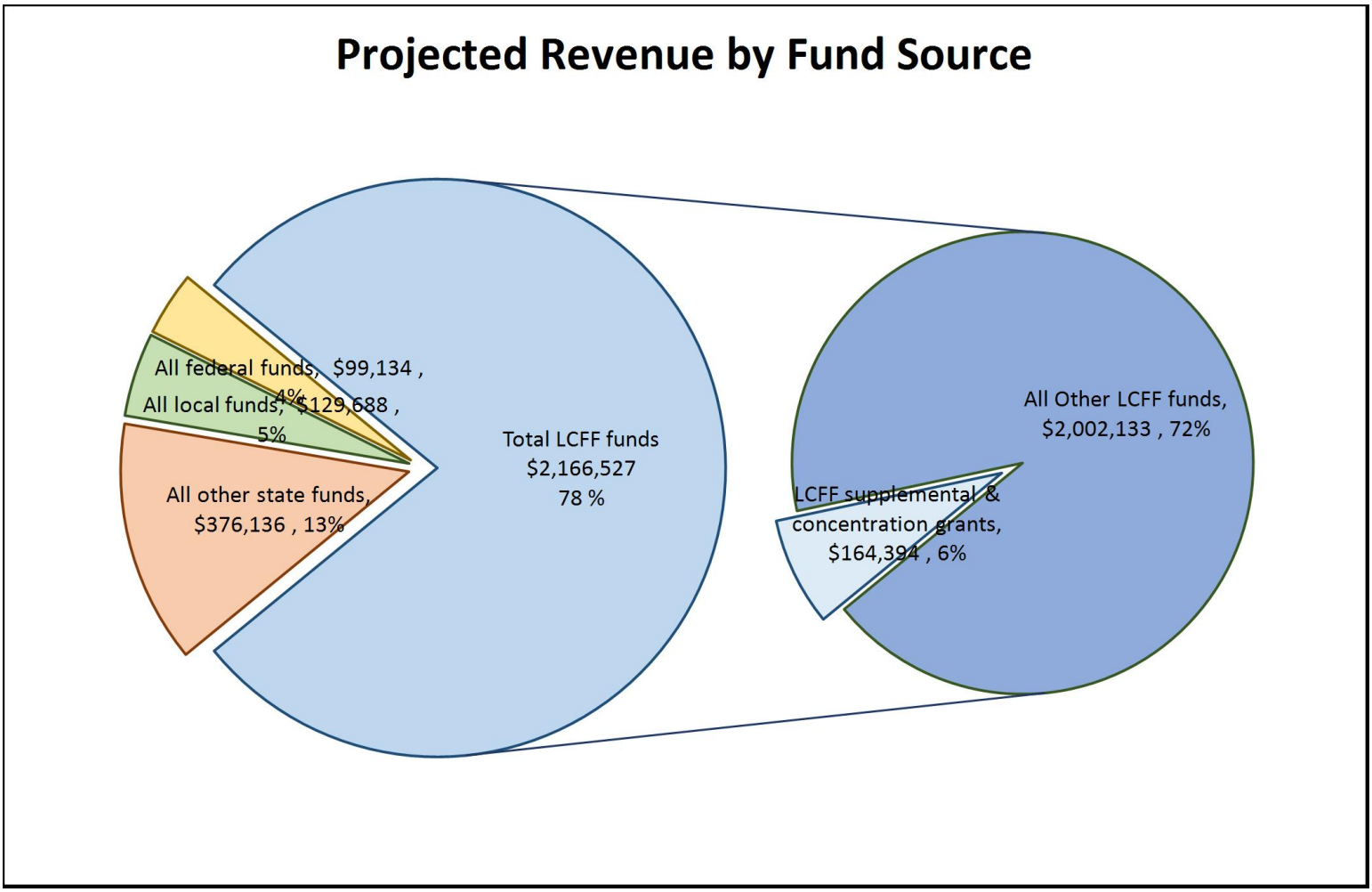
LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Blochman Union Elementary School District
CDS Code: 42 69112 6045264
School Year: 2022-23
LEA contact information:
Doug Brown
Superintendent/Principal
dbrown@blochmanusd.org
805-937-1148

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

Budget Overview for the 2022-23 School Year

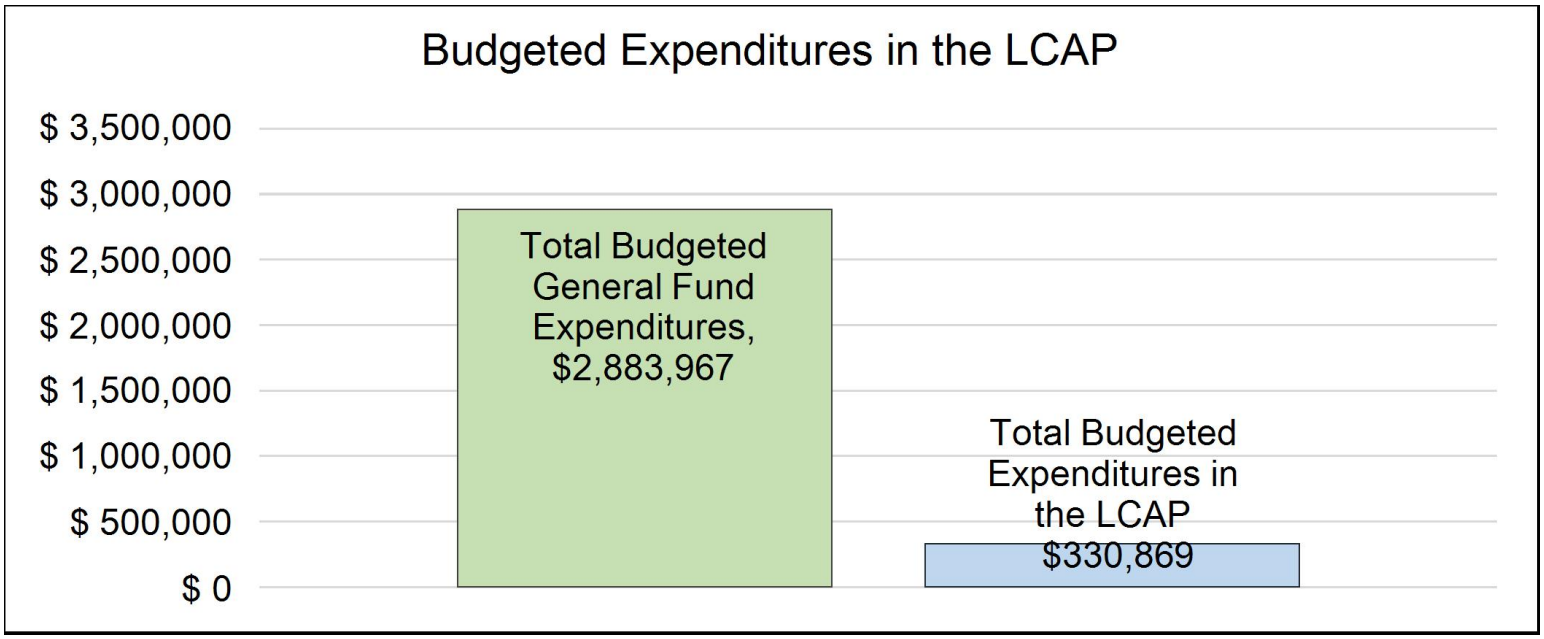


This chart shows the total general purpose revenue Blochman Union Elementary School District expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Blochman Union Elementary School District is $2,771,485, of which $2,166,527 is Local Control Funding Formula (LCFF), $376,136 is other state funds, $129,688 is local funds, and $99,134 is federal funds. Of the $2,166,527 in LCFF Funds, $164,394 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

The LCFF gives school districts more flexibility in deciding how to use state funds. In exchange, school districts must work with parents, educators, students, and the community to develop a Local Control and Accountability Plan (LCAP) that shows how they will use these funds to serve students.



This chart provides a quick summary of how much Blochman Union Elementary School District plans to spend for 2022-23. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Blochman Union Elementary School District plans to spend $2,883,967 for the 2022-23 school year. Of that amount, $330,869 is tied to actions/services in the LCAP and $2,553,098 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

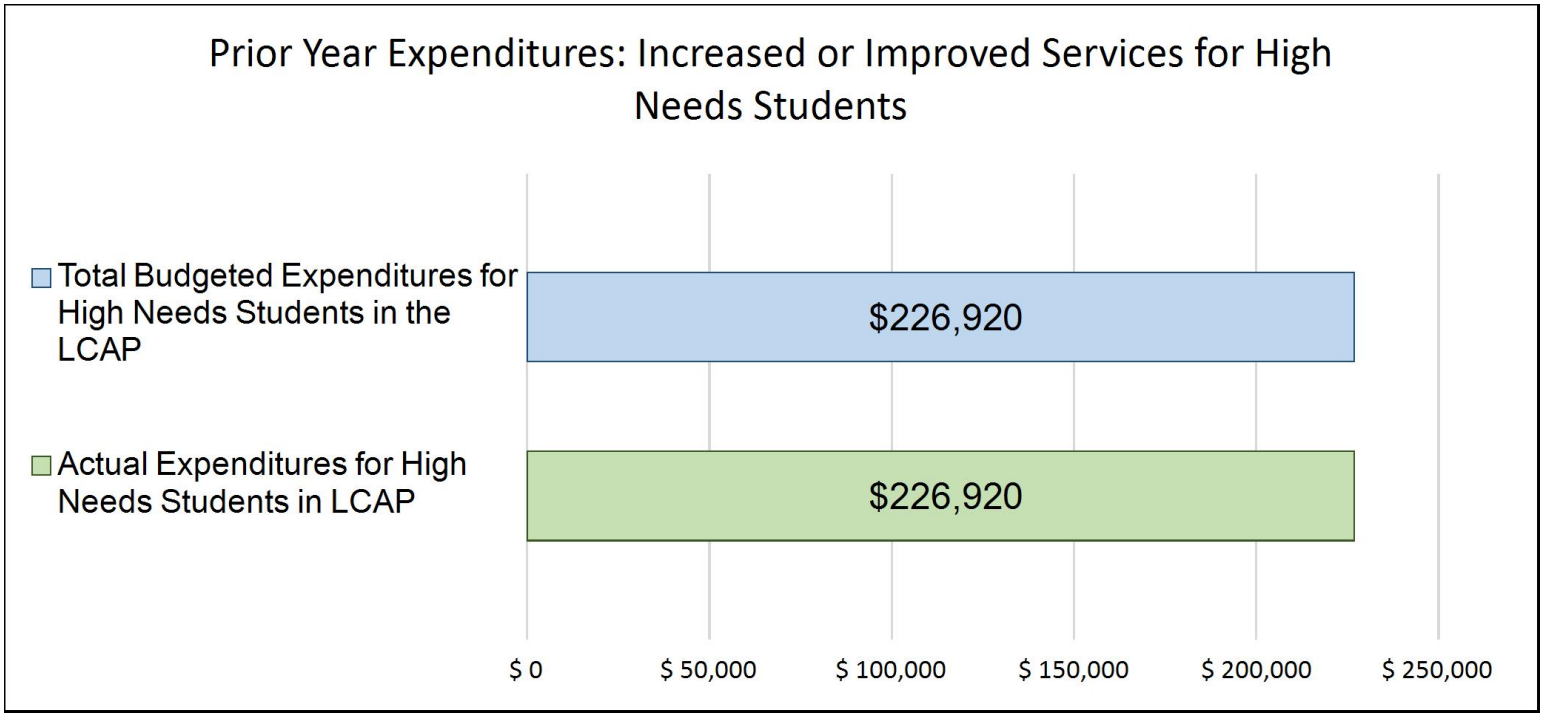
Other programs in the general fund budget include transportation, Special Education, teaching and support staff, school administration, student textbooks and supplies, costs of keeping the facilities open, and information technology support.

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

In 2022-23, Blochman Union Elementary School District is projecting it will receive $164,394 based on the enrollment of foster youth, English learner, and low-income students. Blochman Union Elementary School District must describe how it intends to increase or improve services for high needs students in the LCAP. Blochman Union Elementary School District plans to spend $$255,770 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

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



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

The text description of the above chart is as follows: In 2021-22, Blochman Union Elementary School District's LCAP budgeted $226,920 for planned actions to increase or improve services for high needs students. Blochman Union Elementary School District actually spent $226,920 for actions to increase or improve services for high needs students in 2021-22.



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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Blochman Union Elementary School District	Doug Brown Superintendent	dbrown@blochmanusd.org 805-937-1148

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

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

The district engaged its educational partners during an all staff meeting on November 5, 2021 and during a properly noticed public board meeting on November 9, 2021. District representatives discussed the funding that was provided through the Budget Act of 2021 and the use

of those funds. The use of funds provided by the Budget Act of 2021 are not funds that would typically be included in our LCAP. However, the following is a list of funds received and the use of those funds:

1. ESSER II - $56,069 - Purchase air purifiers; personal protective equipment and disinfecting supplies; provide mental health support for students and families
2. ESSER III - $126,013 - Implemented a summer reading program and extended school day program; will purchase touchless drinking fountains
3. Learning Loss Mitigation - GEER - $10,580 - Purchased computers and instructional supplies to help support distance learning
4. Expanded Learning Opportunities, ESSER I, II, and III - $62,093 - Instructional aide support; mental health support for students and families
5. Expanded Learning Opportunities, GEER I - $5,136 - Mental health support for students and families
6. Learning Loss Mitigation CR - $108.139 - Purchase computers and instructional supplies to help support distance learning; provide COVID testing for employees; repurpose classified employees to new roles made necessary by the pandemic; provide extra maintenance support
7. Learning Loss Mitigation GF - $18,458 - Purchase computer and instructional supplies to help support distance learning
8. In Person Instruction Grant - $82,379 - Salaries for teachers who returned to in person teaching prior to the full school reopening
9. Expanded Learning Opportunities - state - $84,793 - Instructional aide support; benchmark testing

Future educational partner engagement opportunities will take place on a monthly basis from January through April of 2022. This will be facilitated through staff meetings, School Site Council meetings, LCAP meetings, and properly noticed public board meetings.

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

When the 2021/2022 LCAP was originally prepared, we projected that our unduplicated pupil percentage would be slightly higher than actual which would have generated a concentration grant amount of $3,793. However, actual numbers reported in CALPADS left us with no concentration grant for 2021/2022.

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

The district engaged its educational partners during an all staff meeting on November 5, 2021 and during a properly noticed public board

meeting on November 9, 2021. District representatives discussed the one-time federal funds that are intended to support recovery from the COVID-19 pandemic and the impacts of distance learning on pupils. Below is a list of the federal funds received and the usage of those funds:

1. ESSER II - $56,069 - Purchase air purifiers; personal protective equipment and disinfecting supplies; provide mental health support for students and families
2. ESSER III - $126,013 - Implemented a summer reading program and extended school day program; will purchase touchless drinking fountains
3. Learning Loss Mitigation - GEER - $10,580 - Purchased computers and instructional supplies to help support distance learning
4. Expanded Learning Opportunities, ESSER I, II, and III - $62,093 - Instructional aide support; mental health support for students and families
5. Expanded Learning Opportunities, GEER I - $5,136 - Mental health support for students and families
6. Learning Loss Mitigation CR - $108.139 - Purchase computers and instructional supplies to help support distance learning; provide COVID testing for employees; repurpose classified employees to new roles made necessary by the pandemic; provide extra maintenance support

Educational partners were engaged during the development of the Expanded Learning Opportunities Grant Plan. Please see page 2 of the plan for a description of the engagement process. The plan can be found on the Blochman website at the following address: https://www.blochmanusd.org/wp-content/uploads/Flyers/2021_Expanded_Learning_Opportunities_Grant_Plan_BlUSD-20210331-Board-App.pdf?_t=1620840268

Educational partners were also engaged during the development of the ESSER III Expenditure Plan. Please see page 3 of the plan for a description of the engagement process. The plan can be found on the Blochman website at the following address: https://www.blochmanusd.org/wp-content/uploads/District/Business%20Services/ESSER/2021_ESSER_III_Expenditure_Plan_Blochman_Union_Elementary_School_District_20210922%20Board%20Approved%2010.12.2021.pdf?_t=1634144357

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

The district's ESSER III Expenditure Plan shows how interventions are addressing student needs on page 6 of the plan. The plan can be found on the Blochman website at the following web address: https://www.blochmanusd.org/wp-content/uploads/District/Business%20Services/ESSER/2021_ESSER_III_Expenditure_Plan_Blochman_Union_Elementary_School_District_20210922%20Board%20Approved%2010.12.2021.pdf?_t=1634144357

Below is a description of the actions and services the district has or will provide with the ESSER III funds.

The district hosted a summer reading program, called Camp Read A Lot, for students in grades K – 3 who were identified as needing additional reading intervention. Students were identified for intervention using evidence-based benchmark testing from the I-Ready program. We did face some challenges getting students to commit to coming to school over the summer. Students were re-tested in the fall using the I-Ready program. The district just started using the I-Ready program in the spring of 2021 and we were unaware that testing that crosses grade years does not provide comparable data so we do not have any metrics to demonstrate student achievement in this program.

The district has implemented an extended day program for any student identified as needing intervention in any subject. Students will be identified for the extended day program based on teacher recommendations and using evidence-based benchmark testing from the I-Ready program. Student progress will be measured using I-Ready benchmark testing once each trimester and intervention strategies will be adjusted, as necessary. Evidence-based interventions used will include personalized I-Ready lessons for students, Project Read and Seeing Stars for more individualized reading and math support. It is too early to tell if this program will be successful in improving student achievement. However, the program is well attended and our current staff has been willing to extend their hours to assist with the program.

Due to the pandemic, we need to remove our current drinking fountains and replace them with touchless drinking water refill stations. Also, in order to keep the water refill stations from clogging with sediments, we need to replace some of our water pipes. We are still working out the details of this project. However, the age of our building could pose some challenges.

The district has set aside funds to implement and maintain a COVID-19 testing program. This program will allow students and staff to remain, to the greatest extent possible, on campus for in-person learning. This will also help parents feel more comfortable that their children are in a safe environment. So far, we have been successful in avoiding any COVID-19 outbreaks. We have had some students needing to quarantine and move to independent study. This is difficult for the student, their parents, and the teacher.

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

The district is using the funding received for the 2021/2022 school year to implement the goals of our Safe Return to In-person Instruction Plan, our Continuity of Services Plan, and our ESSER III Expenditure Plan to ensure that our students and staff have a safe environment to participate in in-person instruction. This, in turn, aligns with our LCAP goals of improving student achievement in math (LCAP Goal 1), science (LCAP Goal 2), English language arts (LCAP Goal 5), and improve achieve for our English language learners (LCAP Goal 3). We are also using our fiscal resources to improve engagement with our education partners (LCAP Goal 4).

The Safe Return to In-Person Instruction Plan, the Continuity of Services Plan, and our ESSER III plan can all be found on the districts' home page located at www.blochmanusd.org.

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

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

Introduction

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

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

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

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

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

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

Instructions

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

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

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

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

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

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

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

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

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

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

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

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

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

Describe the LEA's implementation of its efforts to maintain the health and safety of students, educators, and other staff and ensure the continuity of services, as required by the federal American Rescue Plan Act of 2021, and its implementation of the federal Elementary and Secondary School Emergency Relief (ESSER) expenditure plan to date, including successes and challenges.

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

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

California Department of Education
November 2021



Local Control Accountability Plan

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Blochman Union Elementary School District	Doug Brown Superintendent/Principal	dbrown@blochmanusd.org 805-937-1148

Plan Summary [2022-23]

General Information

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

Blochman is one of the oldest school districts in Santa Barbara County. While the population of the district is fairly small, this area is rich in history and contains several historical landmarks. The Blochman district is home to the oldest business in California as well as multiple successful vineyards and oil companies. The vineyards and oil companies have been and will continue to be loyal financial supporters of our

district. The people in this community are extremely proud of this school. Benjamin Foxen Elementary School prides itself on offering a rigorous academic program as well as a safe environment in which children can thrive. As of October 6, 2021, Benjamin Foxen Elementary School was home to 177 students. This is a K-8 school where currently 47% of the students are socioeconomically disadvantaged and 8% are English Learners. There are no homeless or foster youth enrolled. Student demographics are as follows:
*Hispanic - 49.15%
*White – 45.76%
*Multiple/Other – 2.26%
*American Indian/Alaskan Native - 1.69%
*Black/African American - 1.14%

Reflections: Successes

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

Due to the COVID-19 pandemic, the 2020 and the 2021 California School Dashboards were not published. Therefore, we used local data from the I-Ready system to assess student progress. I-Ready is an evidenced based program that assesses a student's progress in reading and math. An analysis of local English/Language Arts (ELA) student performance data for reading shows that 52% are at or above grade level, 33% are one grade level below, 7% were two grade levels below, and 8% were three or more grade levels below. Sixty percent of students met or exceeded growth expectations. ELA performance is addressed in Goal 5.

We plan to continue to help students improve in ELA by utilizing the resources found within the I-Ready program, utilize Step Up to Writing, and other programs that have been introduced over the past three years. We are also using the Fountas & Pinnell program to assess our students' reading abilities. They have developed a systemized approach, the Benchmark Assessment System, which 'levels' students based on a certain complexity of reading skill which includes both phonics and comprehension. All teachers, K - 5, have now been trained on using this system of assessment so that they can use the same standards of analysis when discussing a student's reading level. The system also provides guidelines showing which level a student should be when they enter a grade and then at which level they should be when they exit the grade. This helps us as a school become more consistent when reporting out whether a student is at grade level in reading. Finally, Fountas, of Fountas & Pinnell, was one of the authors of our new Language Arts curriculum - Journeys. The stories in our reading books are leveled based on Fountas and Pinnell's work, so our curriculum and our reading assessments align nicely. We have also introduced a new approach to our teaching of reading called, Reading Workshop. This program can help to improve each student's reading skills more effectively than just using a reading book. Our stakeholders feel that we have a robust English/Language Arts curriculum so we plan to continue with our current strategies and focus the majority of our LCAP resources on math and science as reflected in Goals 1 and 2 of the 2021/2024 LCAP.

* Middle school drop-out rate - Our middle school drop-out rate for 2020/2021 was 0%.

* Suspension Rate – The California School Dashboard was not published in 2020. However, DataQuest shows our 2020/2021 suspension rate to be 1.6%. Our methods for maintaining and building on this success are addressed in Goal 4.

* Expulsion Rate - Our 2020/2021 expulsion rate was 0%.

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.

Due to the COVID-19 pandemic, the 2020 and the 2021 California School Dashboards were not published. Therefore, we used local data from the I-Ready system to assess student progress. I-Ready is an evidenced based program that assesses a student's progress in reading and math. An analysis of local student performance data for math shows that 34% are at or above grade level, 47% are one grade level below, 10% were two grade levels below, and 9% were three or more grade levels below. Fifty-seven percent of students met or exceeded growth expectations. Math performance is addressed in Goal 1.

I-Ready testing of our English Language Learner (ELL) students revealed that 29% exceeded growth expectations in reading and 29% made progress toward expected growth in reading. In math, 15% of students exceeded growth expectations and 22% made progress toward expected growth. ELL performance is addressed in Goal 3.

The last standardized testing data available for science is from the 2018-2019 school year. Analysis of the California Science Test (CAST) results for 2018-2019 show that overall, 34.15% of our students met or exceeded the standard for science, 56.10% of our students nearly met the standard, and 9.76% of our students did not meet the standard. An analysis of local report card data for students in grades 5 – 8 from the 2021/2022 school year revealed the following:

1. On average, 62% of students maintained or improved their science grades from one trimester to the next.
2. On average, 67% of students received a B or better in their science course over both trimesters.

We address progress in science with the actions and services listed in Goal 2.

LCAP Highlights

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

Our LCAP focuses on the following areas:

Goal 1 - Improve student performance in math;
Goal 2 - Improve student performance in science;
Goal 3 - Improve our ELL student performance;
Goal 4 - Improve and enhance our school climate;
Goal 5 - Improve student performance in English/Language Arts.

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.

We have no schools that have been identified as eligible for comprehensive support and improvement.

Support for Identified Schools

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

We have no schools that have been identified as eligible for comprehensive support and improvement.

Monitoring and Evaluating Effectiveness

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

We have no schools that have been identified as eligible for comprehensive support and improvement.

Engaging Educational Partners

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

The district involved the following educational partners in the LCAP evaluation and development process: parents, students, members of the Blochman Teacher's Association (certificated staff), unrepresented classified staff, school administration, and community members. We do not have an EL Advisory Committee as we do not have not have more than 51 EL students.

Surveys for students, parents, certificated staff, administrators, classified staff, and community members were conducted at various intervals during the year. Additional information about the purpose and goals of the LCAP was posted on the district's website.

Certificated staff and classified staff were consulted on an ongoing basis. Certificated staff was consulted regarding student achievement. Certificated staff provided data regarding parent conferences and writing prompt achievements that was used to analyze the annual outcomes.

Teachers and administrators consulted with students on an ongoing basis regarding learning progress and school climate. Students in grades 6 through 8 were surveyed regarding school climate.

The LCAP Advisory Committee reviewed and discussed the 2021/2022 – 2023/2024 LCAP on the following dates:
*October 26, 2021
*January 25, 2022 (The committee also reviewed the supplement to the LCAP at this time.)
*May 24, 2022

This committee is made up of parents, classified staff, certificated staff, parents of EL students, and community members. A separate ELAC/DELAC committee is not required because BUSD has less than 51 English Learner students which is the requirement for a separate committee. Committee members reviewed the LCAP and the supplemental data and were given an opportunity to comment and make suggestions for the 2021/2022 - 2023/2024 LCAP. The committee members were provided with data collected throughout the course of the year to demonstrate improved pupil outcomes.

The LCAP Advisory Committee was asked to provide suggestions for the 2022/2023 LCAP on January 25, 2022. Notice of this meeting was posted on the district's website.

The School Site Council reviewed and discussed the 2021/2022 – 2023/2024 LCAP on the following dates:
*October 26, 2021
*January 25, 2022
*May 24, 2022

The members were provided with data collected throughout the course of the year to demonstrate pupil outcomes.

Our Special Education Director attends monthly Special Education Administrator's meetings where he receives updates from the SELPA Director regarding services and actions that are required for students with exceptional needs.

The Board reviewed and the public was invited to comment on the annual update at the following regular board meetings:
*January 11, 2022
*February 8, 2022
*March 8, 2022

The Board reviewed and the public was invited to comment on a draft of the 2021/2022 – 2023/2024 LCAP at the following regular board meetings:
*April 12, 2022
*May 10, 2022

The complete draft of the LCAP was available on the district website on June 10, 2022.

A properly noticed public hearing at which the LCAP and the district's budget were presented for discussion and comment was held on June 14, 2022. The LCAP and the district's budget was adopted at a special board meeting on June 16, 2022.

A summary of the feedback provided by specific educational partners.

During the January LCAP Advisory Committee meeting the Principal and teachers discussed the use of the I-Ready multiple measures evaluation tool. The consensus was to continue to use the tool to evaluate student progress in math (Goal1) and ELA (Goal 5).

At various times during the school year the Principal met with parent groups. Parents want to see improvements in math test scores. This item is addressed in Goal 1. All educational partners want to ensure a bully free environment. This is addressed in Goal 4.

Student surveys showed that most students feel connected to the school. School climate is addressed in Goal 4.

Certificated staff provided local data such as participation in Parent/Teacher conferences, writing prompt scores, and information on parent participation at various school events.

The Board reviewed the LCAP progress on a regular basis. They indicated that they would like to continue to see improved school climate for students. This is addressed in Goal 4.

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

Comments and suggestions gathered through surveys and made available during meetings with stakeholders were used to formulate the actions in Goals 1 – 5.

The data provided by Certificated staff was used in the evaluation of goal progress.

Students expressed the desire to return to normal campus activities. School climate is addressed in Goal 4 of the LCAP.

Keeping board members informed and engaged regarding the LCAP process is an important part of having a positive and productive school environment. Board members were pleased with the efforts district administration and teachers are making to engage other educational partners and the work they are doing to meet the needs of students. Presenting the LCAP to the board at regular intervals gave them an opportunity to make comments and suggestions for the LCAP. Their request to see continued improvement to school climate is addressed in Goal 4.

Goals and Actions

Goal

Goal #	Description
1	Improve student outcomes on state test scores for math by the end of school year 2024 as measured by the state testing scores (if available). If state testing scores are unavailable then other local measures will be used.

An explanation of why the LEA has developed this goal.

2019 Dashboard analysis shows that our students need to make improvements in math. Our overall Dashboard color is Orange for all student groups and overall student scores declined by 5.2 points from the prior year. Our socioeconomically disadvantaged student group scored the lowest with an Orange status while our Hispanic and White subgroups earned a Yellow status. An analysis of 2020/2021 local data also indicates students need additional assistance with math. This goal addresses the following state priorities:

4 - Pupil achievement (pupil outcomes)
8 - Other pupil outcomes (pupil outcomes)

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
4. Pupil Achievement a. Dashboard – CAASPP assessment for math 8. Other pupil outcomes a. All teachers will be granted professional development opportunities in math.	4a - 18/19 Dashboard for math- Orange status; 31.5 points below standard; declined by 5.2 points. 4a - 18/19 Dashboard for math - English learner students are 15.5 points below standard; increased 30.7 points. 8a - Teachers annually receive one	Our LCAP Goal 1 is to improve student outcomes on state test scores for math by the end of school year 2024 as measured by the state testing scores (if available). If state testing scores are unavailable, then other local measures will be used.			4a - Green status on the California School Dashboard for all students, including English learners, in math with no subgroups two or more levels below the status for all students. 8a - Teachers will annually receive at least one professional

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	professional development opportunity in math.	Due to the COVID-19 pandemic, the 2020 and the 2021 California School Dashboards were not published. Therefore, we used local data from the I-Ready system to assess student progress. I-Ready is an evidenced based program that assesses a student's progress in reading and math. An analysis of local student performance data for math shows that 34% are at or above grade level, 47% are one grade level below, 10% were two grade levels below, and 9% were three or more grade levels below. Fifty-seven percent of students met or exceeded growth expectations. All teachers have been provided with professional training opportunities in math.			development opportunity in math.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		At the end of the 2020/2021 school year, all teachers were enrolled in the National Council of Teachers of Mathematics program. This program provides individual self-paced courses, access to digital journals, and access to an online support community. Also, teachers received training in how to successfully use the I- Ready program to track student progress in math.			

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Teacher for combination class reduction	In order to improve student achievement for all students, we are utilizing a teacher to reduce the need for combination classes. Non-combination classes allow more time for the classroom teacher to provide additional academic support for unduplicated pupils.	$86,717.00	Yes
1.2	.5 FTE Intervention teacher and	In order to improve student achievement, we will provide a .5 FTE intervention teacher and two full-time instructional assistants for intervention.	$169,053.00	Yes

Action #	Title	Description	Total Funds	Contributing
	instructional assistants	A dedicated intervention teacher and instructional assistants will provide the additional support pupils often need to be able to perform on par with their peers. Students in the low performing category for math will be identified for intervention and targeted teaching through assessments and parent and teacher recommendations. Identified students will receive intensive intervention provided by a certificated intervention teacher. The evidence-based methodologies used are Moby Max, Touch Math, Zearn Math, and CAASPP sample tests depending on the characteristics and type of difficulty the student is manifesting. Students in the low performing category for math are assessed ongoing using the assessments provided with the evidence-based programs they are using. They are also assessed three times per year with the I-Ready program. The Student Study Team (SST) will provide support for interventions and serve as a referral system for students.		
1.3	Teacher training and professional development	We will continue to provide training and professional development opportunities to our teachers to help them improve their ability to deliver high quality instruction in math.	$1,000.00	No

Goal Analysis [2021-22]

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

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

The only difference between the planned actions and the actual implementation of these actions is the addition of the I-Ready assessment tool.

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

There were no material differences between budgeted expenditures and estimated actual expenditures and/or planned percentages of improved services and estimated actual percentages of improved services.

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

The following is an analysis of the effectiveness of each action:

Action 1: Teacher for combination class reduction - To improve student achievement for all students, we are utilizing a teacher to reduce the need for combination classes. Non-combination classes allow more time for the classroom teacher to provide additional academic support for unduplicated pupils.

Action 2: .5 FTE Intervention teacher and instructional assistants - To improve student achievement, we will provide a .5 FTE intervention teacher and two full-time instructional assistants for intervention.
A dedicated intervention teacher and instructional assistants will provide the additional support pupils often need to be able to perform on par with their peers. Students in the low performing category for math will be identified for intervention and targeted teaching through assessments and parent and teacher recommendations. Identified students will receive intensive intervention provided by a certificated intervention teacher. The evidence-based methodologies used are Moby Max, Touch Math, Zearn Math, and CAASPP sample tests depending on the characteristics and type of difficulty the student is manifesting.
Students in the low performing category for math are assessed ongoing using the assessments provided with the evidence-based programs they are using. They are also assessed three times per year with the I-Ready program.
The Student Study Team (SST) will provide support for interventions and serve as a referral system for students.

Action 3: Teacher training and professional development - We will continue to provide training and professional development opportunities to our teachers to help them improve their ability to deliver high quality instruction in math.

An analysis of local data showed that the above actions are an effective use of funds and that the actions helped to keep unduplicated student achievement from declining. Local data from the I-Ready system was used to assess student progress. I-Ready is an evidenced based program that assesses a student's progress in reading and math. An analysis of local student performance data for math shows that 34% are at or above grade level, 47% are one grade level below, 10% were two grade levels below, and 9% were three or more grade levels below. Fifty-seven percent of students met or exceeded growth expectations. These are very similar numbers to prior years. While we are not seeing progress, we are also not seeing significant learning loss.

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.

We are not making any changes to the planned goal, metrics, desired outcomes, or actions for the coming year.

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

Goals and Actions

Goal

Goal #	Description
2	Improve student outcomes on state test scores for science by the end of school year 2024 as measured by the state testing scores.

An explanation of why the LEA has developed this goal.

Analysis of the California Science Test (CAST) results for 2018-2019 show that overall 34.15% of our students met or exceeded the standard for science, 56.10% of our students nearly met the standard, and 9.76% of our students did not meet the standard. Our goal is to improve student test scores on the CAST for all students. This goal addresses the following state priorities:

4 - Pupil achievement (pupil outcomes)

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
The metric for priority 4 will be student performance on the CAST.	Test results from the 2018-2019 CAST show that overall 34.15% of our students met or exceeded the state standard in science.	Our LCAP Goal 2 is to improve student outcomes on state test scores for science by the end of school year 2024 as measured by the state testing scores (if available). If state testing scores are unavailable, then other local measures will be used. Due to the pandemic, the CAST testing results were not available in			Test results from the CAST will show that overall 40% of our students met or exceeded the state standard in science.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		2020 and will not be available in 2021. Our local measurement tools rely on report card data. An analysis of local report card data for students in grades 5 – 8 from the 2021/2022 school year revealed the following: 1. On average, 62% of students maintained or improved their science grades from one trimester to the next. 2. On average, 67% of students received a B or better in their science course over both trimesters. This is a new science curriculum so we do not have prior year data for comparison. Teachers received professional development from the publishers of the science curriculum as part of the new			

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		curriculum adoption. The cost of this training was included in the cost of the curriculum and was not invoiced separately.			

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	Teacher training and professional development	We will provide training and professional development opportunities to our teachers to help them effectively utilize the new science curriculum.	$1,000.00	No

Goal Analysis [2021-22]

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

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

The original action 2.1 - Adopt new standards aligned science course materials was removed from the 2022-2023 LCAP because it was completed during the 2021/2022 school year. We purchased a subscription so this is not an on-going expense. Action 2.2 from the 2021/2022 LCAP: is now action 2.1.

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

The original estimate for purchasing new standards aligned science course materials was $30,000. The actual cost was $28,630, for a difference of $1,370. There were no other differences.

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

The following is an analysis of the effectiveness of each action:
Action 1: Teacher training and professional development – Teacher training and professional development opportunities will help our teachers effectively utilize the new science curriculum.
An analysis of local report card data for students in grades 5 – 8 from the 2021/2022 school year revealed the following:
1. On average, 62% of students maintained or improved their science grades from one trimester to the next.
2. On average, 67% of students received a B or better in their science course over both trimesters.
Teachers received professional development from the publishers of the science curriculum as part of the new curriculum adoption.
This is a new science curriculum, so we do not have prior year data for comparison. However, we believe that data in future years will show the above action is an effective use of funds and that the action helped to keep unduplicated student achievement from declining.

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.

We are not making any changes to the planned goal, metrics, desired outcomes, or actions for the coming year.

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

Goals and Actions

Goal

Goal #	Description
3	Improve ELPAC test scores and reclassification rates for English Language Learner (ELL) students

An explanation of why the LEA has developed this goal.

Improving English language skills for ELL students will help us achieve our other academic goals relating to math and science. Students who have a good grasp of the English language will perform better in all academic areas. English Learners will receive the same services that are available to all students, with an emphasis on access to intervention services. Additionally, teachers will utilize the core and supplemental ELD materials incorporated in the core textbooks.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
1. Dashboard - percent of students making progress towards English language proficiency 2. Data Quest - number of students classified as at-risk or long-term English learners.	1. 18/19 Dashboard - 45.5% of students are making progress towards English language proficiency. 2. 19/20 Data Quest - 21% of ELL students are classified as at-risk; no students were classified as long-English learners.	Goal 3 is to improve ELPAC test scores and reclassification rates for English Language Learner (ELL) students. The metrics for this goal are as follows: 1. Dashboard - percent of students making progress towards English language proficiency 2. Data Quest - number of students classified as at-risk or long-term English learners.			1. 55% of ELL students will be making progress toward English language proficiency. 2. ELL student reclassification rate (RFEP) will ensure that no students are classified as at-risk or long-term English learners. .

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		Due to the pandemic, Dashboard metrics are not available for 2020 or 2021. A review of Data Quest information shows that the number of students classified as at-risk or long-term English learners has increased slightly over the prior year. Part of this increase is due to a change in our student population. Also, some of the students classified in the long- term English learner category should be reclassified by the end of this school year. An analysis of local data using the I-Ready testing system shows the following information for math progress: * Exceeded growth expectations: 15% * Made progress toward expected growth: 22%			

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		* Made less than 50% progress toward expected growth: 63% An analysis of local data using the I-Ready testing system shows the following information for reading progress: * Exceeded growth expectations: 29% * Made progress toward expected growth: 29% * Made less than 50% progress toward expected growth: 42% We believe the I-Ready assessment tool will help improve the performance for ELL students because it allows teachers to focus on a student's areas of weakness.			

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	ELPAC Coordinators	The district has two bi-lingual ELPAC coordinators to assist in making sure ELL students receive the support they need to reach reclassification as soon as possible. Having ELPAC coordinators is an effective use of funds because it allows us to appropriately track and reclassify our ELL students.	$1,325.00	No
3.2	ELD on-line programs	Teachers will utilize the following programs to help ELL students improve their English/Language Arts skills: Mind Play, Words Their Way, Read Naturally, Project Read, Primary Phonics, Step Up to Writing, Explode the Code, and Barton Reading. Mind Play is a research-based program designed specifically to aid ELL students improve their ELA skills. Students will be assessed three times per year using the I-Ready assessment tool. We already own these programs so there is no additional cost.	$0.00	No

Goal Analysis [2021-22]

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

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

The only difference between the planned actions and the actual implementation of these actions is the addition of the I-Ready assessment tool.

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

There were no material differences between budgeted expenditures and estimated actual expenditures and/or planned percentages of improved services and estimated actual percentages of improved services.

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

The following is an analysis of the effectiveness of each action:

Action 1: ELPAC Coordinators – The district has two bi-lingual ELPAC coordinators to assist in making sure ELL students receive the support they need to reach reclassification as soon as possible. Having ELPAC coordinators is an effective use of funds because it allows us to appropriately track and reclassify our ELL students.

Action 2: ELD on-line programs - Teachers will utilize the following programs to help ELL students improve their English/Language Arts skills: Mind Play, Words Their Way, Read Naturally, Project Read, Primary Phonics, Step Up to Writing, Explode the Code, and Barton Reading. Mind Play is a research-based program designed specifically to aid ELL students improve their ELA skills.

Due to the pandemic, Dashboard metrics are not available for 2020 or 2021. A review of Data Quest information shows that the number of students classified as at-risk or long-term English learners has increased slightly over the prior year. Part of this increase is due to a change in our student population. Also, some of the students classified in the long- term English learner category should be reclassified by the end of this school year.

An analysis of local data using the I-Ready testing system shows the following information for math progress:
* Exceeded growth expectations: 15%
* Made progress toward expected growth: 22%
* Made less than 50% progress toward expected growth: 63%

An analysis of local data using the I-Ready testing system shows the following information for reading progress:
* Exceeded growth expectations: 29%
* Made progress toward expected growth: 29%
* Made less than 50% progress toward expected growth: 42%

We believe the continued use of ELPAC Coordinators, ELD on-line programs, and the I-Ready assessment tool will help improve the performance for ELL students because they allow teachers to focus on a student's areas of weakness.

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.

We are not making any changes to the planned goal, metrics, desired outcomes, or actions for the coming year.

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

Goals and Actions

Goal

Goal #	Description
4	Improve school engagement including parent involvement, pupil engagement, and school climate.

An explanation of why the LEA has developed this goal.

We believe it is important for students to feel safe and welcome at school and for parents to feel they have opportunities to be involved in their children's education. It is also important for students to understand the importance of attending school on a regular basis so that no instructional opportunities are missed. This goal addresses the following state priorities regarding engagement:

1 - Basic
2 - Implementation of state standards
3 - Parent involvement
5 - Pupil engagement
6 - School climate
7 - Course access

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
1. Basic a. Local data - teachers are appropriately assigned b. CalSAAS - teachers are appropriately credentialed c. Local data - students have access to standards-aligned instructional materials	1a - Met 1b - Met 1c - Met 1d - Met 2 - Met 3 - Met 5a - Student attendance rate was 97.54% (20/21)	Goal 4 is to improve school engagement including parent involvement, pupil engagement, and school climate. The pandemic has made it difficult for us to provide on-site parent participation opportunities as we have in the past. We			1 - Met 2 - Met 3 - Met 5a - Attendance rate will be 95% or greater 5b - Chronic absenteeism rate will be less than 3% 5c - Middle school drop out rate will be 0%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
d. Williams Report - school facilities are maintained in good repair 2. Implementation of the state standards - Dashboard (local) 3. Parental involvement - Dashboard (local) 5. Pupil Engagement a. Local data - student attendance rate b. Dashboard - chronic absenteeism rates c. Local data - middle school drop out rate 6. School Climate a. Dashboard - suspension rate b. DataQuest - expulsion rate c. Dashboard (local) 7. Course access - Dashboard (local)	5b - Chronic absenteeism rate was .45% (19/20) 5c - Middle school drop out rate was 0% (19/20) 6a - Suspension rate was 0.5% (18/19) 6b - Expulsion rate was 0% (19/20) 6c - Met 7 - Met	have also had to suspend the student attendance incentives. The school psychologist is available to assist parents and students. We are using the SARB program as necessary. The metrics for this goal are as follows: 1. Basic a. Local data - teachers are appropriately assigned - metric is met for the current year. b. CalSAAS - teachers are appropriately credentialed - a review of CalSAAS data shows this metric was met for the current year. c. Local data - students have access to standards-aligned instructional materials - metric was met for the current year as evidenced by the			6a - Suspension rate will be .5% 6b - Expulsion rate will be 0% 6c - Met 7 - Met

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		appropriately noticed and board approved Instructional Materials Resolution. d. Williams Report - school facilities are maintained in good repair - metric was met for the current year. 2. Implementation of the state standards - Dashboard (local) – metric was met for the current year. 3. Parental involvement - Dashboard (local) – metric is met to the greatest extent possible due to the pandemic. 5. Pupil Engagement a. Local data - student attendance rate – The current 2021/2022 attendance rate is 93.91% which is a decrease from the 2020/2021 attendance rate. However, the high attendance rate			

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		in 2020/2021 is an anomaly due to the pandemic. Many of our students participated in distance learning until March of 2021 which made it easier for many students to attend school. Once the pandemic ends, we anticipate our attendance rate will return to normal levels. b. Dashboard - chronic absenteeism rates – The Dashboard is not currently available. CALPADS data collected in 2020/2021 shows a slight increase in chronic absenteeism. However, due to the pandemic, we were unable to provide bus service which caused some students to be absent more than they normally would be.			

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		c. Local data - middle school drop out rate – Our middle school drop out rate continues to be 0%. 6. School Climate a. Dashboard - suspension rate. CALPADS data shows that three students received in- house suspensions during 2020/2021. This is an increase of one in-house suspension from 2019/2020. b. DataQuest - expulsion rate – CALPADS data shows there were no expulsions in 2019/2020 or 2020-2021. c. Dashboard (local) – metric is met for the current year. 7. Course access - Dashboard (local) – metric is met for the current year.			

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

Actions

Action #	Title	Description	Total Funds	Contributing
4.1	Parent participation opportunities	We will provide opportunities for all parents, including parents of unduplicated pupils and parents of students with exceptional needs, to be involved in school activities. Examples include: School Site Council meetings, LCAP meetings, parent-teacher conferences, parent surveys, Back to School Night, monthly newsletters, open session at board meetings, AG Day, Valentine family lunch, Talent Show, Water Day, Track and Field Day, and monthly award ceremonies.	$0.00	No
4.2	Student attendance incentives	We will provide student incentives to attend school. Student incentives have proven to be an effective method of encouraging students to attend school. As a way to motivate students to come to school student incentives will be given out. The incentives will be for students with perfect attendance, no tardies, and who are not on independent study. Each Friday students from each grade level who meet the criteria will be entered into a drawing to receive an incentive. One student from each grade level will be chosen to receive an incentive award. Students who do not win the drawing will still receive a recognition certificate. Once a month, a drawing will be held for every class for one student to receive a larger incentive. The monthly drawing is only for students who have had perfect attendance, no tardies, and are not on independent study for the entire month.	$1,500.00	No
4.3	SARB intervention	Telephone calls will be made to parents when students are absent and Principal makes contact with parents once a student reaches 6 absences. SARB letters will be sent to parents of students with unverified absences at 3, 6, and 9 day intervals.	$0.00	No

Action #	Title	Description	Total Funds	Contributing
4.4	School Psychologist	We will provide a .5 FTE school psychologist, maintain contact with parents, and continue to use our current curriculum for our character program.	$69,274.00	No

Goal Analysis [2021-22]

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

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

Due to the pandemic, we were only able to provide limited parent participation opportunities or student attendance incentives. We hope to resume normal activities during the 2022/2023 school year.

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

There were no material differences between budgeted expenditures and estimated actual expenditures and/or planned percentages of improved services and estimated actual percentages of improved services.

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

The following is an analysis of the effectiveness of each action:

Action 1: Parent participation opportunities – Providing parent participation opportunities does not have a cost associated with it but research has shown that this action will help keep unduplicated student achievement from declining. Parental involvement was encouraged for parents of all students, including parents of underrepresented pupils and parents of students with exceptional needs. All parents were notified of School Site Council meetings, LCAP meetings, and other school activities through written communications, via our One Call message system, and by posting announcements on the district's website. During LCAP meetings stakeholders including certificated staff, classified staff, administrators, parents, students, and community members are encouraged to provide input for determining what data and information will be considered for analyzing the district's progress. A focus area of improvement would be to improve parent survey participation. Underrepresented families receive additional communication and outreach, as needed.

Action 2: Student attendance incentives – Prior to the pandemic, our student attendance rates were close to 97%. Student incentives proved to be an effective method of encouraging students to attend school. The pandemic reduced this rate, but we believe once the effects of the pandemic subside, our attendance rates will return to normal. Therefore, this action is an effective use of funds and the action helped to

keep unduplicated student achievement from declining since students who attend school regularly are more successful than those who do not.

Action 3: SARB Intervention – An analysis of CALPADS data collected in 2020/2021 shows a slight increase in chronic absenteeism. However, due to the pandemic, we were unable to provide bus service which caused some students to be absent more than they normally would be. We believe that this action will help keep unduplicated student achievement from declining since students who attend school regularly are more successful than those who do not.

Action 4: School psychologist – Our bilingual school psychologist helps maintain contact with parents and assists students with their social-emotional well-being. Students in grades 6 - 8 were surveyed during the school year. Of those surveyed, 97% feel that students are generally respectful of each other and 86% feel that there are people who care about them.

The data shows that the above actions are an effective use of funds and that the actions helped to keep unduplicated student achievement from declining.

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.

We added additional clarification to metric 1 - Basic services. We clarified that this metric includes the degree to which teachers are appropriately assigned and fully credentialed, students have access to standards-aligned instructional materials, and school facilities are maintained in good repair.

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

Goals and Actions

Goal

Goal #	Description
5	Improve student outcomes on state test scores for English/Language Arts by the end of school year 2024 as measured by the state testing scores (if available). If state testing scores are unavailable then other local measures will be used.

An explanation of why the LEA has developed this goal.

2019 Dashboard analysis shows that overall our students are performing well in English/Language Arts (ELA). While all student groups improved their test scores over the prior year, our Hispanic and socioeconomically disadvantaged students are performing slightly below the state standard. Our overall Dashboard color is Green for all student groups and overall student scores increased by 11.1 points from the prior year. Our white subgroup scored 38.5 points above the standard. Our Hispanic subgroup scored 8.6 points below the standard. Our socioeconomically disadvantaged student group scored 8.9 points below the standard. An analysis of 2020/2021 local data also indicates that all student groups are performing well in ELA. This goal addresses the following state priorities:
4 - Pupil achievement (pupil outcomes)
8 - Other pupil outcomes (pupil outcomes)

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
4. Pupil Achievement a. Dashboard – CAASPP assessment for ELA 8. Other pupil outcomes a. All teachers will be granted professional development opportunities in ELA.	4a - 18/19 Dashboard for ELA- Green status; 13.2 points above the standard; increased 11.1 points. 4a - 18/19 Dashboard for ELA - English learner students are 7.6 points below standard; increased 25.4 points.	Our LCAP Goal 5 is to improve student outcomes on state test scores for English Language Arts (ELA) by the end of school year 2024 as measured by the state testing scores (if available). If state testing scores are unavailable, then other local measures			4a - Green status on the California School Dashboard for all students, including English learners, in ELA with no subgroups two or more levels below the status for all students. 8a - Teachers will annually receive at least one professional

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	8a - Teachers annually receive one professional development opportunity in ELA.	will be used. Due to the pandemic, the California School Dashboard data was not published in 2020 and will not be published in 2021. An analysis of local I-Ready English/Language Arts (ELA) student performance data for reading shows that 52% are at or above grade level, 33% are one grade level below, 7% were two grade levels below, and 8% were three or more grade levels below. Sixty percent of students met or exceeded growth expectations. All teachers have been provided with professional training opportunities in ELA. At the end of the 2020/2021 school year, all teachers were enrolled in the National Council of			development opportunity in ELA.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		Teachers of English program. This program provides individual self-paced courses, access to digital journals, and access to an online support community. Also, teachers received training in how to successfully use the I- Ready program to track student progress in ELA.			

Actions

Action #	Title	Description	Total Funds	Contributing
5.1	Teacher training and professional development	We will continue to provide training and professional development opportunities to our teachers to help them improve their ability to deliver high quality instruction in ELA.	$1,000.00	No

Goal Analysis [2021-22]

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

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

The only difference between the planned actions and the actual implementation of these actions is the addition of the I-Ready assessment tool.

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

There were no material differences between budgeted expenditures and estimated actual expenditures and/or planned percentages of improved services and estimated actual percentages of improved services.

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

The following is an analysis of the effectiveness of each action:

Action 1: Teacher training and professional development – Teacher training and professional development opportunities will help our teachers effectively utilize the new science curriculum.

An analysis of local I-Ready English/Language Arts (ELA) student performance data for reading shows that 52% are at or above grade level, 33% are one grade level below, 7% were two grade levels below, and 8% were three or more grade levels below. Sixty percent of students met or exceeded growth expectations.

We have just started using I-Ready, so we do not have prior year data for comparison. However, we believe that data in future years will show the above action is an effective use of funds and that the action helped to keep unduplicated student achievement from declining.

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.

We are not making any changes to the planned goal, metrics, desired outcomes, or actions for the coming year.

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

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

Projected LCFF Supplemental and/or Concentration Grants	Projected Additional LCFF Concentration Grant (15 percent)
$164,394	0

Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
8.66%	0.00%	$0.00	8.66%

The Budgeted Expenditures for Actions identified as Contributing may be found in the Contributing Actions Table.

Required Descriptions

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

The amount of Supplemental and Concentration grant funds, as calculated pursuant to 5 CCR 15496 (a)(5) is $164,394 for 2022/2023. While the actions provided by these funds benefit all students, the needs of unduplicated pupils were considered first as these students often need more intervention services than other pupils. These actions are principally directed toward and effective in meeting the goals for our high needs students because dedicated intervention teachers and Instructional Assistants will provide the additional classroom and instructional support that unduplicated pupils often need to perform on par with their peers. Also, reducing combination classes is important for unduplicated pupils because it allows teachers to focus directly on the grade level needs of students.

These funds were expended on meeting the goals for high needs students as demonstrated in Goal 1 as follows:

* (Goal 1/Action 1) Teacher for combination class reduction: $86,717; Reducing combination classes is important for addressing the need of high-needs students because it allows teachers to focus directly on the grade level needs of each student.

* (Goal 1/Action 2) Intervention teacher and 2 Instructional Assistants: $169,053; A dedicated intervention teacher and Instructional Assistants will provide the additional classroom and instructional support that high-needs students often need to perform on par with their peers.

The measurable outcome related to the above actions is for all students, including high-needs students, to achieve a Green status on the California School Dashboard in math, with no subgroups two or more levels below the status for all students.

Total funds for increased or improved services is $255,770 which is greater than the $164,394 supplemental and concentration funds available. The difference is being funded with base LCFF funding.

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 by which services for high needs students must be increased or improved as compared to the services provided to all pupils, as calculated pursuant to 5 CCR 15496(a) is 8.66% for 2022/2023.

The use of supplemental and concentration grant monies is essential in allowing us to meet our goals for our population of unduplicated pupils. A qualitative analysis shows the use of these funds is effective in improving results for unduplicated pupils in the following manner:

*(Goal 1/Action 1) Reducing combination classes is important for high-needs students because it allows teachers to focus directly on the grade level needs of students.

*(Goal 1/Action 2) Intervention teacher and dedicated intervention Instructional Assistants: A dedicated intervention teacher and Instructional Assistants will provide the additional classroom and instructional support that high-needs students often need to perform on par with their peers.

These individuals are part of our Student Study Team (SST) and are essential to our early alert program which greatly benefits our high-needs student groups. The early alert program allows us to identify students in the low performing categories for intervention and targeted teaching. Identified students will receive intensive intervention provided by a certificated intervention teacher. Students in the low performing categories are assessed on an ongoing basis using the assessments provided with the evidence-based programs they are using.

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

The district did not receive additional concentration grant funding.

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

2022-23 Total Expenditures Table

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$330,869.00				$330,869.00	$326,369.00	$4,500.00

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1.1	Teacher for combination class reduction	English Learners Foster Youth Low Income	$86,717.00	$0.00	$0.00	$0.00	$86,717.00
1	1.2	.5 FTE Intervention teacher and instructional assistants	English Learners Foster Youth Low Income	$169,053.00	$0.00	$0.00	$0.00	$169,053.00
1	1.3	Teacher training and professional development	All	$1,000.00	$0.00	$0.00	$0.00	$1,000.00
2	2.1	Teacher training and professional development	All	$1,000.00	$0.00	$0.00	$0.00	$1,000.00
3	3.1	ELPAC Coordinators	English Language Learners	$1,325.00	$0.00	$0.00	$0.00	$1,325.00
3	3.2	ELD on-line programs	English Language Learners	$0.00	$0.00	$0.00	$0.00	$0.00
4	4.1	Parent participation opportunities	All	$0.00	$0.00	$0.00	$0.00	$0.00
4	4.2	Student attendance incentives	All	$1,500.00	$0.00	$0.00	$0.00	$1,500.00
4	4.3	SARB intervention	All	$0.00	$0.00	$0.00	$0.00	$0.00
4	4.4	School Psychologist	All	$69,274.00	$0.00	$0.00	$0.00	$69,274.00
5	5.1	Teacher training and professional development	All	$1,000.00	$0.00	$0.00	$0.00	$1,000.00

2022-23 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
$1,898,110	$164,394	8.66%	0.00%	8.66%	$255,770.00	0.00%	13.47 %	**Total:**	$255,770.00
								LEA-wide Total:	$0.00
								Limited Total:	$0.00
								Schoolwide Total:	$255,770.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	**1.1**	Teacher for combination class reduction	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Benjamin Foxen Elementary	$86,717.00	
1	**1.2**	.5 FTE Intervention teacher and instructional assistants	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Benjamin Foxen Elementary	$169,053.00	

2021-22 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$322,581.00	$322,581.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	**1.1**	Teacher for combination class reduction	Yes	$85,208.00	$85,208.00
1	**1.2**	.5 FTE Intervention teacher and instructional assistants	Yes	$141,712.00	$141,712.00
1	**1.3**	Teacher training and professional development	No	$1,000.00	$1,000.00
2	**2.1**	Adopt new standards aligned science course materials	No	$30,000.00	$30,000.00
2	**2.2**	Teacher training and professional development	No	$1,000.00	$1,000.00
3	**3.1**	ELPAC Coordinators	No	$1,325.00	$1,325.00
3	**3.2**	ELD on-line programs	No	$0.00	$0.00
4	**4.1**	Parent participation opportunities	No	$0.00	$0.00
4	**4.2**	Student attendance incentives	No	$1,500.00	$1,500.00
4	**4.3**	SARB intervention	No	$0.00	$0.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
4	**4.4**	School Psychologist	No	$59,836.00	$59,836.00
5	**5.1**	Teacher training and professional development	No	$1,000.00	$1,000.00

2021-22 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
$181,725	$226,920.00	$226,920.00	$0.00	0.00%	0.00%	0.00%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.1	Teacher for combination class reduction	Yes	$85,208.00	$85,208.00	0.00%	0.00%
1	1.2	.5 FTE Intervention teacher and instructional assistants	Yes	$141,712.00	$141,712.00	0.00%	0.00%

2021-22 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
$1,990,725	$181,725	0	9.13%	$226,920.00	0.00%	11.40%	$0.00	0.00%

Instructions

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Engaging Educational Partners

Goals and Actions

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

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

Introduction and Instructions

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

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

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

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

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

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

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

Engaging Educational Partners

Purpose

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

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

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

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

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

Requirements and Instructions

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Complete the table as follows:

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

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

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

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

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

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

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

Goal Analysis:

Enter the LCAP Year.

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

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

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

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

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

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

Purpose

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

Requirements and Instructions

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

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

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

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

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

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

Required Descriptions:

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

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

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

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

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

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

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

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

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

For School Districts Only:

Actions Provided on an LEA-Wide Basis:

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

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

Actions Provided on a Schoolwide Basis:

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

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

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

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

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

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

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

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

Provide the following descriptions, as applicable to the LEA:

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

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

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

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

Complete the table as follows:

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

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

Action Tables

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

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

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

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

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

Data Entry Table

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

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

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

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

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

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

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

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

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

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

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

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

LCFF Carryover Table

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

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

Calculations in the Action Tables

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

Contributing Actions Table

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

Contributing Actions Annual Update Table

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

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

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

LCFF Carryover Table

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

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

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

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