



LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Bitterwater-Tully Union Elementary School District

CDS Code: 35-67454-6035000

School Year: 2023-24

LEA contact information:

Candace Brewen

Principal/TK-3 Teacher

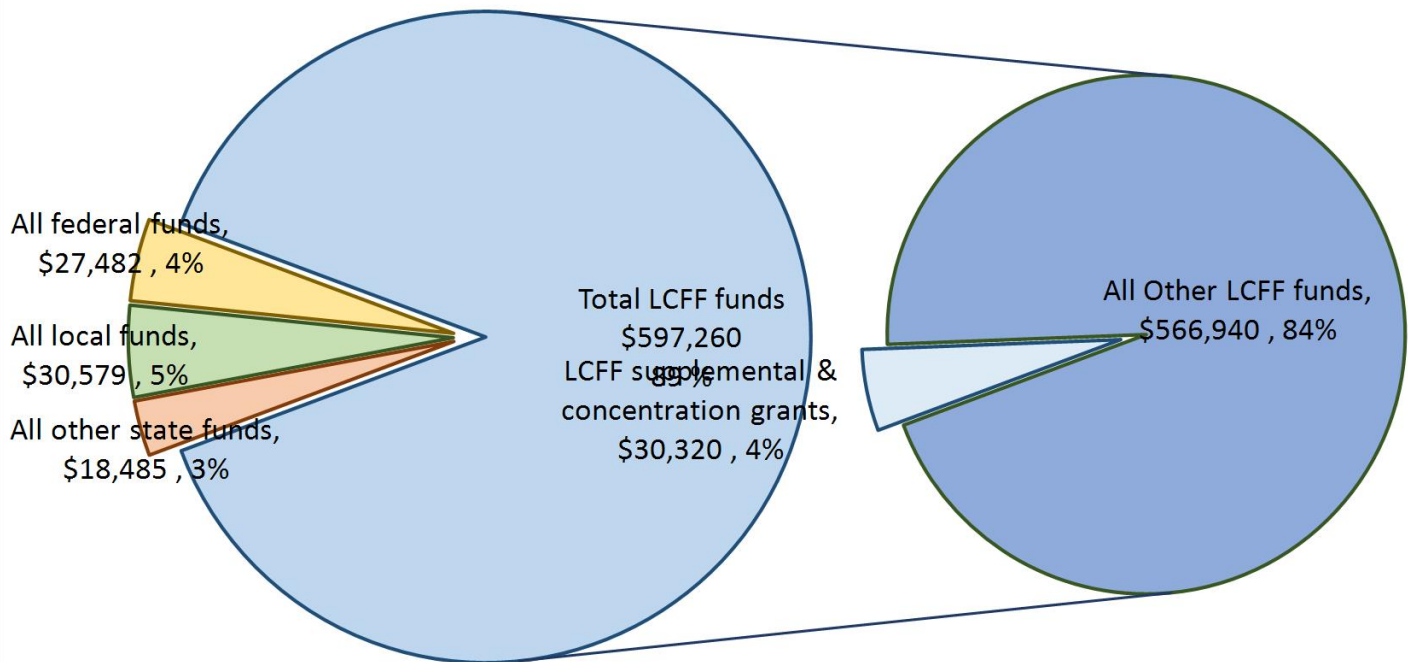
cbrewen@sbcoe.org

(831)385-5339

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

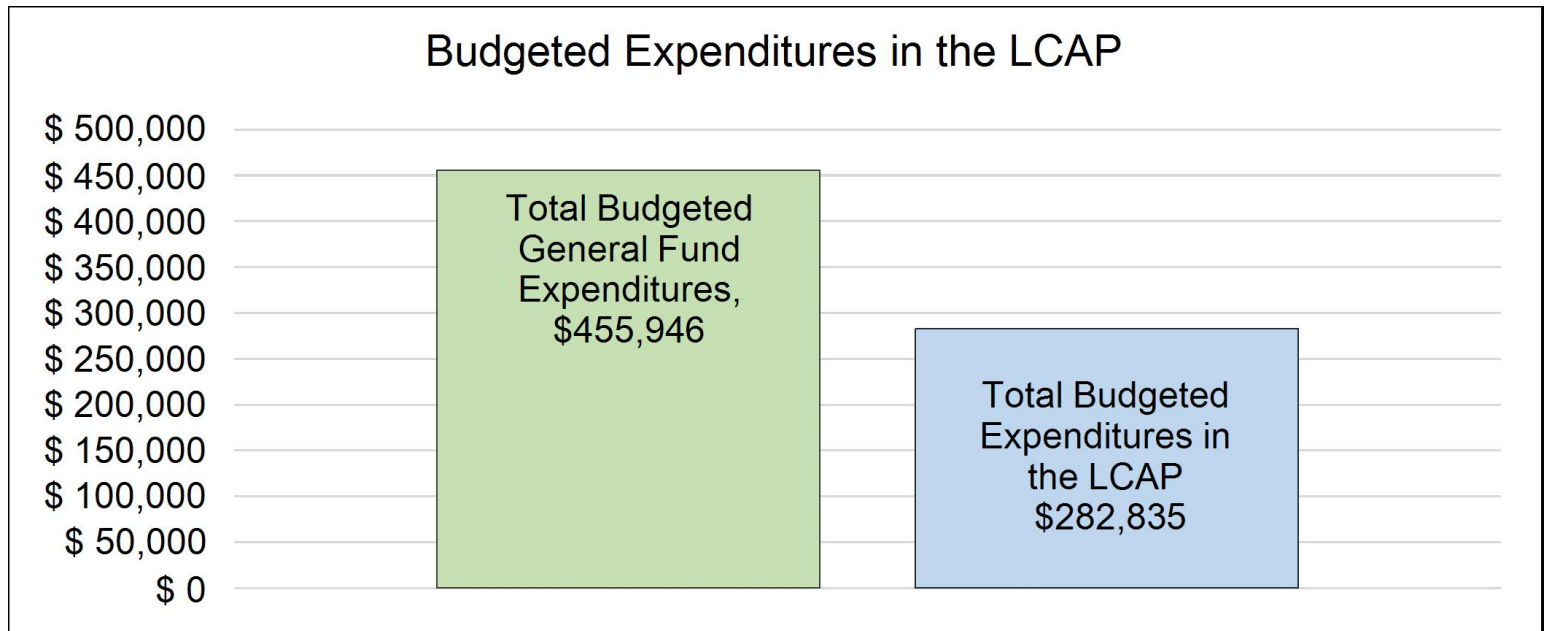


This chart shows the total general purpose revenue Bitterwater-Tully Union Elementary School District expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Bitterwater-Tully Union Elementary School District is \$673,806, of which \$597,260 is Local Control Funding Formula (LCFF), \$18,485 is other state funds, \$30,579 is local funds, and \$27,482 is federal funds. Of the \$597,260 in LCFF Funds, \$30,320 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 Bitterwater-Tully Union 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: Bitterwater-Tully Union Elementary School District plans to spend \$455,946 for the 2023-24 school year. Of that amount, \$282,835 is tied to actions/services in the LCAP and \$173,111 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

General operations of the district: housekeeping, maintenance, grounds, classified staffing, administration, administrative operations, and other items to support student learning.

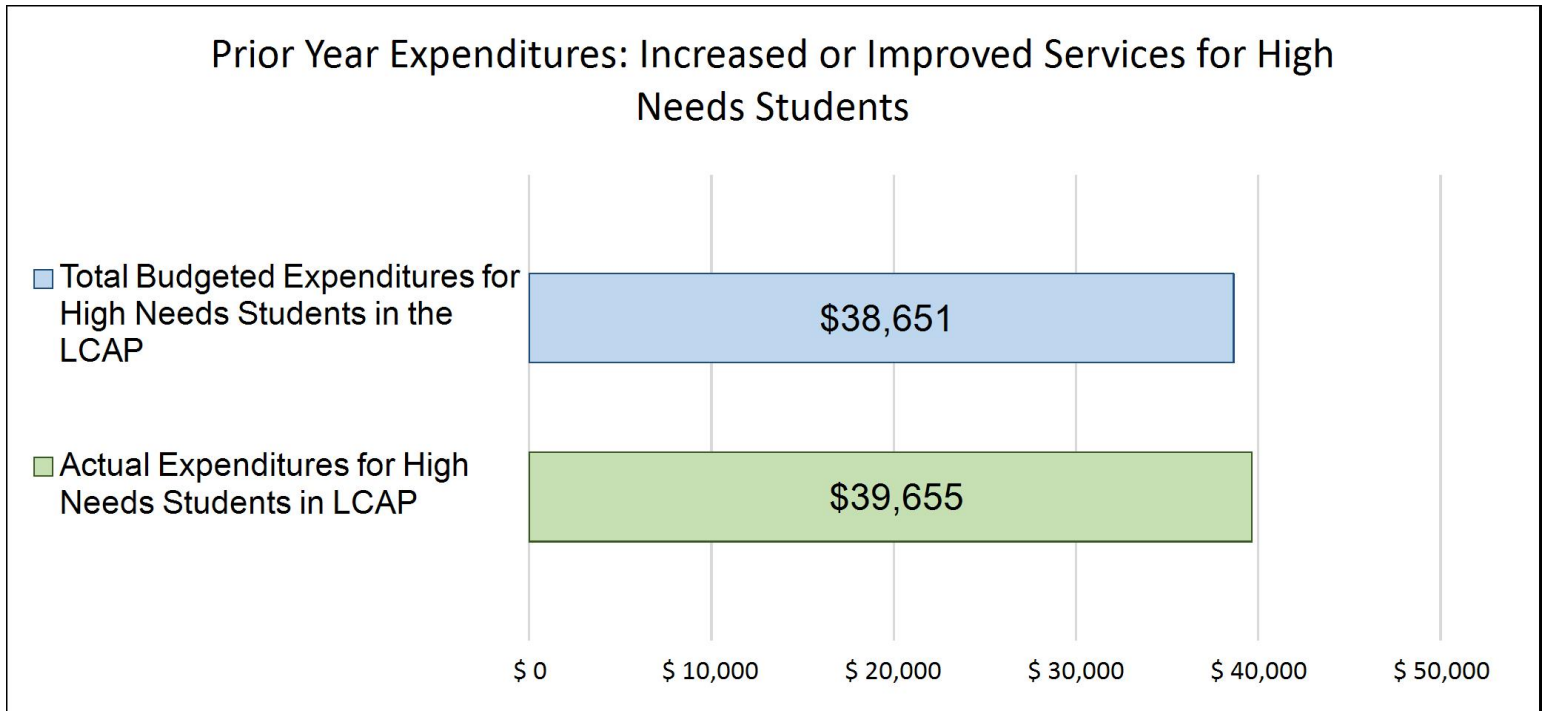
Increased or Improved Services for High Needs Students in the LCAP for the 2023-24 School Year

In 2023-24, Bitterwater-Tully Union Elementary School District is projecting it will receive \$30,320 based on the enrollment of foster youth, English learner, and low-income students. Bitterwater-Tully Union Elementary School District must describe how it intends to increase or improve services for high needs students in the LCAP. Bitterwater-Tully Union Elementary School District plans to spend \$46,027 towards meeting this requirement, as described in the LCAP.

We continued to have decline in attendance for some of our high needs students due to lack of transportation. We anticipate that our driver will meet all of the necessary requirements and be able to start driving the first day of school.

LCFF Budget Overview for Parents

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



This chart compares what Bitterwater-Tully Union 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 Bitterwater-Tully Union 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, Bitterwater-Tully Union Elementary School District's LCAP budgeted \$38,651 for planned actions to increase or improve services for high needs students. Bitterwater-Tully Union Elementary School District actually spent \$39,655 for actions to increase or improve services for high needs students in 2022-23.

The difference between the budgeted and actual expenditures of \$1,004 had the following impact on Bitterwater-Tully Union Elementary School District's ability to increase or improve services for high needs students:

At 2nd Interim, it was estimated that the district spend \$34,828 on actions to increase or improve services; at budget adoption, the amount was \$38,651. The district is estimated to spend \$37,782 for actions for high needs students, which is \$2,954 over the amount calculated at 2nd interim.



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
Bitterwater-Tully Union Elementary School District	Candace Brewen Principal/TK-3 Teacher	cbrewen@sbcoe.org (831)385-5339

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.

Bitterwater-Tully Union School District is a small, single-school, rural district in the southern most part of San Benito County. Most years, our student population ranges from 28-32 students. For the 2022-2023 school year, we have twenty-nine students attending our school. The anticipated enrollment for the 2023-2024 school year is twenty-six students. The district has twenty-eight percent English Language Learners and twenty-eight percent low income students. We did not have any Foster Youth this school year. Nine percent of students receive Special Education Services. The overall unduplicated count is eleven students. Sixty-nine percent of our students attend school on an inter-district transfer agreement. The single-school district employs one credentialed teacher and one teacher on a intern permit, as well as a one instructional aide, and one instructional aide/custodian.

The Bitterwater community is comprised of several ranching families. Their children and grandchildren have attended Bitterwater-Tully School. The majority of the people in the community are retired.

The mission of the Bitterwater-Tully Union Elementary School District, in partnership with home and community, is to challenge every student to learn the skills, acquire the knowledge, and develop the insight and character necessary for a productive and rewarding life through a quality instructional program, a positive, safe, stimulating "small school" environment, with a clear commitment to the worth of every individual. The LCAP goals are designed to implement the mission of our school district.

Reflections: Successes

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

We have continued to maintain a 100% graduation rate and 0% middle school dropout rate, 0% expulsion and suspension rates. Forty-six percent of our students that completed the 2022 CAASPP ELA test, met or exceeded the standard with forty-two percent nearly meeting the standard.

For the 2022/2023 year, the STAR 360 Data in Math showed a Percentile Rank of 40 in the Fall and 55 in the Spring with an increase of 15.0. The Scaled Math Score for 22/23 in the Fall was 991 and in the Spring was 1041 with an increase of 50.0. The 2022/2023 STAR 360 Reading Data showed a Percentile Rank of 30 in the Fall and 44 in the Spring with an increase of 14.0. The Scaled Reading Score for 22/23 in the Fall was 1002 and in the Spring was 1035 with an increase of 33.0.

Teaching a multi-grade classroom is constantly juggling between grade levels and subjects while supporting students needs. Our students have been able to openly share their feelings and concerns during the pandemic. We have been able to strengthen home-school communication. This year we have provided Mental Health Services to our students utilizing the YMCA Project Cornerstone program teaching students lessons about various topics from mindfulness to how to be an Upstander.

During the 2022/2023 school year, one of our successes was the Math at Home night with guest speaker Ms. Jivan Dhaliwal and a Charlotte's Web Literacy Event. For the Math at Home Parent Education night, Ms. Dhaliwal demonstrated different strategies to help families with math concepts. Families were given take-home kits with tools and manipulatives to support learning. The Charlotte's Web Literacy Event was held after the upper grade students completed reading Charlotte's Web. Students made projects based off a scene, character, or chapter. Then the students gave their presentations in front of the school and their families. We also several families bring animals for a petting zoo. Students were given their own copy of Charlotte's Web at the end of the event.

Another success we had this year is that we were able to complete an outdoor mural with a grant sponsored from the San Benito County Arts Council. Student participated in planning and painting the mural which is displayed in our outdoor classroom. We were also able to have a local guest artist come and work on Landscape pictures using oil pastels. Students learned how to use the color wheel to mix colors and different types of techniques to enhance their artwork.

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.

Chronic Absenteeism rate and CAASPP Math and ELA scores are still areas of need.

Our Chronic Absenteeism Rate from 2022 was 6.1% with a change of -1.8% from the 2019. In the English Learner subgroup, 55.6% of students were chronically absent and an increase of 40.2% and Low income students were 11.8% chronically absent with an increase of 3.5%. This continues to be a problem as we enter into a new school year. One contributing factor to the Absenteeism problem for the 22/23 year is the lack of busing. Our new driver is currently undergoing training.

For the 24 students that took the 2022 CAASPP test in 2022, in Math 13% Exceeded the Standard, 17% Met the Standard, 38% Nearly Met the Standard, and 33% did Not Meet the Standard. For ELA, 25% Exceeded the Standard, 21% Met the Standard, 42% Nearly Met the Standard, and 13% did Not Meet the Standard.

For Math, we will continue to utilize ST Math and IXL and for ELA, we have purchased Accelerated Reader, IXL, and will continue to use Footsteps to Brilliance for our K-3 students.

LCAP Highlights

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

The key features of the LCAP are listed below. We are continuing to work towards narrowing the learning loss gap so all students can be successful.

- LCAP Goals & Actions:
- Goal 1. Improve academic achievement for all students.
- 1. Certificated Salaries
 - 2. Classified Salaries
 - 3. Employee Benefits * Combined with Certificated and Classified Salaries
 - 4. Discovery Science Curriculum
 - 5. School Supplies
 - 6. Course Access: Physical Education
 - 7. Course Access: Music & Art
 - 8. Textbooks and Consumables
 - 9. Supplemental Materials
 - 10. Instructional Aide
 - 11. ELD Supplemental Materials & Professional Development
- Goal 2. Increase Parental Involvement in their child's/children's education.
- 1. Supplies for Meetings & Parent Education Nights
- Goal 3. Fully engage students, families, and the community in the support of short and long-term success.
- 1. Enhance Classroom Libraries
 - 2. Extra Curricular Activities
 - 3. Transportation

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.

LCAP goals and actions were discussed with educational partners during board and staff meetings. Parent groups were interviewed during conferences, hot lunches, pick up and drop off times, and school events.

Back to School Night was August 3, 2022

Open House on April 26, 2022.

Third Quarter Parent-Teacher Conferences in March 2023.

Parent Surveys sent on April 16, 2023 and April 23, 2023.

PTF(Parents, Teachers, & Friends) Meetings held August 15, 2022, October 20, 2022, and January 23, 2023.

Students: Classroom discussions were held in the Spring of 2023.

Staff: The LCAP was discussed during Staff Meetings on March 2, 2022, March 30, 2022, and May 4, 2022 and a staff survey was given on May 31, 2023.

Board & Community: The LCAP was discussed during Board Meetings on March 8, 2023, April 12, 2023, and May 10, 2023. Public Hearing was held on June 7, 2023 and LCAP Adoption took place on June 28, 2023.

SELPA Consultation was held on June 23, 2023.

A summary of the feedback provided by specific educational partners.

After meeting with parents individually during parent-teacher conferences, the areas they felt needed improvement were to bring back sports, public speaking, careers, and resume peer group activities.

Students expressed the interest in updating the classroom libraries to promote reading. Students are enjoying their classroom pets and working hands on collaborative group projects.

Staff expressed the continued need to improve reading fluency and comprehension and to improve math concept retention.

The Board of Trustees suggested that we advertise for students in TK-3rd grades due to declining enrollment and the smaller anticipated class size in the lower grades classroom. They also suggested looking into new activities to promote parent engagement.

SELPA Consultation expressed the importance of action items 1.7 Course Access in Arts & Music and 1.9 Supplemental Materials to support the learning of High Needs Students.

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

Goal 1: Improve academic achievement for all students was influenced by educational partner input. Accelerated Reader was purchased to support ELA needs and an additional aide will be hired to assist with High Needs and Intervention Students. We will continue with ST Math to help strengthen and reinforce math concepts.

Goal 2: Increase Parental Involvement in their child's/children's education. Data has shown that we have had a decrease in parental involvement over the past five years. We use to have at least 90% attendance rate for Back to School Night, Harvest Carnival, Christmas Play, and Open House. Parent participation in PTF(Parent, Teachers, & Friends) Meetings has also been declining to less than 80% attendance.

Goal 3: Fully engage students, families, and the community in the support of short and long-term success. Classroom libraries have been updated to increase student engagement and success. New books will promote reading and fluency. Extra curricular activities such as sports, peer group activities, and field trips/assemblies will also contribute towards increasing student engagement.

Goals and Actions

Goal

Goal #	Description
1	<p>Improve academic achievement for all students.</p> <p>State Priorities: Priority 1: Basic (Conditions of Learning) Priority 2: State Standards (Conditions of Learning) Priority 4: Pupil Achievement (Pupil Outcomes) Priority 7: Course Access (Conditions of Learning) Priority 8: Other Pupil Outcomes (Pupil Outcomes)</p>

An explanation of why the LEA has developed this goal.

Based off our STAR 360, CAASPP, and ELPAC data, we must continue to provide support and intervention for targeted students.

We gave the first benchmark for the 2020-2021 year in November of 2021 in person. Star 360 Data in Math showed a Percentile Rank for 20/21 of 51 and 21/22 of 28 with a change of -13.0. The Scaled Score for 20/21 was 630 and 21/22 was 623 with a decrease of 7.0. For Star 360 Reading, a Percentile Rank for 20/21 of 48 and for 21/22 was 28 with a change of -10.0. The Scaled Score for 20/21 was 492 and 21/22 was 514 with an increase of 22.0.

For the 2021/2022 year, the STAR 360 Data in Math showed a Percentile Rank of 4 in the Fall and 44 in the Spring with an increase of 40.0. The Scaled Math Score for 21/22 in the Fall was 842 and in the Spring was 1024 with and increase of 182.0. The 2021/2022 STAR 360 Reading Data showed a Percentile Rank of 21 in the Fall and 44 in the Spring with an increase of 23.0. The Scaled Reading Score for 21/22 in the Fall was 984 and in the Spring was 1046 with an increase of 62.0.

For the 2022/2023 year, the STAR 360 Data in Math showed a Percentile Rank of 40 in the Fall and 55 in the Spring with an increase of 15.0. The Scaled Math Score for 22/23 in the Fall was 991 and in the Spring was 1041 with and increase of 50.0. The 2022/2023 STAR 360 Reading Data showed a Percentile Rank of 30 in the Fall and 44 in the Spring with an increase of 14.0. The Scaled Reading Score for 22/23 in the Fall was 1002 and in the Spring was 1035 with an increase of 33.0.

Students did not take the CAASPP test in 2020. For the 25 students that took the CAASPP test in 2021, for Math 4% Exceeded the Standard, 16% Met the Standard, 40% Nearly Met the Standard, and 40% did Not Meet the Standard. For ELA, 24% Exceeded the Standard, 20% Met the Standard, 52% Nearly Met the Standard, and 4% did Not Meet the Standard. For the 24 students that took the 2022

CAASPP test in 2022, in Math 13% Exceeded the Standard, 17% Met the Standard, 38% Nearly Met the Standard, and 33% did Not Meet the Standard. For ELA, 25% Exceeded the Standard, 21% Met the Standard, 42% Nearly Met the Standard, and 13% did Not Meet the Standard.

The Overall ELPAC scores for the 2020-2021 year showed 80% of students scoring Moderately Developed. Overall ELPAC Scores from 2021-2022, 67% of students scored Moderately Developed or higher.

Academic achievement including CAASPP scores for all students will improve through a broad course of study including Physical Education, Art, Music, and Science instruction by fully California Credential Teachers and support staff, in a safe and clean environment, with sufficient textbooks/consumables and materials. English Learners will also improve academic achievement and ELPAC scores with the additional support provided by an instructional aide using ELD Materials. Staffing supports Full Inclusion for our High Needs students and they make progress towards their individual goals.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Professional Development classes, workshops, webinars	2020/2021 - Complete a minimum of 2 per year	In 2021/2022 - Staff has completed a minimum of 2 professional development webinars.	In 2022/2023 Staff has completed a minimum of 4 professional development webinars.		Complete a minimum of 4 per year
Fully California Credentialed Teachers	In 2020/2021 - 1 Fully California Credentialed Teacher and 1 Intern Teacher	In 2021/2022 - 1 Fully California Credentialed Teacher and 1 Intern Teacher	In 2022/2023 - 1 Fully California Credentialed Teacher and 1 Intern Teacher - Our intern teacher is expecting to receive her Preliminary Credential by the end of the 22/23 school year.		2 Fully California Credentialed Teachers
Sufficient standards-aligned	In 2020/2021 - 100% of Students have their	In 2021/2022 - 100% of Students have their	In 2022/2023 - 100% of Students have their		100% of Students will have their own

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
textbooks/consumables per the Williams Report	own textbooks/consumables	own textbooks/consumables	own textbooks/consumables		textbooks/consumables
FIT Report	In 2020/2021 - Exemplary Status	In 2021/2022 - Fair Status. We are working getting quotes to replace our roof and replace two slides on the playground that are cracked.	In 2022/2023 - Fair Status. Still working on getting roofing quotes. Slides on the playground have been replaced.		Exemplary Status
Individual ELPAC Scores	Increase EL Redesignation - 2020/2021 0%	2021/2022 EL Redesignation Rate 0%	2022/2023 EL Redesignation Rate 25%		Increase EL Redesignation by 1%
Increase CAASPP Results	2020 CAASPP Scores are Pending	2021 CAASPP Reading Scores are 24% Exceeded the Standard, 20% Met the Standard, 52% Nearly Met the Standard, and 4% did Not Meet the Standard. 2021 CAASPP Math Scores are 4% Exceeded the Standard, 16% Met the Standard, 40% Nearly Met the Standard, and 40% did Not Meet the Standard. We have not received the 2022 CAASPP scores.	2022 CAASPP Reading Scores are 25% Exceeded the Standard, 21% Met the Standard, 42% Nearly Met the Standard, and 13% did Not Meet the Standard. 2022 CAASPP Math Scores are 13% Exceeded the Standard, 17% Met the Standard 38% Nearly Met the Standard, and 33% did Not Meet the Standard. We have not received the 2023 CAASPP scores.		Increase CAASPP Results in each subgroup by 5%
Broad Course of Study	In 2020/2021 - 100% of students receive a	In 2021/2022 - 100% of students have	In 2022/2023 - 100% of students have		100% of Students will continue to have a

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	broad course of study. We will have guest Art and Music teachers.	received a broad course of study. We hosted our annual Christmas Concert and have submitted artwork for the San Benito County Arts Showcase and the Salinas Valley Fair.	received a broad course of study. We hosted our annual Christmas Concert and have submitted artwork for the Salinas Valley Fair. Students worked with Guest Artists from the San Benito County Arts Council.		broad course of study with guest Art & Music teachers.
ELPAC Progress - Overall Score	In 2020/2021, 80% of students score a Level 3(Moderately Developed) or higher	Overall ELPAC Scores from 2021/2022, 80% of students scored Moderately Developed or higher. We have not received the 2022 Overall ELPAC scores.	Overall ELPAC Scores from 2022/2023, 67% of students scored Moderately Developed or higher. We have not received the 2023 Overall ELPAC scores.		85% of students will score Moderately Developed or Well Developed

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Certificated Salaries	Maintain and develop staffing to support the needs of students and the number of Special Needs students. Staffing is designed to support Full Inclusion.	\$222,526.00	No
1.2	Classified Salaries	Maintain and develop staffing to support the needs of students and the number of Special Needs students. Staffing is designed to support Full Inclusion.	\$9,632.00	No

Action #	Title	Description	Total Funds	Contributing
1.3	Discovery Science Curriculum	Purchase Discovery Science curriculum	\$0.00	No
1.4	School Supplies	Students will be provided school supplies needed to be successful.	\$200.00	Yes
1.5	Course Access: Physical Education	All students will receive instruction in Physical Education.	\$1,500.00	No
1.6	Course Access: Music & Art	All students will receive instruction in Music & Art. We will have a Guest Artist complete projects with our students throughout the year.	\$2,500.00	Yes
1.7	Textbooks and Consumables	Purchase textbooks and consumables	\$2,500.00	No
1.8	Supplemental Materials	Purchase Supplemental Instructional Materials	\$2,500.00	Yes
1.9	Instructional Aide	Due to the increase in English Learners, Low Income, and High Needs students, additional instructional support is needed.	\$9,632.00	Yes
1.10	ELD Supplemental Materials & Professional Development	To better support the needs of English Learners, we will purchase supplemental materials and attend professional development.	\$4,000.00	Yes

Goal Analysis [2022-23]

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

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

The overall state of implementation of actions was approximately ninety percent.

Some of the successes were utilizing the Discovery Science Curriculum which provided the most up to date information using the digital online Techbook. Student learning and engagement was promoted due to the cross-curricular lessons that are available with the program. We also had twenty-five percent of our English Learners Redesignated as Fluent English Proficient.

Some of the challenges were finding ELD components that meet the needs of English Learners in a multi-grade classroom. Another challenge we had this year was finding the availability of substitute teachers. We are limited on the professional development opportunities that we can attend during the school year due to lack of available substitute teachers.

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

Action 1.1 Certificated Salaries - Budgeted Expenditures \$201,515 and Actual Expenditures \$209,548. Stipends and extra approved hours were not included in the budgeted amount.

Action 1.2 Classified Salaries - Budgeted Expenditures \$35,010 and Actual Expenditures \$ 8,705. The actual expenditure was a portion of the Students with Disabilities funds. The original amount budgeted was the whole portion of the instructional aides' salary.

Original Action 1.3 Employee Benefits was combined with Certificated and Classified Salaries actions.

Action 1.3 Discovery Science Curriculum was purchased in the 2020/2021 school year for a 3-year subscription.

Action 1.4 School Supplies - Budgeted Expenditures \$200 and Actual Expenditures \$162. Due to decreased enrollment and donations from parents, we did not spend the budgeted amount.

Action 1.5 Course Access: Physical Education Budgeted Expenditures \$1500 and Actual Expenditures \$1854. In addition to regular sports equipment, we also had to replace one of our basketball pole protectors.

Action 1.6 Course Access: Music & Art - Budgeted Expenditures \$2500 and Actual Expenditures were \$600. We were able to have a guest artist come and teach our students about art for a couple of sessions. The San Benito County Arts Council had a grant that paid for the school mural and an additional art lesson for our students at no cost. Our guest musician was not able to work with the school due to health reasons.

Action 1.7 Textbooks & Consumables - Budgeted Expenditures \$2500 and Actual Expenditures were \$3390. Newer student editions of the Math in Focus curriculum were purchased. The original Teacher Editions has also changed and we had to purchase newer editions as well.

Action 1.8 Supplemental Materials - Budgeted Expenditures \$2500 and Actual Expenditures \$2322 Additional Supplemental Materials were funded through PTF.

Action 1.9 Instructional Aide - Budgeted Expenditures \$18,534 and Actual Expenditures \$34,614. The actual expenditures were move over from Action 1.2 to regular instructional aide action and a portion was also paid from EPA.

Action 1.10 ELD Supplemental Materials & Professional Development- Budgeted Expenditures \$4000 and Actual Expenditures \$2202 Some of the PD we used this year were free webinars. We did not purchase a new ELA curriculum so we have not purchased the ELD component to go with the new program. Teachers will be attending a Professional Development Conference in July. The remaining expenditures will be charged out in the 2023/2024 school year.

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

Our actions continued to support our goals.

Metric 1: Actions 1.19 - We met the metrics this year.

Metric 2: Actions 1.1 & 1.2 - We are in the progress of completing this metric with one fully credentialed teacher and our intern teacher. Our intern teacher is awaiting her score from TPA 2 and then she can apply for her preliminary credential with an anticipation completion date of August 1, 2023.

Metric 3: Actions 1.3, 1.7, & 1.8 - We met the metrics this year.

Metric 4: Actions 1.4 & 1.5 - This metric is a continued work in progress. Two new playground slides have been installed. Our main project is repairing/replacing the roof.

Metric 5 & 8: Actions 1.6, 1.8, 1.9, & 1.10 - Metric 5 was met. Metric 8 is still a work in progress. The additional support staff, providing a broad course of study, using supplemental materials, and professional development all contributed to narrowing the gap of our English Learners, and Low-income students. We anticipate an increase in ELPAC scores.

Metric 6 & 7: Actions 1.3, 1.5, & 1.6 - By providing a broad course of study, we continue to notice an increase in local test scores by approximately 80% of our students.

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

Action 1.3 Employee Benefits was combined with Action 1.1 Certificated Salaries and Action 1.2 Classified Salaries.

Actions 1.4 through 1.11 have now moved up one spot to Actions 1.3 through 1.10.

In Action 1.9, "2021-2022 Instructional Aide," the year "2021-2022" was removed so this action can be ongoing.

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	<p>Increase Parental Involvement in their child's/children's education.</p> <p>State Priority: Priority 3: Parental Involvement (Engagement)</p>

An explanation of why the LEA has developed this goal.

Parental Involvement is key to student success. There is a need to increase the number of families that participate and attend school events, PTF(Parents, Teachers, & Friends Organization), School Site Council Meetings, Back to School Night, and Open House. Parent Education Nights will provide families resources and tools to assist families with the strategies so they can help reinforce concepts taught in class.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Increase School Site Council Membership	In 2020/2021 - We currently have 3 SSC Members.	In 2021/2022 - We have 4 SSC Members.	In 2022/2023 - We have 5 SSC Members.		SSC Membership to include one community member, one parent, one staff member, and two staff/parents.
Parental Participation in programs for Unduplicated Pupils.	In 2020/2021 - Current attendance rate for parents is 75% of events held prior to COVID.	In 2021/2022 - Due to COVID restrictions, we were only able to host about 75% of the normal events that are held during a school year. Of those events, we had 65% parental participation.	In 2022/2023 - We had 70% parental participation.		Per sign in sheets/minutes from meetings and events maintain 80% parent participation.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Parent Survey	In 2020/2021 - 95% of surveys were returned	Om 2021/2022 - 53% of the parent surveys were returned.	In 2022/2023 - 50% of the parent surveys were returned.		98% of surveys to be returned

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	Supplies for Meetings & Parent Education Nights	Supplies for meetings and take-home kits. Banners and flyers promoting events.	\$2,000.00	Yes

Goal Analysis [2022-23]

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

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

The overall state of implementation of actions was hundred percent.

Some of the successes were the Charlotte's Web Literacy Event & the Math at Home Parent Education events. For the Charlotte's Web Literacy Event, the 4th-8th grade students made projects demonstrating their understanding of the story and completed a self-reflection of what they learning in the story. We had several families bring a variety of animals for a petting zoo including pigs, goats, a calf, ducks, and a horse. Snowcones and popcorn were also available during the event. Students presented their projects and were given their own copy of "Charolette's Web" to take home. For the Math at Home event, we had guest speaker Jivan Dhaliwal present some fun and exciting strategies for parents to help their student with a variety of math concepts. Families were given take home kits and supplies.

Some of the challenges were getting parents to complete the surveys sent home. We had half of our families respond to our School Climate and ELOP Survey. We met with each family during Parent-Teacher Conferences letting them know that we need their input as we continue to plan for the upcoming school year.

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 difference between budgeted expenditures and estimated actual expenditures was due to some of the food being donated by our families and the Bitterwater PTF(Parent, Teachers, & Friends Organization) also funding a portion of the events.

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

Metric 1, 2, & 3: Action 2.1 - Supplies and food for Parent Events contributed to the effectiveness towards increasing the goal of increasing parental involvement. At the Math at Home event, families were given take home kits with manipulative and supplies to help support their child's learning. During the Charolette's Web Literacy Event each child was given a copy of the book "Charolette's Web."

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

No changes were made to this goal, metric, outcomes, or actions.

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

Goals and Actions

Goal

Goal #	Description
3	<p>Fully engage students, families, and the community in the support of short and long-term success.</p> <p>State Priorities: Priority 5: Pupil Engagement (Engagement) Priority 6: School Climate (Engagement) Priority 8: Other Pupil Outcomes (Pupil Outcomes)</p>

An explanation of why the LEA has developed this goal.

This goal was created to support students' needs and narrow the learning loss gap. To promote reading, we are updating our classroom libraries to promote student engagement and build reading fluency. Students made suggestions of the types of books and authors they would like to read. With an increased Attendance Rate and decreased Chronic Absenteeism Rate, students will be able to create short-term academic success. Maintaining a zero percent Suspension Rate, Expulsion Rate, and Middle School Drop Out Rate, will contribute to student's long term success by creating a positive impact on their education. New for this year, we will conduct the California Healthy Kids Survey as part of the TUPE program. We take great pride in preparing well-rounded students for high school.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Chronic Absenteeism Rate	14.29% in Calpads for 2020/2021	In 2021/2022 - 33% Rate	In 2022/2023 - 47% Rate		Decrease the Chronic Absenteeism Rate by 5%
Attendance Rate	71% of students with 3 or fewer absences for 2020/2021	27% of students with 3 or fewer for 2021/2022. Overall attendance rate of 32.17 students.	13% of students with 3 or fewer for 2022/2023. Overall attendance rate of 26.41 students.		75% of students with 3 or fewer absences

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Suspension Rate	2020/2021 - 0% Rate	In 2021/2022 - 0% Rate	In 2022/2023 - 0% Rate		Maintain 0% Rate
Expulsion Rate	2020/2021 - 0% Rate	In 2021/2022 - 0% Rate	In 2022/2023 - 0% Rate		Maintain 0% Rate
Middle School Drop Out Rate	2020/2021 - 0% Rate	In 2021/2022 - 0% Rate	In 2022/2023 - 0% Rate		Maintain 0% Rate
California Healthy Kids Survey	0% of parents have completed the survey -New for 2021/2022 as part of TUPE	In 2021/2022 - 43% of parents have completed the survey.	In 2022/2023 - We are awaiting the results. We have extended the deadline trying to get more parents to complete the survey.		75% of parents will complete the survey

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	Bitterwater-Tully School will fully develop classroom libraries to enhance the reading for all students.	Purchase new library books for classroom libraries.	\$650.00	Yes
3.2	Extra Curricular Activities	Yearbook, Badger Bulletin Newsletter, 4th-8th Sports, Field Trips/Assemblies	\$5,000.00	Yes
3.3	Transportation	Bus Driver	\$20,195.00	Yes

Goal Analysis [2022-23]

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

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

The overall state of implementation of actions was approximately seventeen percent.

Some of the successes were continued with zero percent suspension, expulsion, and middle school drop out rate.

Some of the challenges were our chronic absenteeism rate and attendance rate. We still have several students absent due to illness or COVID symptoms. Another challenge continued to be the lack of bus driver which extremely limited the number of field trips that our students were able to participate in.

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.

In Action 3.1, books were donated to our school.

In Action 3.2, we were extremely limited on the field trips we could take due to lack of busing. The few field trips and end of year activities we were able to attend in the amount of \$1875 were paid for by Bitterwater PTF.

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

Metric 1 & 2: Actions 3.1, 3.2, & 3.3 - Even with engaging opportunities, truancy still is a major problem. We anticipate busing to be available for the 23-24 school year to help minimize the truancy problem.

Metric 3, 4, 5, & 6: Action 3.2- The yearbook committee, virtual field trips, and assemblies contributed to student engagement. With students being active learners, contributed to the continued success of zero suspensions, zero expulsions, and no middle school drop outs.

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

Action 3.3 was added for the 22-23 school year. We anticipate our driver to have met all of the necessary requirements so we can have transportation for the 23-24 school year for English Learners, Low Income Students, and Foster Youth. We continued to have an increase in truancy from these subgroups due to lack of transportation.

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)
\$30,320	\$0.00

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
5.61%	0.00%	\$0.00	5.61%

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.

- Goal 1: The needs of Foster Youth, English Learners, and Low-Income Students were taken in consideration by hiring qualified teachers and staff members with the addition of a new instructional aid that will provide extra support for students in these subgroups. Students in these subgroups were also provided backpacks and school supplies with additional supplies available upon request. The Discovery Science Curriculum, textbooks, consumables, instructional materials, and ELD supplemental materials will be purchase to make sure students have the adequate resources needed to be successful. Opportunity for additional course access for physical education, arts, and music were created to make sure each of these subgroups receive a broad course of study. Student are able to check out Chromebooks and Hotspots.
- Goal 2: The needs of Foster Youth, English Learners, and Low-Income Students were taken in consideration by having materials translated upon request of handouts given during Parent Education Nights. Students will also receive take home kits to support learning.
- Goal 3: The needs of Foster Youth, English Learners, and Low-Income Students were taken in consideration by surveying these subgroups of students to determine the types and kinds of books they would like to have added to our classroom libraries. Each of these subgroups will also have the opportunity to participate in a variety of field trips/assemblies, 4th-8th school sports, and helping with the yearbook/newsletter.

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

The Increased or Improved Services is 5.97% with the apportionment of \$32,269. The increase of the number of English Learners and low-income students in the 2020/2021 year, created the need to hire a new instructional aide for the 2021/2022 school year to support the needs of foster youth, English Learners, and low-income students. For the 2022/2023 school year, we have hired an instructional aide to support student learning. The increase of unduplicated pupils, creates the need to purchase English Language Development materials, supplemental materials, and attend professional development to support students' needs. Providing a broad course of study including Music and Art will contribute to the increase services for the unduplicated pupils. The approximate cost to provide increased and improved services is \$62,000.

In the plan you will see the following actions marked as contributing which are included as part of the increased percentage:

Goal 1, Action 7: Addresses course access providing a broad course of study in Music and Art for English Learners, Foster Youth, and Low Income Students.

Goal 1, Action 9, 10, and 11: Addresses instruction and implementation of state standards by providing supplemental materials, an additional instructional aid, and ELD Supplemental Materials and Professional Development for English Learners, Foster Youth, and Low Income Students.

Goal 3, Action 3: Provide transportation for English Learners, Foster Youth, and Low Income Students.

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

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	2:27	
Staff-to-student ratio of certificated staff providing direct services to students	2:27	

2023-24 Total Expenditures Table

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	\$272,235.00	\$3,150.00		\$7,450.00	\$282,835.00	\$266,485.00	\$16,350.00

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1.1	Certificated Salaries	All	\$222,526.00				\$222,526.00
1	1.2	Classified Salaries	All Students with Disabilities	\$2,182.00			\$7,450.00	\$9,632.00
1	1.3	Discovery Science Curriculum	All	\$0.00				\$0.00
1	1.4	School Supplies	English Learners Foster Youth Low Income	\$200.00				\$200.00
1	1.5	Course Access: Physical Education	All	\$1,500.00				\$1,500.00
1	1.6	Course Access: Music & Art	English Learners Foster Youth Low Income	\$2,500.00				\$2,500.00
1	1.7	Textbooks and Consumables	All		\$2,500.00			\$2,500.00
1	1.8	Supplemental Materials	English Learners Foster Youth Low Income	\$2,500.00				\$2,500.00
1	1.9	Instructional Aide	English Learners Foster Youth Low Income	\$9,632.00				\$9,632.00
1	1.10	ELD Supplemental Materials & Professional Development	English Learners Low Income	\$4,000.00				\$4,000.00

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
2	2.1	Supplies for Meetings & Parent Education Nights	English Learners Foster Youth Low Income	\$2,000.00				\$2,000.00
3	3.1	Bitterwater-Tully School will fully develop classroom libraries to enhance the reading for all students.	English Learners Foster Youth Low Income		\$650.00			\$650.00
3	3.2	Extra Curricular Activities	English Learners Foster Youth Low Income	\$5,000.00				\$5,000.00
3	3.3	Transportation	English Learners Foster Youth Low Income	\$20,195.00				\$20,195.00

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
\$540,653	\$30,320	5.61%	0.00%	5.61%	\$46,027.00	0.00%	8.51 %	Total:	\$46,027.00
								LEA-wide Total:	\$46,027.00
								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 (%)
1	1.4	School Supplies	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$200.00	
1	1.6	Course Access: Music & Art	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$2,500.00	
1	1.8	Supplemental Materials	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$2,500.00	
1	1.9	Instructional Aide	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$9,632.00	
1	1.10	ELD Supplemental Materials & Professional Development	Yes	LEA-wide	English Learners Low Income	All Schools	\$4,000.00	
2	2.1	Supplies for Meetings & Parent Education Nights	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$2,000.00	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
3	3.1	Bitterwater-Tully School will fully develop classroom libraries to enhance the reading for all students.	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		
3	3.2	Extra Curricular Activities	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$5,000.00	
3	3.3	Transportation	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$20,195.00	

2022-23 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	\$285,026.00	\$265,962.86

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	Certificated Salaries	No	\$201,515.00	\$209,548.00
1	1.2	Classified Salaries - SWD Inclusion	No	\$35,010.00	\$8,705.00
1	1.3	Employee Benefits		\$0.00	\$0.00
1	1.4	Discovery Science Curriculum		\$0.00	\$0.00
1	1.5	School Supplies	No	\$200.00	\$162.00
1	1.6	Course Access: Physical Education	No	\$1,500.00	\$1,854.00
1	1.7	Course Access: Music & Art	Yes	\$2,500.00	\$600.00
1	1.8	Textbooks and Consumables	No	\$2,500.00	\$3,390.00
1	1.9	Supplemental Materials	Yes	\$2,500.00	\$2,322.00
1	1.10	2022-2023 Instructional Aide	Yes	\$18,534.00	\$25,647.89
1	1.11	ELD Supplemental Materials & Professional Development	Yes	\$4,000.00	\$2,002.00

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)
2	2.1	Supplies for Meetings & Parent Education Nights	No Yes	\$2,000.00	\$626.00
3	3.1	Bitterwater-Tully School will fully develop classroom libraries to enhance the reading for all students.	No	\$650.00	\$0.00
3	3.2	Extra Curricular Activities	No	\$5,000.00	\$1,875.00
3	3.3	Transportation (Bus was not in service during the year)	Yes	\$9,117.00	\$9,230.97

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)
\$34,828.00	\$38,651.00	\$39,654.64	(\$1,003.64)	0.00%	0.00%	0.00%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.7	Course Access: Music & Art	Yes	\$2,500.00	\$600.00		
1	1.9	Supplemental Materials	Yes	\$2,500.00	\$4,175.78		
1	1.10	2022-2023 Instructional Aide	Yes	\$18,534.00	\$25,647.89		
1	1.11	ELD Supplemental Materials & Professional Development	Yes	\$4,000.00	\$0.00		
2	2.1	Supplies for Meetings & Parent Education Nights	Yes	\$2,000.00	\$0.00		
3	3.3	Transportation (Bus was not in service during the year)	Yes	\$9,117.00	\$9,230.97		

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)
\$485,917.00	\$34,828.00	0.00%	7.17%	\$39,654.64	0.00%	8.16%	\$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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