Local Control Accountability Plan

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Enterprise Elementary School District	Heather Armelino Superintendent	harmelino@eesd.net (530) 224-4100

Plan Summary [2021-22]

General Information

A description of the LEA, its schools, and its students.

Located on the east side of Redding California, Enterprise Elementary School District is the largest elementary school district in Shasta County. EESD is comprised of seven schools. As of October 2020, student enrollment within the district was 3,371.

Enterprise Elementary School District includes 4 elementary schools, serving Kindergarten through fifth grades, 2 schools serving grades Kindergarten through eighth grade, and 1 middle school, serving grades sixth through eighth. In addition, EESD serves preschool students in three District operated preschools. Many of these schools have been recognized with either California Distinguished School Award, Title I High Achievement Award, National School to Watch, or California Business for Education Excellence. All schools are committed to the students and pride themselves on creating positive school climates, providing relevant and rigorous academic opportunities, preparing students for college and career.

EESD is honored to serve a diverse population. Over 70% of the students qualify for Free and Reduced meal program. EESD serves a demographic population that is 18% Hispanic, 10% two or more races, 7% Asian, 3% American Indian, and 2% African American. Enterprise Elementary School District also serves over 264 English language learner students (8.5% of the student population), making EESD the district serving the largest EL population in Shasta County.

Enterprise Elementary School District's mission is to empower every child, every day to create a better world. This mission is taken very seriously and is the foundation upon which every decision is made. The district recognizes that it takes outstanding administration, teachers, and support staff to continue toward excellence and bring this mission to life. 100% of our teachers are fully credentials and deemed "highly qualified."

Reflections: Successes

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

According to the 2019 CA School Dashboard, there were no student groups in the "red" for ELA , Math, or Chronic absenteeism. The district average for math (30.1 points below standard) is above the statewide average of 33.5 points below standard. Similarly, the district chronic absenteeism rate of 8.3% is below the statewide average of 10.1%. Students with disabilities had a "significant" increase of 26.7 points in ELA and a "significant" increase of 16.5 points in math. Two K-5 school sites had significant declines in suspension rates and the overall suspension rate for students with disabilities decreased by 1.1%
Foster Youth are showing improvement in ELA, Math, Suspension Rates, and Chronic absenteeism.

Reflections: Identified Need

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

The following state indicators contain student groups that are identified in the "red" or "orange" category on the LCFF Evaluation Rubric (California School Dashboard) for 2019:
English Language Arts- Students with Disabilities, Asian, EL students, Foster Youth, Homeless, Socioeconomically Disadvantaged, American Indian, and Two/+ Race
Math- Students with Disabilities , EL, Homeless, Two/+ Race, Socioeconomically Disadvantaged, and American Indians
Suspension Rate- Students with Disabilities, African American (red), EL, Foster Youth, Hispanic (red), Homeless (red), Two/+ Races (red), Socioeconomically Disadvantaged (red), American Indian, and White (red).
Chronic Absenteeism- 2 or More Races 9red), African American, EL, Hispanic, Homeless, and Socioeconomically Disadvantaged

The following student groups show a drop in color in certain state indicators from 2018 to 2019 on the LCFF Evaluation Rubric (California School Dashboard):
Students with Disabilities dropped from yellow to orange in Suspensions.
African American students dropped by three colors, from green to red, in Suspensions.
Asian students dropped from yellow to orange in ELA.
EL students dropped in all four indicators: from yellow to orange in ELA, Math, and Suspensions, and dropped two colors, from green to red, in Absenteeism.
Hispanic students dropped from yellow to orange in ELA, from orange to red in Suspensions, and two colors, from green to orange, in Absenteeism.
Homeless students dropped from yellow to orange in ELA and Math.
Students who are 2 or more races dropped 2 colors, from orange to red, in Suspensions, and 3 colors, from green to red, in Absenteeism.
Socioeconomically Disadvantaged students dropped in all indicators; from yellow to orange in ELA and Math, from orange to red in Suspensions, and by two colors, from green to orange in Absenteeism.
White students dropped from green to yellow in ELA, and by 2 colors, from yellow to red, in Suspensions.
American Indian students dropped from yellow to orange in ELA and Math.

Both EL and Socioeconomically Disadvantaged students dropped in all four indicators. Hispanic students dropped in three indicators.
Both African American students and students of 2 or more races dropped by 3 colors in one indicator.

EESD will continue to focus on all students making academic progress. We will pay close attention to the student groups that did not make significant academic growth, or declined. We plan on continuing to develop a more robust MTSS system to help track student academic growth as well as increasing supplemental assistance by certificated and classified staff to meet the needs of our students. EESD will implement a newly adopted ELA curriculum for grades K-5, which will include ELD and new intervention materials and professional development. Each site will have a site Literacy teacher whose focus will be on student achievement.

Enterprise Elementary School District previously set a goal to decrease the number of suspensions. In reviewing the suspension data, we made a small decrease in the number of students who were suspended. It is imperative in EESD to continue to explore ways to improve student behavior by continuing to improve school climate. We plan to continue to explore alternatives to suspensions by implementing the MTSS program at each site, exploring PBIS strategies, and utilizing SEL curriculum, Trauma-informed Practices, and Capturing Kids Hearts strategies. EESD is reinstating a counselor at each site and a behavior tech to provide direct support services to students.

Student outcomes declined in 2020/21 compared to 2019/20. In the absence of statewide metrics for 2019-10, the '21-'24 LCAP will incorporate local measures. Professional development will be targeted to addressing unfinished learning in order to accelerate learning and regain lost ground as quickly as possible. Early literacy will remain a priority, supported through professional development and collaboration. New ELA curriculum will be implemented in 2021/22 and ongoing training and support provided to teachers to address CCSS in all content areas. A focus on essential learning standards will continue with formative assessments used to identify students who need additional support. These students will be targeted in summer learning, intervention supports and extended learning opportunities. Student well-being and social-emotional learning will continue to be an integral part of supporting student growth and better outcomes through counseling

support, SEL curriculum, and ongoing professional development in trauma-informed practices and prevention strategies. Students' health will be supported through PE, nutrition education, anti-tobacco education, and adequate access to health services at school.
The effective use of technology will continue to be implemented in order to increase communication, collaboration, and critical thinking to prepare students for College & Career. The district remains committed to 1:1 devices and connectivity. Student engagement will be increased through quality instruction, mentor supports, well-rounded educational opportunities (i.e., Art, Music, PS), and multiple opportunities to participate in extracurricular activities.

LCAP Highlights

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

Our mission to empower every child, every day to create a better world is the foundation of all decisions. Our focus is to promote equitable student growth and development, empower families of all backgrounds, and provide safe environments where all stakeholders feel valued. By engaging in the process of continuous improvement for all of our students and their families, Enterprise can ensure that student needs are being met. Due to the high percentage of Low Income (70%), English Learners, Foster youth/homeless students, careful planning and attention has been placed on improving the quality of the education services to under-resourced students. It is imperative to provide all students with multiple opportunities to be successful.

Throughout the LCAP there is a focus on improving student outcomes through highly effective teaching, increased student engagement, integration of technology as a learning tool, and a robust system of supports that is responsive to students' academic, social-emotional and behavioral needs. This will be accomplished through careful consideration of stakeholder input, hiring and retaining quality staff, leveraging resources to align with identified needs, and providing ongoing professional development to improve teaching, learning, and student well-being.

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.

Not Applicable

Support for Identified Schools

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

Not Applicable

Monitoring and Evaluating Effectiveness

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

Not Applicable

Stakeholder Engagement

A summary of the stakeholder process and how the stakeholder engagement was considered before finalizing the LCAP.

The district engaged in multiple avenues to engage stakeholders and gather input. Each school's Site Council acted as a Parent Advisory Group and provided input on school programs. Staff, student, and family survey results were also used as an opportunity to provide feedback that was then used to help identify needs, goals, and actions. The district met with both bargaining units on April 13, 2021 so that they could share on behalf of their groups what they believed was of most importance in developing our plan. DELAC representatives from every school met on 8/27/20 and 4/22/21 and were involved in conducting a needs assessment and sharing ideas for how to increase or improve services. Administrators were consulted and discussed LCAP actions at Administrative Council meetings on 2/24/21, 3/17/21, and 4/14/21. Finally, a public stakeholder input meeting was held on 4/22/21 to discuss various actions to increase or improve services.

A summary of the feedback provided by specific stakeholder groups.

A common theme that surfaced with students, staff and families was the need for counselors to address the mental health needs of students. Also of noted importance was a desire to increase classroom aides and site literacy teachers to support academic progress, as well as provide tutoring. Staff have expressed a need for ongoing professional development in how to meet the needs of students of trauma, differentiated instruction, and supporting EL students' academic language. Several stakeholder groups shared a desire for multiple opportunities for students to engage in extracurricular activities and to have safe, inviting playground and PE equipment. Many parents expressed a desire for Art and Music opportunities for their students. Staff members indicated that the district needed to have a full-time School Resource Officer to respond to the level of need within the student body. Union representatives shared a desire for upgraded ventilation in classrooms and on buses. EL families shared that they would like to continue with tutoring services and the parent liaison.

A description of the aspects of the LCAP that were influenced by specific stakeholder input.

Stakeholder input influenced several aspects of this LCAP. Significant resources have been allocated toward supporting student well-being through the addition of staffing (i.e., counselors, behavior techs), materials (SEL curriculum), and ongoing professional development at Tier 1 (i.e., Capturing Kids' Hearts) and Tier 2 levels, including the Trauma-Informed Academy through Beyond Consequences. Specific teams will be trained and utilized to address students who are most at-risk, including SART, Hope, BLT, and Leadership teams.
Input regarding student engagement has led to leveraging resources to upgrade campus playgrounds, maintaining a wide variety of sports, clubs, and activities, and increasing messaging and incentives for good attendance.
The district will maintain its commitment to school safety. Stakeholder input resulted LCAP actions such as reinstating a full-time SRO, new buses with upgraded ventilation, upgrading classroom ventilation, and an increase in campus video cameras.
Stakeholder input regarding academic achievement had a direct impact on reinstating student supports such as instructional coaches and classroom aides. Ongoing professional development will target implementation of CCSS in all content areas, high-leverage teaching strategies, and supports learner needs such as LI, EL, FY. A commitment to weekly teacher collaboration will continue with efforts toward continuous improvement. A process that is data-driven and focuses on improving teaching and learning will be followed with teachers providing concrete action steps toward a goal that is mutually agreed upon by grade level/department and uses a consistent metric to measure progress.

Newly adopted ELA/ELD curriculum will be implemented beginning in 2021/22 and each school/grade level will identify daily Designated ELD instruction in their classroom schedules. EL families will continue to receive support via the EL Family Services Coordinator.

Goals and Actions

Goal

Goal #	Description
1	All students will receive high quality instruction in order to progress toward meeting/exceeding academic standards.

An explanation of why the LEA has developed this goal.

As a result of the pandemic, students achievement results have declined. According to i-Ready reading, 45% students were at/above grade level in Trimester 2 of 2020; that decreased to 38% in 2021. For math, students at/above grade level decreased from 38% to 31%. In 2019, only 46% of ELL students were progressing toward English proficiency. The district must continue to focus on essential standards, accelerated learning, and additional academic support for students who are struggling in order to address unfinished learning and decrease the achievement gap that exists for low income, ELL, and FY.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Percentage of students who make progress toward meeting standards as measured by CAASPP. Pupil Achievement (Priority 4)	In 2019, 48% of students met or exceeded grade level standard on the CAASPP test in English/Language Arts and 39% in Math. ELA: 3rd: 49%, 4th: 46%, 5th:50%, 6th: 47%, 7th:50%, 8th: 47% Math: 3rd: 39%, 4th: 51%, 5th:43%, 6th: 28%, 7th: 35%, 8th: 37%				53% or more of students will meet/exceed standards in ELA and at least 45% in math.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Percentage of EL pupils who make progress toward English proficiency as measured by ELPAC Pupil Achievement (Priority 4)	In 2019, 46.2% of students were making progress towards English language proficiency according to the ELPAC.				At least 50% of students will be making progress toward English language proficiency as measured by ELPAC.
EL Reclassification Rate Pupil Achievement (Priority 4)	In 2020, 10.5% of EL students were reclassified as English proficient.				At least 15% of EL students will be reclassified as English proficient.
Credentialed Teachers Basic Services: Conditions of Learning (Priority 1) Maintenance	100% of teachers in the LEA are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching.				100% of teachers in the LEA are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching.
Early Literacy/BPST (1st & 2nd gr) Pupil Achievement (Priority 4)	2021 T2 Basic Phonics Skills Test (BPST) data reflects the percent of students meeting grade level standard: 1st: 29% 2nd: 37%				By T2 of 2024, at least 50% of students in 1st & 2nd grade will meet grade level benchmarks as measured by the BPST.
Reading: i-Ready 2nd-8th Pupil Achievement (Priority 4)	In T2 2021 38% of students scored at or above grade level in reading.				By T2 of 2024, at least 45% of students will score at or above grade level in Reading

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	2021 T2 iReady assessment data reflecting the percent of students scoring at or above grade level standard: Reading: 2nd: 38%, 3rd: 52%, 4th: 37%, 5th: 32%, 6th: 37%, 7th: 39%, 8th: 36%.				as measured by i-Ready Diagnostic.
Math: i-Ready 2nd-8th Pupil Achievement (Priority 4)	In T2 2021 31% of students scored at or above grade level in math. 2021 T2 iReady assessment data reflecting the percent of students scoring at or above grade level standard: Math: 2nd: 27%, 3rd: 24%, 4th: 32%, 5th: 33%, 6th: 37%, 7th: 32%, 8th: 28%				By T2 of 2024, at least 40% of students will score at or above grade level in Math as measured by i-Ready Diagnostic.
Implementation of State Standards: Conditions of Learning (Priority 2)	The implementation of state board adopted academic content and performance standards for all students, including the programs and				The implementation of state board adopted academic content and performance standards for all students, including the programs and

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	services to enable English learners to access the CCSS and the ELD standards for purposes of gaining academic content knowledge and English language proficiency				services to enable English learners to access the CCSS and the ELD standards for purposes of gaining academic content knowledge and English language proficiency
Sufficient access to standards-aligned instructional materials. Basic Services: Conditions of Learning (Priority 1)	Every pupil in the school district has sufficient access to standards-aligned instructional materials as evidenced by annual textbook audit.				Every pupil in the school district has sufficient access to standards-aligned instructional materials as evidenced by annual textbook audit.
Access to Broad Course of Study (Priority 7)	All students have access to and are enrolled in a broad course of study including courses described under EC 51210, 51220(a)-(i), including the programs and services developed and provided to unduplicated pupils and individuals with exceptional needs, and the programs and services that are provided to benefit these pupils, as				All students have access to and are enrolled in a broad course of study including courses described under EC 51210, 51220(a)-(i), including the programs and services developed and provided to unduplicated pupils and individuals with exceptional needs, and the programs and services that are provided to benefit these pupils, as

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	evidenced by student course enrollment in PowerSchool.				evidenced by student course enrollment in PowerSchool.
STAR Reading 2nd-8th Pupil Achievement (Priority 4)	In T2 2021 45% of students scored at or above grade level on the STAR Reading test. 2021 T2 STAR Reading assessment data reflecting the percent of students scoring at or above grade level standard: Reading: 2nd: 74%, 3rd: 60%, 4th: 50%, 5th: 36%, 6th: 36%, 7th: 37%, 8th: 31%.				By T2 of 2024, at least 55% of students will score at or above grade level as measured by STAR Reading Test.

Actions

Action #	Title	Description	Total Funds	Contributing
1	Teacher Collaboration	Twenty weekly collaboration hours will be provided to teachers during the school year with a focus on teaching & learning and use of student data or evidence of learning. Performance Task Calibration & Scoring - teachers will be provided an option of release time or paid time after school for the purpose of collaboratively scoring trimester performance tasks. Each trimester, Teachers will be given the opportunity to review student assessment data as a grade level (or department) team with release time in order to determine intervention needs.	$875,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		Teachers will have the opportunity to increase effective instructional practices by participating in lesson study or peer observations (release time).		
2				
3	Professional Development: Implementation of State Standards	Provide professional development via 3 staff development days, release days, summer days (up to 5 days planning priority instruction and 15 hours of approved courses), coaching, and after school opportunities to build capacity in effective instruction, CCSS, curriculum implementation: literacy, science, math, social studies, academic language development, ELD standards (integrated & designated), UDL. K-3 teachers will have opportunity to participate in the multi-year literacy project provided by Reach Higher Shasta (or SCOE). New Teachers will participate in the district's 2-year Research to Action plan (specific professional development designed for teachers new to the district)	$719,823.00	Yes
4	Class Size Reduction	The district will maintain reduced teacher:student ratios in TK-3 classes to increase service and opportunities for students. An additional 8 teachers allows for an average class size of 22 students.	$773,562.00	Yes
5	Extended Day Learning	Extended day learning will be available for students before/after school 3-4 days a week and provided by certificated or classified staff. May include bus transportation. Funded by ELO for 2021/22 ($50,000) and LCFF for 2022-2024		Yes

Action #	Title	Description	Total Funds	Contributing
6	Effective use of Technology	Continue instructional technology coaching to provide staff development and training for teachers and students to enhance learning (Title II). Focus is to prepare our students for 21st century learning and mastery of California Standards and continued implementation of Google Suite for Education. Maintain funding for digital learning programs to support instruction. Future Classroom Committee Purchase replacement technology infrastructure/tools/equipment. Maintain classified and certificated support staff to support technology assets. Ensure Access/Connectivity for students - 1:1 devices; Internet access if needed.	$666,630.00	Yes
7	Academic Interventions	Aide support and supplementary materials to provide small group, targeted instruction to underperforming students (LI, ELL, FY). May include aides in TK classrooms to decrease staff:student ratio. Site Literacy teachers serve each school site to provide coaching in effective instruction & intervention. A district math coach will provide teacher professional development focused on increasing student number sense and mathematically reasoning and to implement the Standards for Mathematical Practices. (Title I). Sites will maintain library services/materials to provide ongoing access to books at appropriate reading levels for students.	$2,340,481.00	Yes
8	ELL Support	Continue interpreter services and family liaison support to promote ELL progress. Additional tutoring groups will be offered (during school day or after school). Classroom schedules will indicate daily, designated ELD instruction.	$58,842.00	Yes

Action #	Title	Description	Total Funds	Contributing
9	Special Education Support	At least once a year and whenever updated, district Special Education personnel will meet with general education personnel to inform them of student goals/services, accommodations and modifications in their IEP. Special Education specific professional development will occur at least 3x a year. Professional Development for general ed teachers on inclusion and support of SWD (UDL) provided at least once a year.		No

Goal Analysis [2021-22]

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

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

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

A report of the Estimated Actual Expenditures for last year's actions may be found in the Annual Update Expenditures Table.

Goals and Actions

Goal

Goal #	Description
2	All schools will promote and increase student, family, and community engagement.

An explanation of why the LEA has developed this goal.

During 2020-21, the district's chronic absence rate increased from 8% to 19.8%. Although the pandemic resulted in challenges such as Distance Learning, quarantine and isolation, the district needs to be proactive as conditions return to normal so that students resume high levels of attendance. The district also has had a high suspension rate of 6.6% in 2019 and 9% for Students with Disabilities. This speaks to the need for increasing students' engagement and connection with school in a positive manner and addressing social-emotional and behavioral challenges, including the unique needs of students with disabilities. Parents will also be offered classes to build capacity in dealing with challenging behaviors at home. Currently we have only 740 parents responding to the annual family survey and need to find better ways to engage families with the school community. Elected parent representatives serve on each School's Site Council which acts as the Parent Advisory Council, and the district will continue inviting parent participating in this governing body. Survey data indicated a desire for students to continue have multiple opportunities to participate in activities, clubs, sports, GATE, and other well-rounded educational opportunities, such as Art and Music. The district will maintain staffing in order to offer Music at all jr high programs.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Chronic Absence Rate Pupil Engagement (Priority 5)	As of February 21, 2020 (P2), Chronic Absenteeism was at 8%. Site Absenteeism rates 2020: Alta Mesa: 7% Boulder Creek (K-8): 6% Lassen View: 10% Mistletoe (K-8): 5% Parsons Jr. High: 6% Rother: 20% Shasta Meadows: 9%				The district average for Chronic Absenteeism will be below 10%.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	As of March 15, 2021 (P2), Chronic Absenteeism was at 19.8%. Site Absenteeism rates 2021: Alta Mesa: 21% Boulder Creek (K-8): 11% Lassen View: 28% Mistletoe (K-8): 19% Parsons Jr. High: 19% Rother: 37% Shasta Meadows: 20%				
Suspension Rate School Climate (Priority 6)	According to the 2019 CA Dashboard, the district's overall suspension rate was 6.6%. As of February 21, 2020 (P2), the district suspension rate of unduplicated students was at 4%. Site Suspension rates: Alta Mesa: 4% Boulder Creek (K-8): 2% Lassen View: 3% Mistletoe (K-8): 3% Parsons Jr. High: 11% Rother: 6% Shasta Meadows: 2%				Reduce overall suspension rate to 5.5% or less.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Parent Participation in Advisory Committees Parent Involvement (Priority 3)	28 parents participate in School Site Councils (PAC) to provide input on school operations.				28 or more parents participate in School Site Councils (PAC) to provide input on school operations.
Student Survey Data Pupil Engagement (Priority 5)	In 2021, 79.7% of students answered "yes" or "most of the time" to the question, "I am happy at this school."				Maintain an average of 79% or more of positive responses on student survey question, "I am happy at this school."
Pupil outcomes in subject areas described in 51210 and 51220 (a)-(i), including Social Studies, PE, Art, Health, Music) Other Pupil Outcomes (Priority 8)	In 2019-20, all 1-8 students had PE in their class schedule and 6-8 electives were offered, such as Music and Art as indicated in PowerSchool bell schedules.				By 2023-24, In 2019-20, all 1-8 students will maintain PE in their class schedule and 6-8 electives were offered, such as Music and Art as indicated in PowerSchool bell schedules..
Parent Survey Participation Parent Involvement (Priority 3)	In 2021, 740 parents responded to their school's survey. Site Parent responses: Alta Mesa: 73 Boulder Creek: 314 Lassen View: 122 Mistletoe: 27 Parsons: 41 Rother: 102 Shasta Meadows: 61				By 2024, at least 800 parents/families will respond to the school survey.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Students with Disabilities Suspension Rate School Climate (Priority 6)	According to the CA Dashboard in 2019, the suspension rate for students with disabilities was 9%.				By 2024, the suspension rate for students with disabilities will decrease to 6% or less.
School Attendance Rate Pupil Engagement (Priority 5)	In March 2021, overall attendance rate was 90.23% Alta Mesa - 92.41 Boulder Creek - 92.7 Lassen View - 92.18 Mistletoe - 92.8 Parsons - 85.43 Rother - 84.9 Shasta Meadows - 91.22 By comparison, overall attendance rate in March 2019 was 95.03%				By March 2024, overall attendance rate will be 95% or greater.
Middle School Dropout Rate Pupil Engagement (Priority 5)	No students have dropped out of Middle School in 2020-21				By 2023-24 no students will have dropped out of Middle School.

Actions

Action #	Title	Description	Total Funds	Contributing
1	SART Teams: reducing chronic absences	Schools will utilize SART teams to intervene with families of students with poor attendance. Includes professional development for staff and paid time and/or sub time for meetings. Funding for attendance incentives and positive messaging. Attendance monitoring service through A2A ($50,000)	$161,300.00	Yes
2	Promoting Parent Involvement	Communication with parents will be provided by, but not limited to, the following: School Messenger, Bloomz, Class Dojo, Newsletters, district/school website, Reader Boards ($328,000). Each school site will offer Family Night events to welcome parents to the school. The district will sponsor Parent Ed Classes, such as Love & Logic or Beyond Consequences ($7,000). The district will provide staff development on parent involvement (cost included elsewhere). Annual Surveys will be given to gather parent input, as well as general stakeholder input meetings and Site Councils.	$335,004.00	Yes
3	Sports & Clubs/Activities to promote pupil engagement	Each school site will maintain multiple opportunities for students to participate in extracurricular activities, including athletics and other clubs (i.e., Art, Garden, WEB, Odyssey/GATE) to promote student engagement. WES Camp Funds ($96,428) 1st & 2nd grade swim lesson opportunity ($33,000)	$178,514.00	Yes
4	Programs and services for individuals with exceptional needs	Special ed staff will be provided training in the development, implementation, and revision of effective Behavior Intervention Plans. Special ed staff will be provided professional development on de-escalation strategies, supporting positive behavior,		No

Action #	Title	Description	Total Funds	Contributing
		Site administrators will receive training in de-escalation and safe restraint procedures, such as ProAct, and ongoing professional development on alternatives to suspension.		
5	Well-rounded Educational Opportunities	Students will have opportunities for a well-rounded education that may include Art, Music, College & Career ($7,000), Health/Nutrition. At the K-5 level, this will be provided within self-contained classrooms with supplementary materials (including PE equipment) and may include approved outside providers/guest speakers. 6-8 programs (Parsons, Boulder Creek, Mistletoe) will have access to at least one elective specific teacher, such as Music.	$489,564.00	Yes
6	FY/Homeless Students	The District Foster Youth Liaison will regularly participate in Shasta County Office of Ed meetings/training and coordinate on-site support for homeless students or foster youth. This includes transportation costs for homeless students.	$8,000.00	Yes

Goal Analysis [2021-22]

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

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

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

A report of the Estimated Actual Expenditures for last year's actions may be found in the Annual Update Expenditures Table.

Goals and Actions

Goal

Goal #	Description
3	All schools will promote a safe learning environment that includes well-maintained facilities and systems of supports for student/staff and social-emotional growth and well-being.

An explanation of why the LEA has developed this goal.

School safety continues to be of paramount importance. The effects of the pandemic have led to an increased need for social emotional supports as evidenced by survey responses, increased counseling referrals and threat assessments, and an increase in expulsions. As a result, the district has developed actions to increase efforts to support student well-being at the Tier 1 prevention level and Tier 2 intervention level. Additionally, measures to provide physical safety on campus will be increased/improved so that stakeholder input remains high with regard to feeling safe at school and knowing what to do in an emergency. These include the need for improved/increased transportation, counseling and behavior tech support, professional development, health services, SRO, facility upgrades, etc.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Student Survey: School Climate (Priority 6)	In 2021, 97% of students reported that "my school helps me know what to do in an emergency." Site rates 2021: Alta Mesa: 98.5% Boulder Creek (4-8): 95.4% Lassen View: 96.1% Mistletoe (4-8): 93.6% Parsons Jr. High: 93.9% Rother: 100% Shasta Meadows: 100%				90% or more of students will report that "my school helps me know what to do in an emergency."

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
School Facilities maintained in good repair. Basic Services (Priority 1)	0 Identified Instances Where Facilities Do Not Meet The “Good Repair” Standard (Including Deficiencies and Extreme Deficiencies)				0 Identified Instances Where Facilities Do Not Meet The “Good Repair” Standard (Including Deficiencies and Extreme Deficiencies)
Expulsion Data School Climate: Engagement (Priority 6)	There were 4 expulsions as of P2 in 2020-21.				The district will have 0 expulsions in 2023-24.

Actions

Action #	Title	Description	Total Funds	Contributing
1	Social-Emotional & Behavioral Supports (Tier 2)	The district will maintain counselors (cost included elsewhere) and behavior techs (cost included elsewhere) at each school site in order to support the mental health and well-being of students. To support the implementation of an effective school counseling program, district counselors will participate in the monthly School Counselor Collaborative provided by the Shasta County Office of Education and monthly district meetings. Counselors will utilize intervention curriculum/materials (i.e., Zones) for addressing social skills or other self-management skills, and help develop support resources such as classroom calm corners and/or sensory rooms/wellness centers. The district will support school sites with access to tools such as alternative seating, maintain support of the community mentor program, and provide access to incentive programs such as Ninja Warriors.	$137,500.00	Yes

Action #	Title	Description	Total Funds	Contributing
2	Transportation	The district will provide transportation to students who live outside the identified "walk zone" to increase safety and promote attendance.	$416,000.00	Yes
3	Campus Safety & Maintenance	The district will use the service of Raptor Technology to effectively screen and monitor all school visitors and volunteers. 100 additional security cameras will be installed on school sites to improve visibility and safety. 31 HVAC systems will be replaced and safety improvements made to facilities. Playground surfaces and/or equipment will be updated to improve safety where most needed.	$1,020,000.00	Yes
4	Social-Emotional Learning & Well-Being (Tier 1 Prevention)	SEL curriculum, My Best Me, for pilot teachers grades K-8 Bullying prevention, including CIPA training in grades 3-8, at all school sites (i.e., Assemblies, Guest Speakers, School-wide Initiatives, Parent Communication). All school sites will utilize positive behavior recognition.	$62,250.00	Yes
5	Professional Development: School Climate	Provide ongoing staff training in Capturing Kids' Hearts, Trauma-Informed Practices, classroom behavior management, school culture, Restorative Justice, PBIS, SEL curriculum, and/or Hope Teams. All district staff will have access to annual training with the understanding of assessing and supporting individuals with suicidal ideation and the non-clinical assessment of suicide. All school counselors will receive training in use of threat assessments and student safety plans.	$140,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
6	Multi-tiered System of Supports	The district MTSS committee will continue work to improve efforts in effectively meeting student needs and will attend related trainings (i.e., SST process) through the County Office. Each school will conduct regular BLT (Building Level Team Meetings) to expedite intervention support, with substitute funds provided for teacher release time. Teams will use data-informed decisions making. Additional vice principal support at Parsons Jr High(.5).	$70,514.00	Yes
8	School Resource Officer	The district will partner with the Redding Police Department to provide a School Resource Office for assistance with student wellness checks and overall school safety, positive connections with students & families, and support with disciplinary incidents that pose a threat to school or student safety.	$84,000.00	Yes
10	COVID Protocols	District personnel will continue to implement COVID-related safety protocols in accordance with the California Department of Public Health's Guidance for Schools. Includes funds for testing, cleaning, PPE, and vaccine initiatives for staff.	$100,000.00	No
11	Health Services	Continued support for middle school sites and provision of additional Health Clerk support needed at K-5 sites to serve high need students and severe health risk students during peak hours of the day. The district will maintain two nurses on staff.	$404,409.00	Yes

Goal Analysis [2021-22]

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

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

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

A report of the Estimated Actual Expenditures for last year's actions may be found in the Annual Update Expenditures Table.

Goals and Actions

Goal

Goal #	Description
4	

An explanation of why the LEA has developed this goal.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24

Actions

Action #	Title	Description	Total Funds	Contributing

Goal Analysis [2021-22]

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

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

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

A report of the Estimated Actual Expenditures for last year's actions may be found in the Annual Update Expenditures Table.

Goals and Actions

Goal

Goal #	Description
5	

An explanation of why the LEA has developed this goal.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24

Actions

Action #	Title	Description	Total Funds	Contributing

Goal Analysis [2021-22]

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

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

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

A report of the Estimated Actual Expenditures for last year's actions may be found in the Annual Update Expenditures Table.

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2021-22]

Percentage to Increase or Improve Services	Increased Apportionment based on the Enrollment of Foster Youth, English Learners, and Low-Income students
21.92%	6,527,124

The Budgeted Expenditures for Actions identified as Contributing may be found in the Increased or Improved Services Expenditures 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.

Improving Teacher Collaboration: FY, EL, and LI students all experience lower levels of academic achievement (orange) than average (yellow), with FY most negatively impacted. EL and LI demonstrated an increase of about 2 points each since implementing weekly teacher collaboration. Teachers need regular opportunities to focus on effective teaching strategies to address the needs of lower-achieving students to reduce the achievement gap. Collaboration time is focused on that purpose. Research (John Hattie) indicates that collective teacher efficacy has a high effect size on student learning. Based on these actions, we expect that academic achievement levels will improve for EL, LI, and FY.

Improving & Increasing Professional Development - Implementation of State Standards: FY, EL, and LI students all experience lower levels of academic achievement (orange) than average (yellow), with FY most negatively impacted. Staff development days, release days, summer days, coaching, and after school opportunities are all designed to build capacity in effectively addressing needs of underachieving students, including integrated/designated ELD, academic language development (low income students come to school with fewer vocabulary words and less formal language structure), and Universal Design for Learning to increase equity.
K-3 teachers will have the opportunity to participate in the multi-year literacy project provided by Reach Higher Shasta (or SCOE) that relies on research-based science of reading to ensure that our under-resourced students receive high-quality reading instruction to meet benchmarks. After a year of interrupted learning, primary students have shown the most significant declines in early reading skills, but all students have been impacted. Continued learning with regard to essential standards, accelerating learning, and addressing prerequisite skills is needed.
Reading scores went from 43% of students at/above grade level (Feb '20) to 38% (Feb '21) and from 37% to 31% in Math, as measured by i-Ready Diagnostic. In Trimester 2 i-Ready Reading (grades 2-8), 22% of EL, 32% of LI, and 8% of FY were at/above grade level, compared to 38% overall. In i-Ready Math, 12% of EL, 25% of LI, and 4% of FY were at/above grade level, compared to 31% overall (subgroups included in the overall average for reading and math). As the pandemic's impact has been felt disproportionately in the community, we are

also seeing evidence that learning loss is more significant among our socioeconomically disadvantaged students and English Language learners. For our first and second graders, the impact on foundational literacy and math has been most significant, given the loss of instructional minutes from the spring of 2020. We are seeing a decreased number of our primary grade students meeting reading benchmarks. At the end of the second trimester in 2020, 51% of our first and second graders were meeting benchmark according to the BPST; however, in 2021 that fell to 33% overall. Losses were greater for our subgroups: EL - 22%, LI - 32%; FY were also at 33%, but that was only 6 students. We expect these actions to enable teachers to better address the academic needs of EL, LI, and FY which will result in improved outcomes.

Increasing Class Size Reduction: FY, EL, and LI students have greater academic and social-emotional needs. Therefore, reducing class sizes allows for greater teacher-student attention at the K-3 level. These student groups are of primary consideration, although other student groups will benefit as well. In Trimester 2 i-Ready Reading (grades 2-8), 22% of EL, 32% of LI, and 8% of FY were at/above grade level, compared to 38% overall. In i-Ready Math, 12% of EL, 25% of LI, and 4% of FY were at/above grade level, compared to 31% overall (sub groups included in the overall average for reading and math). Based on these actions we expect teachers to better address the needs of EL, LI, and FY which will result in improved outcomes.

Increasing Extended Day Learning: FY, EL, and LI students all experience lower levels of academic achievement (orange) than average (yellow), with FY most negatively impacted. Prior to 2020-21, extended day learning was producing academic gains for these student groups. These groups were given priority to participate. With the pandemic, these groups have experienced greater learning loss and the need for more instructional time, in a small group that is targeted toward learning needs, is critical to addressing learning gaps. Pre and post data is gathered on students participating in extended day tutoring to monitor progress and effectiveness. Based on the increased instructional time and support, we expect that academic achievement levels will improve for EL, LI, and FY.

Improving use of Technology: FY, EL, and LI students have less access to technology at home and therefore, it is important that district schools provide access to devices and connectivity as well as develop students' skills in technology use as a learning tool as part of College/Career Readiness. In addition, many of the digital programs allow for more individualized practice based on student skill level and allow for access to reading materials that match student skill level. We expect these actions to lead to increased student engagement for FY, EL, and LI students which will result in increased attendance, lower suspensions, and increased academic achievement.

Increasing Academic Interventions: FY, EL, and LI students make up the majority of students in need of intervention to address learning gaps. In Trimester 2 i-Ready Reading (grades 2-8), 22% of EL, 32% of LI, and 8% of FY were at/above grade level, compared to 38% overall. In i-Ready Math, 12% of EL, 25% of LI, and 4% of FY were at/above grade level, compared to 31% overall (sub groups included in the overall average for reading and math). Aide support and supplementary materials are needed to provide small group, targeted instruction to underperforming students, specifically LI, ELL, FY students who are consistently underperforming. Progress monitoring of intervention groups provides feedback as to whether an intervention is effective.
Sites will maintain library services/materials to provide ongoing access to books for low income students and to provide high-interested, level reading materials to LI, ELL, FY students. STAR Reading results indicate that 18% of EL, 41% of LI, and 29% of FY are at/above grade level, compared to 46% overall. Based on these actions, we expect that academic achievement levels will improve for EL, LI, and FY.

Increasing & Improving SART Teams: FY, EL, and LI students have higher rates of chronic absences and as such are targeted through the SART team intervention process to increase attendance rates. According to the 2019-20 CA Dashboard, both EL and LI student groups went down two bands in chronic absence (green to orange) from the previous year. FY actually improved by 1 color band (yellow to green).

In comparison, white students had a chronic absence rate of 7.2% while LI was 10.2%, FY was 9.4%. EL students were at 6.6% but had increased by .5% from the previous year. Based on these actions we expect to increase student attendance for EL, LI, and FY.

Increasing Parent Involvement: FY, EL, and LI students' families are less involved at school, as evidenced by survey participation (about 15% of parents respond) and attendance at parent events.
Communication with parents has been modified to attempt to align with parent preference and will be provided by, but not limited to, the following: School Messenger, Bloomz, Class Dojo, Newsletters, district/school website, Reader Boards, Attendance Messaging. Staff also demonstrate a need for progressional development on how to partner with parents of FY, EL, and LI students. We expect these actions to increase student engagement and attendance for EL, LI, and FY.

Increasing Sports & Clubs/Activities to promote pupil engagement: These opportunities are linked to improved attendance and decreased disciplinary incidents. Because FY, EL, and LI students are overrepresented in chronic absences and suspensions, each school site will maintain multiple opportunities for students to participate in extracurricular activities, including athletics and other clubs (i.e., Art, Garden, WEB, Odyssey/GATE).
1st & 2nd grade swim lesson opportunity specifically targets low-income students who generally do not have swim lessons provided by their families. Because 70% of students are low-income, the lessons are provided for the whole class at these grade levels. We expect these actions to lead to increased student engagement for FY, EL, and LI students which will result in increased attendance, lower suspensions, and increased academic achievement.

Increasing Well-rounded Educational Opportunities: FY, EL, and LI students have limited opportunities for art and music lessons outside of school. Poor nutrition is also a common problem with these student groups. The opportunities for a well-rounded education that may include Art, Music, College & Career, Health/Nutrition are developed with these student groups in mind primarily. At the K-5 level, this will be provided within self-contained classrooms with supplementary materials (including PE equipment) and may include approved outside providers/guest speakers. 6-8 programs (Parsons, Boulder Creek, Mistletoe) will have access to at least one elective specific teacher, such as Music. We expect these actions to lead to increased student engagement for FY, EL, and LI students which will result in increased attendance, lower suspensions, and increased academic achievement.

Increasing & Improving Social-Emotional & Behavioral Supports (Tier 2): FY, EL, and LI students were considered first due to the higher percentage who have greater social-emotional needs and do not access support outside of school (based on counseling referrals). Even though FY have outside services, they often require a high degree of support during the school day as well. These needs have resulted in an increase of counseling support and interventions available at each school site, primarily for these student groups, although other students may benefit as well. FY, EL, and LI students are given priority for receiving these supports at school.
Overall suspension rates in 2019 were 6.6%. EL students had a much lower rate at 3.1%; while FY was at 15.3% and LI at 7.5%. Both FY and LI rates indicate a need for increased social-emotional and behavioral supports.
We expect these actions to lead to increased student well-being for FY, EL, and LI students which will result in increased attendance, lower suspensions, and increased academic achievement.

Increasing & Improving Transportation: The district will provide transportation to students who live outside the identified "walk zone" to increase safety and promote attendance. FY, and LI students are less likely to have parents who are able to provide transportation to school

and have higher chronic absence rates; hence, they are the primary consideration with regard to providing transportation. We expect these actions to result in increased attendance for students LI, and FY students in particular.

Increasing Campus Safety: Protecting the safety and privacy of our FY students is of primary consideration here. FY and LI suspension rates are higher than average and these measures contribute to an overall safe and orderly learning environment. However, all students will benefit from increased safety measures.
Overall suspension rates in 2019 were 6.6%. EL students had a much lower rate at 3.1%; FY - 15.3% and LI - 7.5%. The FY suspension rate requires additional intervention. We expect these actions to result in an increase in student well-being and safety, resulting in a decrease in suspensions for LI and FY students in particular.

Increasing Social-Emotional Learning & Well-Being (Tier 1 Prevention): FY, EL, and LI students are considered first with Tier 1 prevention strategies. FY and LI students are over represented in chronic absence, and disciplinary incidents and ACE scores. All 3 subgroups are underperforming academically. Intentionally teaching social-emotional skills and positive behavior is important to promote student engagement and well-being, especially for FY, EL, and LI students.

Increasing Professional Development - School Climate: FY, EL, and LI students are considered first with Tier 1 prevention strategies. These students are over represented in chronic absence, academic deficits, counseling referrals, ACEs, and disciplinary incidents. Intentionally training staff in how to support social-emotional skills, respond to students of trauma and promote positive behavior is important to promote student engagement and well-being and promote a positive school climate, especially for FY, EL, and LI students.

Improving Multi-tiered System of Supports: FY, EL, and LI students are considered first with the development of MTSS. These students are over represented in chronic absence, academic deficits, counseling referrals, ACEs, and disciplinary incidents. The use of Building Level Teams to expedite supports and interventions, especially for FY, EL, and LI students, will allow these students to access supports quickly. Most BLTs are focused on students in these subgroups, and this system of supports will lead to improved outcomes for FY, EL and LI students.

Increasing School Resource Officer: FY, EL, and LI students and families often do not have a positive relationship with law enforcement. Having a frequent SRO presence on campus allows these student groups in particular to build a trusting relationship with see law enforcement. These students are overrepresented in chronic absence, academic deficits, counseling referrals, ACEs, and disciplinary incidents. The SRO position will be increased from half-time to full-time in order to assist with self-harm and other threat assessments to promote campus and student safety, and although primarily serving FY, EL, and LI students, all students will also benefit.

Increasing Health Services: FY, EL, and LI students tend to have higher ACE scores which we know is related to physical and mental health. Many students in these groups have medical conditions that benefit from increased access to health services at school, even though all students will benefit. The district will increase health staff to two full-time nurses. These actions will result in increased student well-being, which will lead to increased attendance and academic achievement for FY, EL and LI students.

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

The percentage required for increasing and improving services to FY, EL, and LI students is represented in the actions described. These actions/services would not be possible without the apportionment allotted through Supplemental/Concentration funding. These services target the specific, identified needs of FY, EL, and LI students in order to increase equity, reduce the achievement gap, and address the lack

of resources that these student groups experience. These actions are expected to increase engagement, safety, social-emotional well-being, learning, and resources (i.e., health services, devices, connectivity), and will result in improved student outcomes and greater equity.

Total Expenditures Table

LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
$7,037,079.00		$274,685.00	$1,729,629.00	$9,041,393.00

Totals:	Total Personnel	Total Non-personnel
Totals:	$5,905,411.00	$3,135,982.00

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1	English Learners Foster Youth Low Income	Teacher Collaboration	$875,000.00				$875,000.00
1	3	English Learners Foster Youth Low Income	Professional Development: Implementation of State Standards	$510,423.00			$209,400.00	$719,823.00
1	4	English Learners Foster Youth Low Income	Class Size Reduction	$773,562.00				$773,562.00
1	5	English Learners Foster Youth Low Income	Extended Day Learning					
1	6	English Learners Foster Youth Low Income	Effective use of Technology	$598,457.00			$68,173.00	$666,630.00
1	7	English Learners Foster Youth Low Income	Academic Interventions	$1,224,081.00			$1,116,400.00	$2,340,481.00
1	8	English Learners	ELL Support	$20,000.00			$38,842.00	$58,842.00
1	9	Students with Disabilities	Special Education Support					
2	1	English Learners Foster Youth Low Income	SART Teams: reducing chronic absences	$100,000.00		$50,000.00	$11,300.00	$161,300.00

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
2	2	English Learners Foster Youth Low Income	Promoting Parent Involvement	$335,004.00				$335,004.00
2	3	English Learners Foster Youth Low Income	Sports & Clubs/Activities to promote pupil engagement	$178,514.00				$178,514.00
2	4	Students with Disabilities	Programs and services for individuals with exceptional needs					
2	5	English Learners Foster Youth Low Income	Well-rounded Educational Opportunities	$422,564.00			$67,000.00	$489,564.00
2	6	Foster Youth	FY/Homeless Students				$8,000.00	$8,000.00
3	1	English Learners Foster Youth Low Income	Social-Emotional & Behavioral Supports (Tier 2)	$137,500.00				$137,500.00
3	2	English Learners Foster Youth Low Income	Transportation	$416,000.00				$416,000.00
3	3	English Learners Foster Youth Low Income	Campus Safety & Maintenance	$1,020,000.00				$1,020,000.00
3	4	English Learners Foster Youth Low Income	Social-Emotional Learning & Well-Being (Tier 1 Prevention)	$62,250.00				$62,250.00
3	5	English Learners Foster Youth Low Income	Professional Development: School Climate				$140,000.00	$140,000.00
3	6	English Learners Foster Youth Low Income	Multi-tiered System of Supports				$70,514.00	$70,514.00
3	8	English Learners Foster Youth Low Income	School Resource Officer	$84,000.00				$84,000.00
3	10	All	COVID Protocols	$100,000.00				$100,000.00

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
3	11	English Learners Foster Youth Low Income	Health Services	$179,724.00		$224,685.00		$404,409.00

Contributing Expenditures Tables

Totals by Type	Total LCFF Funds	Total Funds
Total:	$6,937,079.00	$8,941,393.00
LEA-wide Total:	$5,712,998.00	$6,600,912.00
Limited Total:	$0.00	$8,000.00
Schoolwide Total:	$1,224,081.00	$2,340,481.00

Goal	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
1	**1**	Teacher Collaboration	LEA-wide	English Learners Foster Youth Low Income	All Schools	$875,000.00	$875,000.00
1	**3**	Professional Development: Implementation of State Standards	LEA-wide	English Learners Foster Youth Low Income	All Schools	$510,423.00	$719,823.00
1	**4**	Class Size Reduction	LEA-wide	English Learners Foster Youth Low Income	All Schools	$773,562.00	$773,562.00
1	**5**	Extended Day Learning	LEA-wide	English Learners Foster Youth Low Income	All Schools		
1	**6**	Effective use of Technology	LEA-wide	English Learners Foster Youth Low Income	All Schools	$598,457.00	$666,630.00
1	**7**	Academic Interventions	Schoolwide	English Learners Foster Youth Low Income	All Schools	$1,224,081.00	$2,340,481.00
1	**8**	ELL Support	LEA-wide	English Learners	All Schools	$20,000.00	$58,842.00
2	**1**	SART Teams: reducing chronic absences	LEA-wide	English Learners Foster Youth	All Schools	$100,000.00	$161,300.00

Goal	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
				Low Income			
2	2	Promoting Parent Involvement	LEA-wide	English Learners Foster Youth Low Income	All Schools	$335,004.00	$335,004.00
2	3	Sports & Clubs/Activities to promote pupil engagement	LEA-wide	English Learners Foster Youth Low Income	All Schools	$178,514.00	$178,514.00
2	5	Well-rounded Educational Opportunities	LEA-wide	English Learners Foster Youth Low Income	All Schools	$422,564.00	$489,564.00
2	6	FY/Homeless Students	LEA-wide Limited to Unduplicated Student Group(s)	Foster Youth	All Schools		$8,000.00
3	1	Social-Emotional & Behavioral Supports (Tier 2)	LEA-wide	English Learners Foster Youth Low Income	All Schools	$137,500.00	$137,500.00
3	2	Transportation	LEA-wide	English Learners Foster Youth Low Income	All Schools	$416,000.00	$416,000.00
3	3	Campus Safety & Maintenance	LEA-wide	English Learners Foster Youth Low Income	All Schools	$1,020,000.00	$1,020,000.00
3	4	Social-Emotional Learning & Well-Being (Tier 1 Prevention)	LEA-wide	English Learners Foster Youth Low Income	All Schools	$62,250.00	$62,250.00
3	5	Professional Development: School Climate	LEA-wide	English Learners Foster Youth Low Income	All Schools		$140,000.00
3	6	Multi-tiered System of Supports	LEA-wide	English Learners Foster Youth Low Income	All Schools		$70,514.00
3	8	School Resource Officer	LEA-wide	English Learners	All Schools	$84,000.00	$84,000.00

Goal	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
				Foster Youth Low Income			
3	**11**	Health Services	LEA-wide	English Learners Foster Youth Low Income	All Schools	$179,724.00	$404,409.00

Annual Update Table Year 1 [2021-22]

Annual update of the 2021-22 goals will occur during the 2022-23 update cycle.

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

Totals:	Planned Expenditure Total	Estimated Actual Total
Totals:		

Instructions

Plan Summary

Stakeholder Engagement

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 LCAP template, please contact the local 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 LEAs to engage their local stakeholders in an annual planning process to evaluate their progress within eight state priority areas encompassing all statutory metrics (COEs have ten state priorities). LEAs document the results of this planning process in the Local Control and Accountability Plan (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*] 52064(e)(1)). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. Local educational agencies (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 Stakeholder Engagement:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful stakeholder engagement (*EC* 52064(e)(1)). Local stakeholders 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* 52064(b)(4-6)).

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

- Annually reviewing and updating the LCAP to reflect progress toward the goals (*EC* 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 stakeholders 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 stakeholder engagement tool.

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 stakeholders and the public.

At its most basic, the adopted LCAP should attempt to distill not just what the LEA is doing, but also allow stakeholders 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 stakeholders 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 stakeholder engagement functions:

> Given present performance across the state priorities and on indicators in the California School Dashboard, how is the LEA using its budgetary resources to respond to 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 or a set of actions that the LEA believes, based on input gathered from stakeholders, research, and experience, will have the biggest impact on behalf of its 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 students and community. 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, stakeholder input, 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? 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.

Stakeholder Engagement

Purpose

Significant and purposeful engagement of parents, students, educators, and other stakeholders, 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 stakeholder engagement should support comprehensive strategic planning, accountability, and improvement across the state priorities and locally identified priorities (*EC* 52064(e)(1)). Stakeholder engagement is an ongoing, annual process.

This section is designed to reflect how stakeholder engagement influenced the decisions reflected in the adopted LCAP. The goal is to allow stakeholders that participated in the LCAP development process and the broader public understand how the LEA engaged stakeholders 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 stakeholder groups 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 stakeholder 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 stakeholder engagement 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 stakeholder process and how the stakeholder engagement was considered before finalizing the LCAP."

Describe the stakeholder engagement process used by the LEA to involve stakeholders in the development of the LCAP, including, at a minimum, describing how the LEA met its obligation to consult with all statutorily required stakeholder groups 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 stakeholders. A response may also include information about an LEA's philosophical approach to stakeholder engagement.

Prompt 2: "A summary of the feedback provided by specific stakeholder groups."

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

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

A sufficient response to this prompt will provide stakeholders and the public clear, specific information about how the stakeholder 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 stakeholder feedback described in response to Prompt 2. This may include a description of how the LEA prioritized stakeholder requests 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 stakeholder 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 stakeholders 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 stakeholders 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 stakeholders. 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 stakeholders, 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.

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 2020–2021 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**.

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 expenditure 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 expenditure 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. Minor variances in expenditures 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 stakeholders. 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 stakeholders with a comprehensive description, within a single dedicated section, of how an LEA plans to increase or improved services for its unduplicated students as compared to all students 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 stakeholders 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

This section must be completed for each LCAP year.

When developing the LCAP in year 2 or year 3, copy the "Increased or Improved Services" section and enter the appropriate LCAP year. Using the copy of the section, complete the section as required for the relevant LCAP year. Retain all prior year sections for each of the three years within the LCAP.

***Percentage to Increase or Improve Services*:** Identify the 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).

Increased Apportionment based on the enrollment of Foster Youth, English Learners, and Low-Income Students: Specify the estimate of the amount of funds apportioned on the basis of the number and concentration of unduplicated pupils for the LCAP year.

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.

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% 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% 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%: For school districts with an unduplicated pupil percentage of 55% 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%: For school districts with an unduplicated pupil percentage of less than 55%, 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% 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% 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. 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.

Expenditure Tables

Complete the Data Entry table for each action in the LCAP. The information entered into this table will automatically populate the other Expenditure Tables. All information is entered into the Data Entry table. Do not enter data into the other tables.

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

- Table 1: Actions
- Table 2: Total Expenditures
- Table 3: Contributing Expenditures
- Table 4: Annual Update Expenditures

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, provide the following information for each action in the LCAP for the relevant 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.
- **Increased / Improved**: 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 K-5), 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".

- **Personnel Expense**: This column will be automatically calculated based on information provided in the following columns:

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

  - **Total Non-Personnel**: This amount will be automatically calculated.

- **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).

- **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.