visual and Performing Arts (VAPA) education. Two classrooms are dedicated music classrooms and one classroom serves elementary visual arts and one middle school visual

arts. The school benefits from an indoor and an outdoor stage. The PTO provides funding for materials, supplies, clubs, and instruments. A local community organization, Schools Rule Marin, provides funding to purchase additional musical instruments.

All students are offered embedded technology courses led by Planet Bravo with advanced curricula focused on student engagement. They are also offered project-based courses in the Fabrication Lab where design and maker education come to life. In addition, students apply science, technology, engineering, and math concepts in weekly STEM classes where Next Generation Science Standards are integrated.

Students in grades K-8 are involved in Bear Families where 8th-grade big buddies lead a series of community-building activities for their families. Social skills curriculum as well as community service is embedded into the culture of the school. Students truly live the motto of heart, mind, and action. A key aspect of the District work this year was engaging students, the community, and parents in sharing their perspectives and feedback for programs and practices that can continually develop a sense of connectedness for students at school. Surveys were developed and implemented for all groups (students, faculty, and community) to hear this voice. The service learning initiative from this year was designed to be a first step in meeting this need for engagement and relevant work while giving classroom teachers a taste of a project-based learning experience. As a next step, the district will be providing training in problem and project-based learning through the Buck Institute as noted in goal 1 action 1.1. The District leveraged Bear Families, Advisory, Student Council, No Bully Solutions, and Common Sense Media, along with a series of Parent Education options and general school-based counseling services to support children and their families in developing a sense of social and emotional wellness and connectedness with the school culture.

The District benefits from a long history of outstanding support from its parents and the broader community, evidenced by the successful passage of parcel taxes this year. The community contributes 30% of the district's operating budget, over \$ 2 million dollars in Foundation, PTO, and Endowment contributions, and passage of a parcel tax to support innovative programs and facilities needs. Highly engaged parents support and promote community building through volunteerism and partnership with the school. The collective belief is that it is the student that we are here for and so should serve them well. Ross School is a vibrant place to learn and grow with a strategic vision and momentum that is destined to continue.

Reflections: Successes

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

Over the 2022-2023 school year, 2nd-8th grade students have taken the NWEA MAP assessment three times (Fall, Winter, and Spring). One exception to the frequency of testing is that students in 8th grade only took the NWEA MAP assessments in the fall and winter. We decided to drop the NWEA testing, in the spring, to encourage students to focus solely on the CAASPP test. The Ross School continues to show substantial growth in the areas of reading, science, and mathematics on the NWEA MAP assessment with 77% meeting annual expected growth by January of 2023. The Ross School District students did take the CAASPP assessment during the 2021-2022 school year. Ross ELA scored with 86% of students meeting or exceeding standards and 80% of math students meeting or exceeding standards. Science was taken by 5th and 8th grade and 56% of students met or exceeded the standard.

Ross School's other data points are:
95% of faculty and staff report feeling valued and appreciated by the administration.

Ross School has also reduced its suspension data from last year to this school year.

The community supported the passing of a ten-year parcel tax.

Based on our youth truth data students are reporting feeling more connected to the school than in the past but this is still an area of improvement.

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.

The Ross School continues to show substantial growth in student academic learning. In addition, results from culture and climate survey data illustrate some success in social-emotional well-being. One key area of focus for the 2023-2024 school year will be to focus on improving student engagement and providing authentic tasks and experiences for students. This will be done through professional development in the areas of problem and project-based learning as well as the development of our outdoor education program and continuing to innovate in our Service Learning program. Our dashboard also indicated an increase in student suspensions from the 2021-22 school year. This year's suspension data is reduced our continued focus on progressive discipline with restorative justice is beginning to yield the reduced discipline. This discipline will continue to be a focus at the start of the next school year.

LCAP Highlights

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

The Ross School District will invest time, energy, and effort to meet the following strategic priorities in these areas:

- *Infuse consistent programs and practices for K-8 students to enhance school, staff, and student relationships. Through ToolKit training as noted in goal 1 action 1.2
- *Meet Ross School's specific vision of equity and inclusion through the continued development of our service learning and outdoor education programs goal 1 action 1.3
- *Focus on engaging students in their learning. Through problem and project-based learning students and teachers will see how what they are learning about affects their everyday lives through goal 1 action 1.1
- *Maintain high-quality facilities by maintaining exterior painting and roof repairs as well as moving forward with plans to repair the HVAC system and add AC to all classrooms as noted in goal 2 action 2.4.

*Invest in professional learning to develop and/or enhance expertise in advanced content-based knowledge and enrichment experiences for students that connects to the real world.

*Continue to adopt instructional materials that ensure students are developing core content knowledge in all academic areas as shown in goal 2 action 2.1

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.

N/A

Support for Identified Schools

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

N/A

Monitoring and Evaluating Effectiveness

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

N/A

Engaging Educational Partners

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

The Ross School District conducts routine committees, parents, and faculty meetings to garner input and feedback on our current progress, identify potential problems of practice, and determine the next steps. As the District collects this information, the administration works to codify the information into an action plan for the following school year. In addition to that data, the district has also conducted two parent/community surveys one at the beginning of the year to gather feedback on the opening of the school year from the perspective of special education parents, ELL parents, and general education parents. A more extensive survey was sent to parents and the community in April asking parents of special education students, ELL parents, and general education parents for specific feedback on the educational experience, quality of education, quality of facility, quality of relationships, quality of SEL, quality of communication, quality of leadership and overall satisfaction with the school district. In addition, parents were asked what they believe is working in the district, and what needs improvement and opened up the survey to suggestions.

The Youth Truth Survey was done in October to gather feedback from current students in grades 3rd-8th in the areas of instructional methods, engagement, culture, bullying, relationships, academic challenge mental health, and motivation. This feedback was used to create impact cycles among the faculty and staff to address the critical feedback that was received.

The district also surveyed the faculty and staff to gather feedback about their satisfaction with work, level of rigor, homework, desired professional development, facility conditions, and innovation. Their feedback has helped inform this report by implementing training in student behavior as well and engagement work with students

The site council acts as our Parent Advisory Group and gave feedback on our strategic priorities at a site council meeting on April 20th, 2023. Student input was gathered through the Youth Truth Survey in October and the data was received in mid-November and indicated a need for social-emotional support for learners as well as and need to increase in student engagement. Faculty also gave feedback by using a SWAT analysis during an all-school staff meeting on March 8th, 2023. On April 25th, the special education staff followed a similar process and provided input regarding the needs of students with disabilities during their regularly scheduled meeting time. Finally, the LEA reviewed the strategic plan with union leadership during monthly leadership/ union meetings. Parent survey feedback also indicated a desire for better student behavior and stronger connections between teachers and students.

The SELPA reviewed the plan on Thursday, May 18th, 2023 and provided feedback.

A summary of the feedback provided by specific educational partners.

All three of our educational partner groups are interested in deeper engagement in curriculum and instruction. Especially around relevant work. Our students and parents report that they do not see how what they are learning in school helps them in their everyday life. Students in grades 3rd-6th report feeling connected to their teacher and they know that their teacher cares for them and wants them to do their best.

However, they don't see how the content helps them in life. Grades 7&8 report that they don't feel connected to their teachers or the content they are learning. They do report that they put in their best effort most of the time.

Teachers report wanting to learn about instructional methods that are designed to increase engagement and relevance. Teachers also report that the HVAC system needs to be repaired. Some rooms do not have AC; in other rooms, the heat is not as strong as in other rooms.

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

Previous LCAP documentation supported the District in illustrating continuity and coherence to the work of the school district. Data received for the Youth Truth survey was used to inform the need for more engagement in the curriculum. This was an area the students indicated they wanted more connection and relevance. This focus on engagement and connection came from the students. Staff also gave feedback that indicated that our academic achievement has remained strong over the last year but our social-emotional needs had increased. In addition to the SEL needs the survey data and meeting feedback were clear that student engagement and relevant work were desired areas of focus for all interest groups. The facility also has concerns about the HVAC system and AC units. There is a desire for all classrooms to have the same heating and cooling capabilities. Parent feedback has influenced the progressive discipline chart for K-8 along with the ToolBox staff training

Goals and Actions

Goal

Goal #	Description
1	Implement practices that establish staff and student awareness, compassion for, and a positive experience all stakeholders within and outside of the school.

An explanation of why the LEA has developed this goal.

Through the adoption of a new strategic plan in the 2020-2021 school year along with the engagement with met multiple contingency groups through the academic year, the Ross School District administration determined that a focus on collecting evidence of student social-emotional well-being, increasing staffing in our intervention programs, and providing professional learning for staff in the areas of belonging, dignity, and trauma-informed practices. The following goal is underpinned by the following key priority areas of the Local Control Accountability Plan: Student Engagement, Parent Involvement, and School Climate.

In terms of student engagement (Priority Standard 5), the Ross School District is investing resources in the implementation of strategies that support students' social-emotional learning and proactively support student comportment. This includes the District adopting a formative assessment tool to determine student and staff social and emotional well-being. The data will provide information on school climate (Priority Standard 6) including the degree to which students perceive that they feel cared for, valued, safe, and connected, have access to proper facilities and resources at their school. Moreover, school staff will be surveyed on their perception of the work environment including their views on the level of support and collegiality of the work environment, the degree to which the necessary tools and resources are available for their work, and whether they are able to both promote and assist in the creation of a healthy school environment. A key component of this work will include extensive staff professional learning on the analysis of the data along with guidance on actions to maintain and improve services for students and staff. These actions will include maintaining and enhancing our restorative justice practices, increasing student participation in committees and clubs including the diversity, equity, and inclusion and site council committees.

The Ross School District will continue to enhance parent involvement (Priority Standard 3) through the dissemination and discussion of student, staff, and cultural data on overall social-emotional well-being. The District will track the number of parents who know how well their children are doing in class, how to support their children’s academic progress, and how their school plans to improve student outcomes. Parents will have an opportunity to participate in discussions with the district on the data and provide input on the next steps. The District will continue to provide monthly meetings with parents to discuss social-emotional learning as well as seek input on how the school can best support student learning.

The driving question for the staff includes: To what extent can we enhance a culture of dignity and belonging for ourselves, our students, and our community? This question and the aforementioned work were developed through feedback sessions with the District staff, Diversity, Equity and Inclusion Committee, Site Council, Task Force, parent, staff, and student surveys, and the Board of Trustees.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Measure and take action upon student and staff general wellness.	Determine student and staff general wellness	Baseline established in 2022-2023	Students did the Youth Truth Survey in the fall of 2022 and reported 96% feel physically safe at school while 76% reported feeling emotionally safe at school. Teachers were surveyed in Feb. of 2022 and 94% of teachers reporting that they feel valued by the school and are satisfied with their working conditions		<p>Student and staff general wellness data indicates persistent increases in performance criteria.</p> <p>Staff have developed a model of critical evidence-informed practices that have shown effective with the Ross School Context.</p>
Parent/Family Engagement- How will the district measure now	2019 CHKS data showed that 71% of parents were involved in the school.	Ross School used the Youth Data in lieu of CHKS in the 2021-2022 school year. Youth Truth data does not ask for parent participation.	The Ross School district measures its parent/family engagement through its Site Council which is made up of parent representatives for Special Education as well as other school parents, community members, teachers, and students. The Ross School has also developed two parent surveys that were implemented this		Ross School will have a 90% participation rate of parents and community members.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
			school year. One in fall (Sept.) and the other in the spring (April)		
School attendance	Aeries data illustrates the attendance rate for students in 2020-21 showed K5 - 96.7%, MS - 94.22%, Total - 95.46%	Aeries data illustrates the attendance rate for students in 2020-21 showed K5 - 94.3%, MS - 94.6%, Total - 94.45%	Aeries data illustrates the attendance rate for students in 2021-22 showed K5 - 92.75%, MS - 95.90%, Total - 94.32%		School attendance numbers increase by 3% by 2023-2024 and monitored by quarterly attendance reports.
Chronic Absenteeism	0% of students were were chronically absent during the 2020-2021 school year.	0% of students were were chronically absent during the 2020-2021 school year.	14.3% of students were chronically absent during the 2021-2022 school year.		Maintain 2020-2021 levels
Middle school Drop out rate	0% of middle school students dropped out of school during the 2020-2021 school year.	0% of middle school students dropped out of school during the 2021-2022 school year.	0% of middle school students dropped out of school during the 2022-2023 school year.		Maintain 2020-2021 levels
Suspension and Expulsion rates	0% of students were suspended of expelled during the 2020-2021 school year.	0% of students were suspended of expelled during the 2020-2021 school year.	1.3% of students were suspended and none were expelled during the 2021-2022 school year.		Maintain 2020-2021 levels
CHKS or other current student survey	2019 CHKS data illustrates 80% of 7th grade students state they agree or strongly agree that they feel connected to the school. 75% believe	Ross School used the Youth Data in lieu of CHKS in the 2021-2022 school year. 57% of our 7th and 8th grade students	Ross School used the Youth Data in lieu of CHKS in the 2022-2023 school year. 57% of our 7th and 8th grade students		Trends and patterns show a higher percentage of students feel connected to the school and have a caring relationship

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	that they have a caring adult relationship and 11% believe they have experienced chronic sadness/hopelessness.	rated Ross School has having a strong culture (comparison: typical Youth Truth school 44%, typical CA school 49%) 65% of our 7th and 8th grade students felt they belonged in school (comparison: typical Youth Truth school 62%, typical CA school 62%)	rated Ross School has having a strong culture (comparison: typical Youth Truth school 44%, typical CA school 49%) 65% of our 7th and 8th grade students felt they belonged in school (comparison: typical Youth Truth school 62%, typical CA school 62%)		with adults. Moreover, trends and patters illustrate a decline in chronic sadness/hopelessness.
Parent/Community Survey	Parent engagement has included meetings and group meetings. in 22-23 we will develop a parent/community survey based upon strategic priorities and systems.	22-23 - Survey is in development	Ross School has developed and implemented two parent/community surveys. One was given in Sept. to give feedback on the start of the year and a second was given in April. The second April survey was specifically designed to glen feedback for our continued improvement and LACP		Annual constructive parent and community feedback to drive continuous improvement and decision making.

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	1.1 Adopt Wellness Assessment Tool	<p>Modified 23-24</p> <p>Ross School has adopted the Youth Truth Survey as an annual student feedback form.</p> <p>The Ross School District will adopt a formative assessment tool to determine student and staff compassion.</p>	\$4,900.00	No
1.2	1.2 Invest in staff professional development	<p>Modified 2023-24</p> <p>The staff will go through extensive professional learning on Problem and Project-based learning through the Buck Institute in grades 5-8. Grades K-2 will receive extensive training in teaching phonics through Amplifies CKLA program. Grades 3-4 will have a one-day PBL experience through the Buck Institute as well as grades K-4 being trained on ToolKit as a behavior management system. We also plan to train the classified staff for professional development during August PD days and throughout the school year.</p>	\$54,555.00	No
1.3	1.3 Student SEL Programming and Services	<p>Modified 23-24</p> <p>Students will engage in programming and services related to student well-being, social-emotional learning, and initiatives related to diversity, equity, and inclusion. Also, K-8 will have outdoor education opportunities provided through the school to work on our understanding and treatment of each other and ourselves.</p>	\$542,553.00	No
1.4	1.4 Parent Professional Learning	<p>Modified 22-23</p>		No

Action #	Title	Description	Total Funds	Contributing
	and Participation in District-Wide Decision Making	<p>Ross School will reimplement "Ross Coffees" which are designed to be part of our parent education program. Topics like internet safety, parenting for bullying, parenting a middle schooler, what to do if your child is struggling. These topics were suggested at our Site Council LCAP feedback meeting. Site Council is made of all parent groups and specifically parents with students in special education. This year Ross School implemented parent surveys to elicit feedback. There were two surveys used this year and parents. We plan to continue this form of feedback for improvement.</p> <p>Parents will engage in district-wide professional learning opportunities and take part in district-wide committees related to student well-being, social-emotional learning, and initiatives related to diversity, equity and inclusion.</p> <p>*costs associated with administration time not included in this plan.</p>		

Goal Analysis [2022-23]

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

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

There was a leadership change in the summer of 2022 when the Superintendent resigned and an Interim Superintendent was named. The money that was budgeted for professional development was not spent as planned due to this leadership change. In January of 2023, we were able to book professional development from outside the district. This work was focused on our continued "belonging work".

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.

The majority of our professional development this year was done by our own staff which had no additional cost associated with it beyond staff costs.

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

This year we focused on staff satisfaction with work and student engagement in work. Staff reported in March of 2023 that 95% were satisfied with their work condition and job. Students reported in the Youth Truth Survey that their feelings of belonging have decreased from last year.

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

Our survey results have shown that all three groups (students, staff, community) that student behavior and student engagement is an area of need. In response the district has planned professional development to meet this need as a part of action 1.2.

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	Implement high impact curriculum, instruction and assessment practices that deepen student learning in all academic areas.

An explanation of why the LEA has developed this goal.

Through the adoption of a new strategic plan in the 2020-2021 school year along with the input collected from multiple contingency groups throughout the academic year, including surveys being conducted with the students, faculty and staff and the community. Ross School District administration determined a focus on deepening student learning in all academic areas through extensive investment in the implementation of a high-impact supplemental curriculum and the deployment of a broader set of instructional and assessment strategies. The aforementioned goal links to the following strategies and goals of the school district:

1. Invest in professional learning to develop and/or enhance expertise in advanced content-based knowledge and enrichment experience for students
2. Adopt instructional materials that ensure students are developing core content knowledge in all academic areas,
3. Ensure students are using the knowledge and skills of confidence to engage in their learning, and
4. Implement research-based assessment and grading practices for learning beyond "meeting standards."

Goal 2 was developed through feedback sessions with the District staff, Diversity, Equity, and Inclusion Committee, Site Council, Task Force, Student, teacher, and community surveys, and the Board of Trustees. We currently have a group for parents with students in special education or who participate in special education who sits on our Site Council to provide feedback as well as participate in our surveys. We also specifically have parents on our Diversity, Equity, and Inclusion who are part of these focus groups because they have learners in special education and they represent that lens. These local priorities align with the following LCFF State Priorities:

- Priority 1: Appropriate teacher assignment, sufficient instructional materials, and facilities in good repair,
- Priority 2: Implementation of academic content and performance standards adopted by the State Board of Education
- Priority 4: Pupil Achievement
- Priority 7: Course Access
- Priority 8: Other Pupil Outcomes

The Ross School District will continue to focus on ensuring that teachers are appropriately assigned and fully credentialed in their subject area. Moreover, the District will continue to ensure that students have access to instructional materials aligned with the state standards through ongoing district and county-wide monitoring (Priority 1). Such monitoring will be conducted monthly by the District Office. New staffing, as shown under Action 2.3, will be fully credentialed. All curricula purchased by the School District (see Action 2.1) will be reviewed

by faculty before Board approval. The District is investing significant funding towards Priority 2 (see Action 2.2 below) by providing professional learning to all teachers, ensuring that instructional materials are made available for staff to use during training, and by providing targeted professional development for faculty that is aligned with staff self-assessment data and district-wide student performance data. Student performance data will come from a variety of sources including classroom data and local benchmark assessments, namely the NWEA (Priority 4). Finally, the District will continue to provide STEM, Spanish, Cyber Cafe/Fabrication Arts, Music (instruments, theatre, and drama), Art, and Physical Education for all students along with over 30 different electives for middle school students. Student progress and proficiency in these courses will be measured and shared with parents twice a year in the form of report cards and once a year at parent-teacher conferences. (Priority 8).

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
NWEA Growth Data	33-68% of 2nd-8th students met progress projections in mathematics, 32-67% 2nd-8th grade students met progress projections in reading in the 2020-2021 school year.	34-62 % of 2nd-8th students met progress projections in mathematics, 39-52% 2nd-8th grade students met progress projections in reading in the 2020-2021 school year. Please note that this data was from Fall to Winter (Spring data was not collected when this report was finalized).	80% Of 3rd-8th graders met or exceeded the expected growth of over one years growth in one years time. While the math percentage was 70% and science was 77%. In the past these have been reported as an accomplish range. Those numbers would be 55-81% for math, 59-94% for reading, and 60-92% for science Please note that this data was from Fall to Winter (Spring data was not collected		Substantial growth in NWEA growth data in mathematics and reading along with success on school developed performance based tasks.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
			when this report was finalized).		
School Accountability Report Card (adopted curricula)	In 2020-21 implementation of previously adopted state-standards aligned curriculum for ELA (100%), Math (100%), Science (100%), and Social Studies (100%) 21-22 - modified: Access for English Learners to all standards	In 2020-21 implementation of previously adopted state-standards aligned curriculum for ELA (100%), Math (100%), Science (100%), and Social Studies (100%) Maintained the access for our EL student - recently reclassified.	In 2021-22 implementation of previously adopted state-standards aligned curriculum for ELA (100%), Math (100%), Science (100%), and Social Studies (100%) Maintained the access for our reclassified EL student.		Curriculum adopted for all students and is 100% standards aligned
Quarterly Report on Williams Uniform Complaints	In 2020-21, there were 0% Williams Uniform Complaints filed.	In 2020-21, there were 0% Williams Uniform Complaints filed.	In 2022-23, there were 0% Williams Uniform Complaints filed.		in 2023-24 0% complaints expected to be filed.
Master Schedule (access to broad course of study)	In 2020-21 All students (100%) in grades K-8 had access to a broad course of study	In 2020-21 All students (100%) in grades K-8 had access to a broad course of study	In 2022-23 All students (100%) in grades K-8 had access to a broad course of study including 2D and 3D art, music, STEM, technology lab, Spanish, makers workshop, as well as a plethora of electives in grades 6th-8th.		in 2023-24 all students will have access to a broad course of study

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Statewide Assessments (CAASPP)	85.05% of students met or exceeded standards in grades 3-8 in English Language Arts. 80.65% of students met or exceeded standards in grades 3-8 in Mathematics in 2019.	N/A	85.1% of students met or exceeded standards in grades 3-8 in English Language Arts. 80.3% of students met or exceeded standards in grades 3-8 in Mathematics in 2022. Science was measured in grades 5 and 8 and 55.8% of 5th and 8th grades met or exceeded standards.		90% of students meet or exceed standards in 3-8 in ELA and mathematics in 2023-2024.
School Accountability Report Card (Teacher Credentials; Teacher misassignments; Highly Qualified Teacher)	In 2020-21, there were 37 teachers with full credentials and 5 teachers teaching outside of their subject area of competence and 0% of mis-assignments of teachers	In 2021-2022, there were 33.2 teachers with full credentials and 9 teachers teaching outside of their subject area of competence and 11 teachers mis-assigned.	In the 2022-2023 school year there were 31 teachers with full credentials and 7 mis-assigned		In 2023-24, all teachers are teaching within their subject area and we are maintaining 0% of misassignments of teachers
Reclassification Rate	No EL students at present - Board policy for reclassification is active	No EL students at present - Board policy for reclassification is active	No EL students at present - Board policy for reclassification is active		Students who are designated EL engage in highly effective instruction (as described in Board Policy and Administrative Regulation 1674) and transition towards reclassification

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
					effectively and efficiently (see ELPI)
ELPI - ELPAC	No EL students at present	No EL students at present	No EL students at present		Ongoing participation in ELPAC when EL students enrolled in Ross School
Clean and safe facilities	FIT report rating of excellent	21-22 - maintained excellent rating for Ross School	2022-2023 maintained an excellent rating for Ross School. Ross School also contracted with Counterpoint Construction to help build a facilities implementation plan based on maintenance needs and priorities		Maintain "excellent" rating for site and begin to work on our maintenance priorities to ensure our facilities upkeep.

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	2.1 Curriculum Resources	The District will purchase supplemental curriculum materials in the areas of K-5 STEM, 6-8 Social Studies, and K-2 ELA. 2022-2023 - Modified - District will be looking into Science curriculum and SEL curriculum	\$23,450.00	No
2.2	2.2 Professional Learning	Modified 22-23: Staff will receive professional development support in several areas: K-2 will work with Amplify CKLA to further develop phonics in k-2.	\$13,700.00	No

Action #	Title	Description	Total Funds	Contributing
		<p>3-8 will receive training in problem and project-based learning approaches.</p> <p>This is based on student data where students report a lack of relevance in their learning. Also, grades K-5 will receive training on ToolKit to establish SEL common curriculum.</p> <p>Staff will receive professional development support in Tier III literacy program as well as support in multi-tiered systems of intervention for math and ELA. Additional professional development will include training in grading and assessment practices that align with student progress and proficiency levels gleaned from diagnostic, formative, and summative assessments.</p>		
2.3	2.3 Staffing	<p>Modified 22-23</p> <p>The District will hire certificated staffing to support Tier II interventions - Reading Intervention Specialist</p>	\$122,546.00	Yes
2.4	2.4 Facilities Plan	<p>Modified 22-23</p> <p>The district will begin maintenance this summer starting with needed Exterior painting, Roofing work due to leaking and begin to apply to the state for approval to update our HVAC system in the facility by adding air conditioning units to rooms that do not have air conditioning.</p> <p>The District will embark on a five-year facilities plan to ensure facilities are in good repair.</p>	\$601,257.00	No

Goal Analysis [2022-23]

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

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

The HVAC and AC units have become a priority to install and fix. We have reviewed the maintenance plan with with union and have gained union support to move forward with the plan. The new plan is a much larger scope of repair and update. We will also be doing needed exterior painting and roof work this summer.

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.

The facilities maintenance is going to cost more than expected and will need to be spread out over several years - following the Deferred Maintenance Plan.

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

The SEL work that the district has done so far has been focused on the adults and has not yielded the results with students it had hoped. The change is to work with the staff around classroom curriculum that is more engaging to help bring student learning and engagement alive. Continuing to focus on building relationships with students while developing engaging work is starting to take hold but more time is needed to see these relationship around service learning and outdoor education truly develop.

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

Changes to this goal will be based on survey feedback from staff, faculty, students, and community members. Connection and engagement are two big areas that have come up in surveys. Through our Youth Truth data, we will be looking for students to report feeling more connected and accepted at school by both staff and peers as well as looking, through youth truth data, for students reporting that see how what they are learning is relevant to their lives. Action 2.1 show that we plan to add training to meet this need based on feedback. ToolBox SEI training, problem and project learning to increase engagement and relevance. We have also adjusted our deferred maintenance plan based on staff feedback and showed in action 2.4 where the AC and HVAC systems have been moved to priority.

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

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2023-24]

Projected LCFF Supplemental and/or Concentration Grants	Projected Additional LCFF Concentration Grant (15 percent)
6,784.00	0

Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
0.21%	0.00%	\$0.00	0.21%

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.

Student demographic data along with NWEA MAP assessment data enabled the Ross School District to prioritize dedicated time, instruction, and when necessary interventions to foster youth, English learners, and low-income students. Our reading specialist provided specific small group instruction, differentiated instruction, and high-impact strategies in the areas of feedback, assessment capabilities, and clarity to ensure students were substantially progressing in their learning. The reading specialist expanded these strategies to other small groups across the school district and supported the entire staff in learning key strategies to impact all students.

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

The Supplemental allocation in conjunction with LCFF Base is used to fund a Reading Specialist to provide services in addition to regular classroom instruction. Our data suggest that our EL and socioeconomically challenged students demonstrate an increased need for additional support. While the Reading Specialist is provided to all students, it is anticipated that additional support will continue to be needed to address the unique needs of our unduplicated students across each year. We anticipate that our students will demonstrate growth across

all academic areas with this support, as well as increased agency and ownership of learning. The time spent with the reading specialist for unduplicated students exceeds the .21% identified. The Reading Specialist serves as the LEA ELPAC Coordinator and provides testing services for all students who participate in the ELPAC assessment along with staff training and district-wide reporting.

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.

N/A

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

2023-24 Total Expenditures Table

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	\$531,768.00	\$237,793.00	\$593,400.00		\$1,362,961.00	\$609,504.00	\$753,457.00

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1.1	1.1 Adopt Wellness Assessment Tool	All		\$4,900.00			\$4,900.00
1	1.2	1.2 Invest in staff professional development	All		\$54,555.00			\$54,555.00
1	1.3	1.3 Student SEL Programming and Services	All	\$307,965.00	\$141,188.00	\$93,400.00		\$542,553.00
1	1.4	1.4 Parent Professional Learning and Participation in District-Wide Decision Making	All					
2	2.1	2.1 Curriculum Resources	All		\$23,450.00			\$23,450.00
2	2.2	2.2 Professional Learning	All		\$13,700.00			\$13,700.00
2	2.3	2.3 Staffing	English Learners Foster Youth Low Income	\$122,546.00				\$122,546.00
2	2.4	2.4 Facilities Plan	All	\$101,257.00		\$500,000.00		\$601,257.00

2023-24 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
3287084	6,784.00	0.21%	0.00%	0.21%	\$122,546.00	0.00%	3.73 %	Total:	\$122,546.00
								LEA-wide Total:	\$122,546.00
								Limited Total:	\$0.00
								Schoolwide Total:	\$0.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
2	2.3	2.3 Staffing	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$122,546.00	

2022-23 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	\$586,064.00	\$522,491.00

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	1.1 Adopt Wellness Assessment Tool	No	\$4,900.00	\$4,900.00
1	1.2	1.2 Invest in staff professional development	No	\$43,225.00	\$10,867
1	1.3	1.3 Student SEL Programming and Services	No	\$372,511.00	\$375,422
1	1.4	1.4 Parent Professional Learning and Participation in District-Wide Decision Making	No		\$0
2	2.1	2.1 Curriculum Resources	No	\$13,440.00	\$13,752.00
2	2.2	2.2 Professional Learning	No	\$17,300.00	\$0
2	2.3	2.3 Staffing	Yes	\$124,688.00	\$114,225.00
2	2.4	2.4 Facilities Plan	No	\$10,000.00	\$3,325.00

2022-23 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
\$7,636.00	\$124,688.00	\$114,225.00	\$10,463.00	0.00%	0.00%	0.00%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
2	2.3	2.3 Staffing	Yes	\$124,688.00	\$114,225.00		

2022-23 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
\$3,368,750	\$7,636.00	0	0.23%	\$114,225.00	0.00%	3.39%	\$0.00	0.00%

Instructions

[Plan Summary](#)

[Engaging Educational Partners](#)

[Goals and Actions](#)

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

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

Introduction and Instructions

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

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

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

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

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

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

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

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

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

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

Engaging Educational Partners

Purpose

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

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

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

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

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

Requirements and Instructions

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

Local Control and Accountability Plan:

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

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

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

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

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

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

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

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

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

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

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

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

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

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

Focus Goal(s)

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

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

Broad Goal

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

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

Maintenance of Progress Goal

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

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

Required Goals

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

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

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

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

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

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

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

Measuring and Reporting Results:

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

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

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

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

Complete the table as follows:

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

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

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

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

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

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

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

Goal Analysis:

Enter the LCAP Year.

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

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

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

Purpose

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

Requirements and Instructions

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

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

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

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

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

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

Required Descriptions:

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

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

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

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

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

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

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

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

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

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

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

For School Districts Only:

Actions Provided on an LEA-Wide Basis:

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

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

Actions Provided on a Schoolwide Basis:

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

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

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

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

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

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

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

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

Provide the following descriptions, as applicable to the LEA:

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

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

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

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

Complete the table as follows:

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

Action Tables

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

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

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

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

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

Data Entry Table

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

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

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

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

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

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

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

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

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

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

LCFF Carryover Table

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

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

Calculations in the Action Tables

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

Contributing Actions Table

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

Contributing Actions Annual Update Table

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

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

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

LCFF Carryover Table

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

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

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

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