



LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Curtis Creek Elementary School District

CDS Code: 55723556054894

School Year: 2022-23

LEA contact information:

Dawn Mori

Superintendent

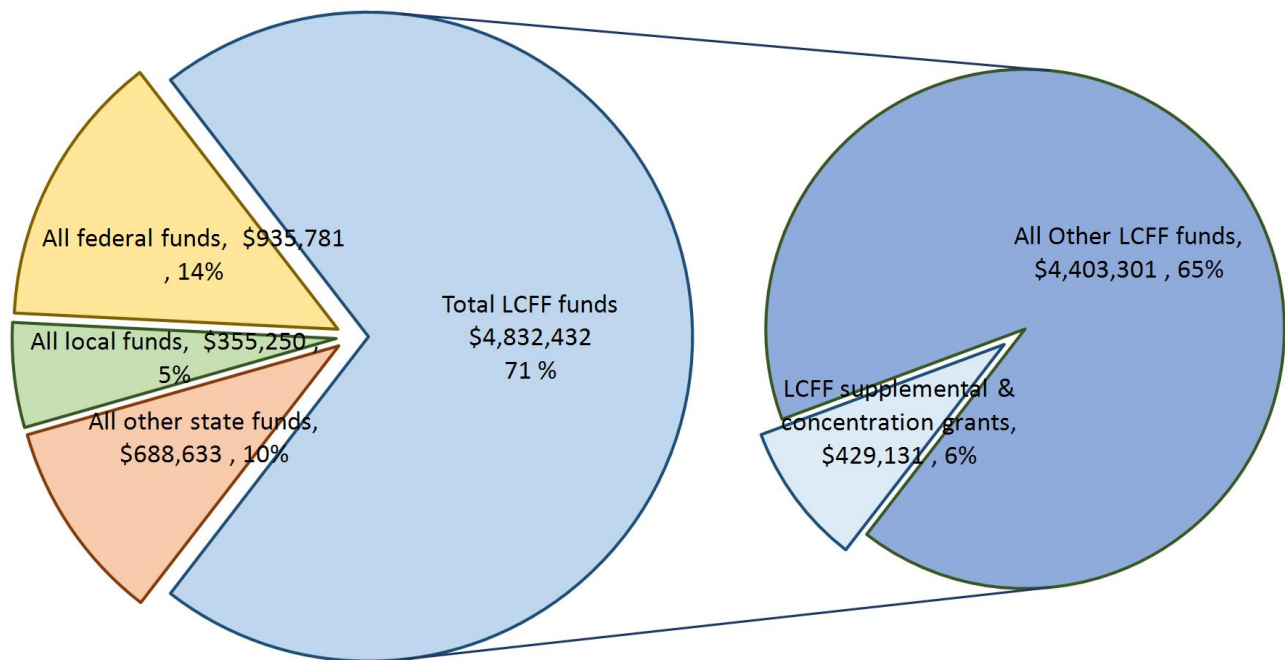
dmori@ccreekmustangs.com

209-533-1083

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

Projected Revenue by Fund Source

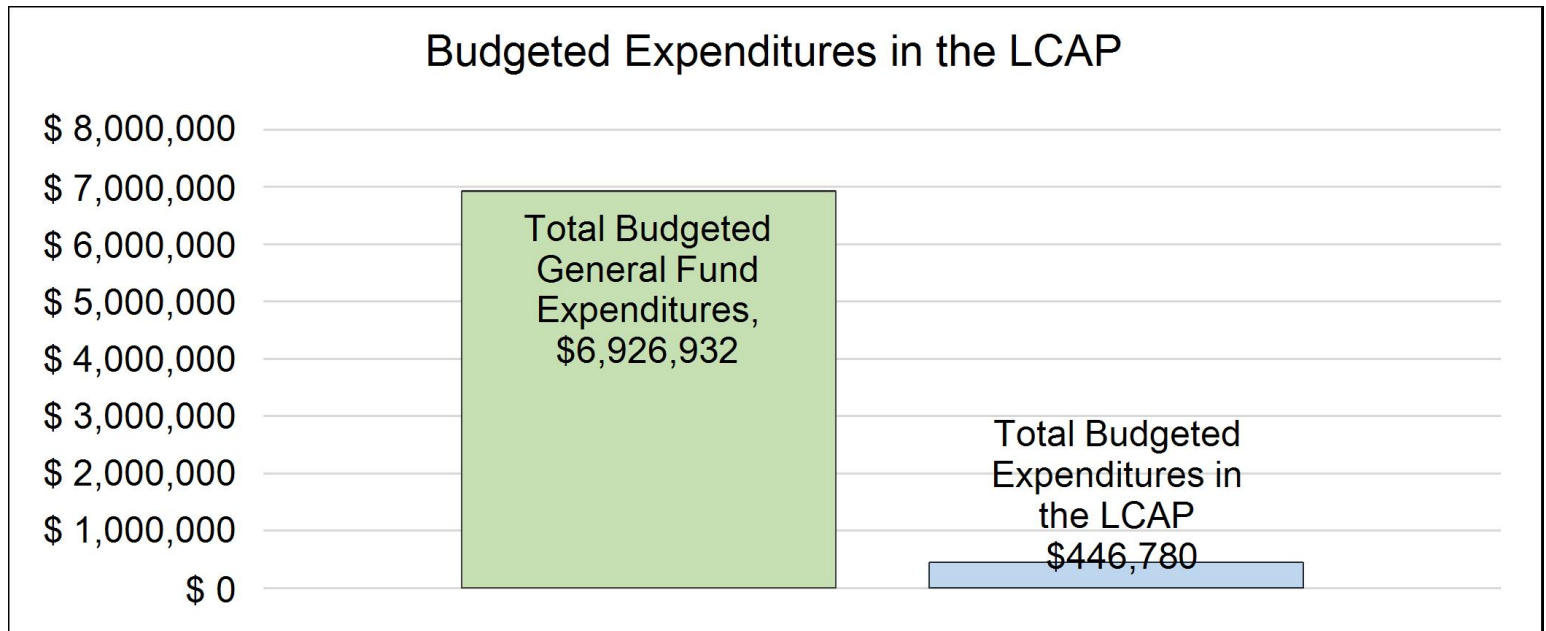


This chart shows the total general purpose revenue Curtis Creek Elementary School District expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Curtis Creek Elementary School District is \$6,812,096, of which \$4,832,432 is Local Control Funding Formula (LCFF), \$688,633 is other state funds, \$355,250 is local funds, and \$935,781 is federal funds. Of the \$4,832,432 in LCFF Funds, \$429,131 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 Curtis Creek 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: Curtis Creek Elementary School District plans to spend \$6,926,932 for the 2022-23 school year. Of that amount, \$446,780.00 is tied to actions/services in the LCAP and \$6,477,995 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

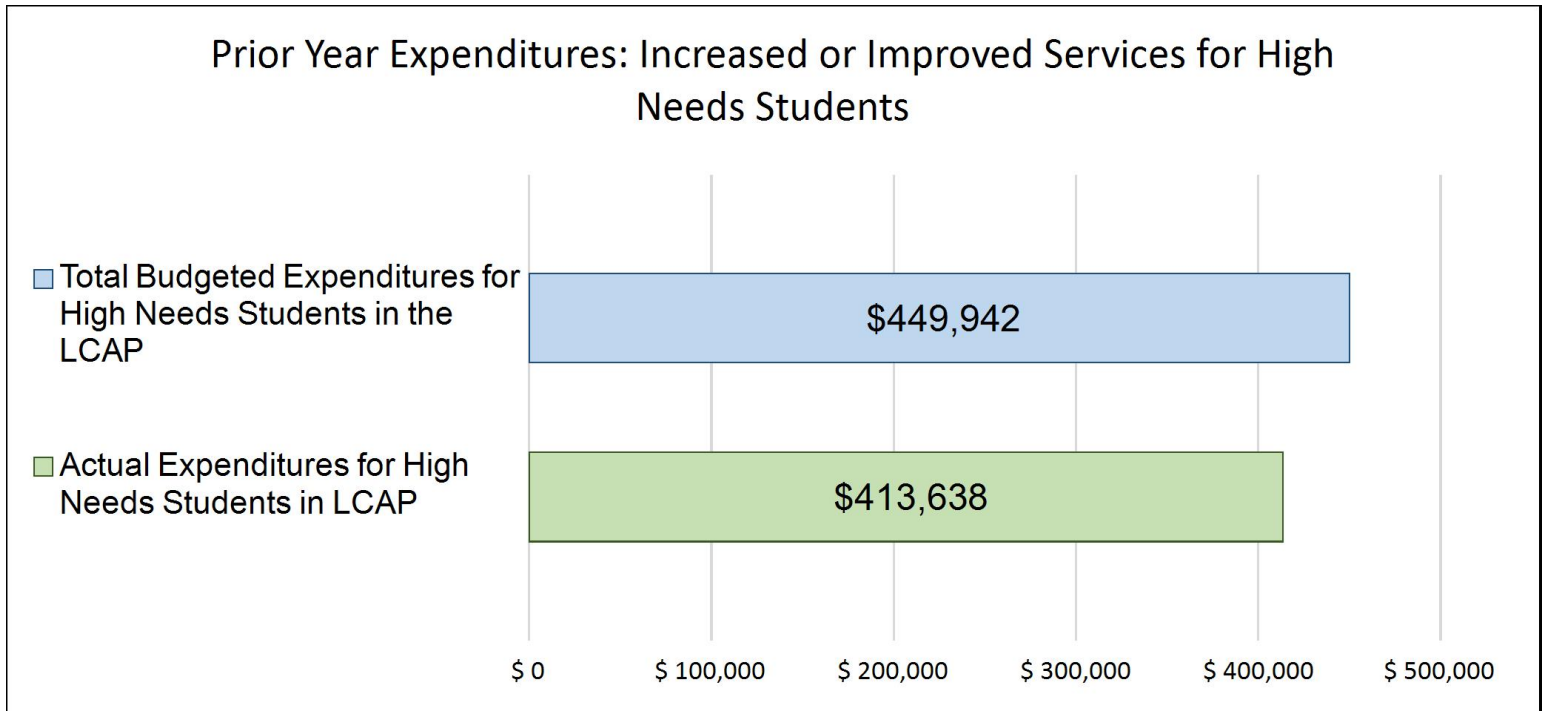
Other General Fund Expenditures for the school year that are not included in the LCAP are our Maintenance, Administrative and Operating expenses that are ongoing.

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

In 2022-23, Curtis Creek Elementary School District is projecting it will receive \$429,131 based on the enrollment of foster youth, English learner, and low-income students. Curtis Creek Elementary School District must describe how it intends to increase or improve services for high needs students in the LCAP. Curtis Creek Elementary School District plans to spend \$446,780.00 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 Curtis Creek 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 Curtis Creek 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, Curtis Creek Elementary School District's LCAP budgeted \$449,942 for planned actions to increase or improve services for high needs students. Curtis Creek Elementary School District actually spent \$413,638 for actions to increase or improve services for high needs students in 2021-22.

The difference between the budgeted and actual expenditures of \$36,304 had the following impact on Curtis Creek Elementary School District's ability to increase or improve services for high needs students:

The difference between the budgeted and actual expenditures will result in a funding carryover for the 2022-23 school year. The carryover amount will be added to action 1.1.



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
Curtis Creek Elementary School District	Dawn Mori Superintendent	dmori@ccreekmustangs.com 2095331083

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).

Curtis Creek School District plans to continue to engage our educational partners through meetings, surveys, and emails. A School Site Council was recently established and will provide input as to the use of certain funding. As recommended by our very recent FCMAT Health Risk Analysis (report reviewed by the Board tonight on 2/8/22) and the Budget Act of 2021 Curtis Creek School District will be establishing a budget advisory committee to provide input on all remaining funding allocated through the Budget Act of 2021. The committee will also review and identify areas of need beyond what was already accounted for in the 2021-22 Local Control and Accountability Plan (LCAP). The committee will be composed of certificated staff and classified staff. The committee will also include school and district administration and staff members serving as representatives for our Special Education, English Language Learners, Homeless, and Foster Youth students. The committee will be tasked with reviewing the needs of the students, staff, and programs and identified areas of need that the additional funding

is and will be allocated to support. Learning loss and social emotional needs have already been previously identified as areas of need and they will continue to be a focus moving forward.

In addition, Curtis Creek School District plans to administer a survey to all of our educational partners, including students in March. This survey will be administered yearly. The survey will include data points on staff leadership, student leadership, family and community engagement, supportive staff environment, supportive student environment, empowering teachers and learners, and goal achievement.

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.

Not Applicable

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.

Staff and educational partners were engaged through surveys, public hearings/board meetings and emails. Engagement in regards to ESSER III funds also occurred as it was presented to the board on October 21, 2021 during public comment. In addition, Curtis Creek School District sought input from agencies and individuals representing the interests of Tribal youth, Homeless and Foster Youth, youth who are low income, youth who are incarcerated, students with disabilities, students of color, and students who are English Learners. Input was also received from community organizations, and partners such as the Yes Partnership and ATCAA< the Amador-Tuolumne Community Action Agency. A survey for written responses was also distributed to Student Attendance Review Board Members. Educator Effectiveness Block Grant expenditures were approved by the Board on December 14, 2021. A contract has been signed to begin Leader in Me with the use of these funds. Committees will be formed to begin planning for the new Expanded Learning Opportunities Program and the Pre-K Planning and Implementation. If not enough participants are interested we will use our school site council(SSC) and Instructional Leadership Team (ILT) for input. All funding is being used to support all students in reducing learning loss, providing a safe and orderly environment, addressing social emotional needs of students and staff, maintaining school staffing at levels required for interventions and student supports, and maintain facilities and ventilation opportunities.

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 ESSER III plan and expenditures were developed in consultation with stakeholders after soliciting public comment via electronic surveys, small group meetings, and board meetings and parent nights. It was developed by seeking input from students, staff, parents, community members, board members and labor partners. It is important to keep in mind that this is a three-year plan 2021-22, 2022-23, 2023-24. So far some of these funds have been used for:

- Salaries as extra time has been needed to address COVID and its impacts
- The purchase of Chromebooks
- Retention of Staff-continuity of service
- Ventilation and air systems (5)
- PPE and extra cleaning supplies
- Learning Loss-Tutoring

We have successfully used these funds as noted above. Challenges include creating systems to monitor salary expenditures and underestimating the fiscal needs to address the salary impact on the extra time needed to address COVID. Some of our original ideas and thoughts of the use of this money may need to be looked at and adjusted. This will be done by the committees mentioned previously in this document.

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 plan and subsequent update were developed in consultation with stakeholders after soliciting public comment via surveys, emails, small group meetings, and board meetings. It was developed by seeking input from students, staff, parents, community members, and board members. Greater detail for involvement can be found on our LCAP. So far fiscal resources received this school year have been used for-

Summer school-Goal 1

Counseling-Goal 2

Additional hazard compensation for all staff

Independent Study technology/staff-Goal 2

After school tutoring-Math and Language Arts-Goal 2

Professional Development-Goal 3

PPE-Goal 2

Cleaning supplies-Goal 2

Learning Loss materials-Goal 2
Tutoring-Learning Loss-Goal 1

Indicated above are the LCAP Goals (listed Below) that align with the expenditures.

LCAP Goals-

1. Academic Assurances: Increase academic achievement through solid instructional supports, such as technology, curriculum, and interventions in math and reading.
2. Safety of Facilities and Communication: Create a safe positive learning environment by providing mental health supports, trauma informed strategies while increasing student and parent engagement and connectedness.
3. Building Human Capacity: Provide students to a broad course of study and enrichment opportunities to prepare all students for a positive future.
4. Closing the Achievement GAP: Provide wrap around supports to ensure student success.

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
Curtis Creek Elementary School District	Dawn Mori Superintendent	dmori@ccreekmustangs.com 209-533-1083

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.

Curtis Creek School District was established in 1865. Today Curtis Creek School District is a TK-8th grade single school district of approximately 460 students. CCSD is located in a rural area of Tuolumne County. Curtis Creek School is nestled in the hillside along Standard Road in Sonora California. We are not a walking/bike riding school. There is no residential development within five miles of our school site. School transportation is utilized by 60% of our families living within our school district boundaries. Our school offers the opportunity to participate in after school sports, tutoring programs, and STEAM activities. Curtis Creek takes pride in their highly trained and respected staff who provide quality instruction for Curtis Creek's students. The district has a school counselor who will promote positive behavior intervention and support strategies. Our counselor also provides parent trainings, individual counseling, and monitors our 504's and SST's.

The mission of the district is to provide a safe, healthy, collaborative partnership of families, community members and staff that provide all students with the knowledge and ability to make safe choices, to act responsibly, to demonstrate respectful behavior and to continue lifelong learning. CCSD celebrates literacy, problem solving, and encourages independence.

For a majority of the 2021-2022 school year the Curtis Creek School District followed the guidelines provided in relationships to COVID protocols. We continue to have a high absenteeism rate as a result. Our chronic absenteeism rate for 20-21 was 31% for all students. Students were also wearing masks until recently. 37.07% of students did not meet the standard in English Language Arts in 20-21 and 40.77% did not meet the standard in Mathematics. All of these impacted students both academically, socially, and emotionally. The suspension rate for 2020-2021 was 4%

Reflections: Successes

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

As we do not have current data on the CA School Dashboard due to COVID we have several other pieces of data to look at. Curtis Creek School District implemented benchmark testing at trimesters schoolwide using Moby Max. Staff successfully completed the assessments as assigned and are at varying degrees of using the results of those assessments to modify their instruction. Students were able to return to school full time this school year following prescribed protocols. Staff received training in a new science program-Amplify and piloted History Social Science curriculum for adoption. Curtis Creek has state board adopted curriculum in all core subject areas of Math, Language Arts, History, and Social Science. Students also received a new social emotional program taught by their classroom teachers called Second Step. Due to COVID, continued training was not available for PBIS, however implementation of the Social Emotional Curriculum and continued implementation of PBIS year 1 strategies was successful. Staff continued to focus on parent engagement and communication. Phone calls were made, SST's held, informal conferences, and collaborations occurred. A new SST form was created which allowed staff to document the use of interventions and note progress or lack thereof. A School Site Council was established which allowed for participation of parents and staff members into the budget, LCAP, and wellness and safety plans.

Current dashboard data is not available, however in 20-21 SBAC data provided that 39.1% of all students met or exceeded standards in English Language Arts and 28.57% met or exceeded standards in mathematics.

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.

Based on CAASP scores for 20-21 37.07% of students did not meet standards for English Language Arts and 40.77% of students did not meet standards in mathematics. Chronic absenteeism for 20-21 was 31% for all, 51.2% for students with disabilities, and 67.5% for our homeless students. Our suspension rate for 20-21 was 4.0%

For the 21-22 school year the dashboard has not been updated due to COVID. Based on input and data obtained from staff, students, and community members suspension, discipline, safety, absenteeism, and learning loss continue to be major areas of need and focus. In addition staff and community members feel that students would benefit from additional support activities such as art, music, before and after school supports for our older students, and access to a school library.

Curtis Creek School District has taken the following steps to address these areas:

1. Adopted and aligned curriculum to the state standards
2. Provided professional development in new curriculum and benchmark program.
3. Hired a full time counselor.
4. Continued to provide and expand mental health services and supports.
5. Began sending attendance letters to document attendance and connect with families.
6. Instituted Districtwide benchmarks in ELA and math.

Currently we have approximately 80 percent of teachers that are appropriately assigned and fully credentialed.

LCAP Highlights

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

Goal 1 Academic Assurances: Increase academic achievement through solid instructional supports, such as technology, curriculum, interventions in math and reading.

- Purchase standards aligned curriculum and technology.
- Implement and participate in PBIS trainings.

Goal 2 Safety of Facilities and Communication: Create a safe positive learning environment by providing mental health supports, trauma informed strategies and increasing student and parent engagement and connectedness.

- Provide 1 FTE counselor
- Increase school engagement and connectedness with parents/families
- Continue to implement PBIS, bully prevention, and other means of correction

Goal 3 Building Human Capacity: Provide students access to a broad course of study and enrichment opportunities to prepare all students for a positive future.

- Incorporate an Art and Music program schedule
- STEAM activities, supplies, field trips
- After School Enrichment/Library

Goal 4 Closing the Achievement Gap: Provide wrap around supports to ensure student success.

- Align activities beyond the instructional day
- Develop a STEAM Room

Comprehensive Support and Improvement

An LEA with a school or schools eligible for comprehensive support and improvement must respond to the following prompts.

Schools Identified

A list of the schools in the LEA that are eligible for comprehensive support and improvement.

N/A

Support for Identified Schools

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

N/A

Monitoring and Evaluating Effectiveness

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

N/A

Engaging Educational Partners

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

March 2022:

California Healthy Kids survey was given to 5th/6th/7th graders, parents and staff

April 2022:

School Site Council reviewed and gave input on plan. The school site council is also our Parent Advisory committee.

May 2022:

Leader in Me Student/Parent/Staff Baseline Survey given

Certificated/classified aide Staff Meetings

Learning Commons Committee meetings

Principal was consulted on draft goals and summary.

The California Healthy kids survey was used to solicit student feedback.

June 2022:

An email was sent (June 13, 2022) to all staff (certificated, classified, and the principal, and district office management) with a draft of the LCAP. Staff was asked for input and feedback.

A public hearing will be conducted on June 14, 2022 in order for the Governing Board to hear comments from the public about the Local Control Accountability Plan prior to its consideration on June 21, 2022.

The Governing Board will vote on the approval of the LCAP on June 21, 2022 at a public meeting.

2022: A variety of types of communications were used to engage educational partners. Meetings were held, surveys available digitally/remote, and informal discussions were documented. Our Site council was used as our parent advisory group.

SELPA meetings were attended monthly and topics related to LCAP and the Local Plan were discussed.

A summary of the feedback provided by specific educational partners.

Parent Input: Enrichment programs, music and art, counseling services, family involved activities and more use of technology were echoed in the parent survey in 2021 and continue to be a priority from parents in 2022. In addition, parents would like students to have access to a library and would like to continue to see safety addressed. Field trips are also a priority for our parents. Our School Site Council operated as our parent advisory group.

School Site Council: Discussion of general safety procedures and development of next steps moving forward. Movement to engage families and communicate needs in emergencies. Systematic communication on a scheduled basis.

Students:

2022-Student input reflected a need to feel safe and connected to school. The learning commons job description will be adjusted to accommodate an alternative safe space for students during unstructured time such as recess and before and after school. Bullying also continues to be brought up as a concern by students.

Certificated staff:

2021-A high priority was to facilitate and support a safe positive school climate and learning environment. This would include increased counseling and mental health supports as well as consistent procedures to keep our campus safe. Another priority was to increase student achievement in English Language Arts and Math while creating a structure of connectiveness. Academic technology/devices to accelerate learning for all were also a high priority.

2022-Staff shared a continued desire for counseling and mental Health supports. In addition, there is a strong desire to focus on behavior and PBIS strategies. Safety is still a major concern for this group as well. Music, art, and before and afterschool activities remain a priority. A desire was expressed to have more parents participate in our Parent Teacher association-or CCPA.

Classified staff:

2021-Behavioral supports and staff training were high priorities. Safety was a focus whereby increasing counseling and mental health providers would allow for keeping our campus safe.

2022-Discipline and consistency in behavior to maintain safety remains a priority.

Principal/District Office Management:

2021-Safety of grounds, communication systems and development of activities allowed during the pandemic. Monitored safety protocols and got students back to school earlier than most in the county. Continued discussions around how to get back to "normal" as we move forward. 2022-Safety remains a priority. Staff retention and turnover is a focus. Compliance with state and federal laws and regulations with minimal staff support. Structural deficit in our budget.

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

2021-Stakeholder feedback reflects that increasing overall student achievement in reading and math; providing counseling and mental health support; and maintaining a safe campus were of high priority. The continuation of programs and practices, such as Art, Music, Band, M&M and STEAM are valuable programs to continue. New goals and objectives which surfaced were in the area of increased support for English learners with a liaison and new curriculum. Also increasing activities in STEAM through the use of new STEAM rooms on campus.

2022-Although we do not see the need for a new goal we will be eliminating some actions and adding some actions. In 2021 there appeared to be a focus on English Learners and English Learner curriculum. After doing some investigation we discovered we already purchased ELD curriculum with our current ELA adoptions and staff just need some Professional Development on its use. Our new actions will focus on connecting with home, social emotional needs, safety, behavior and the addition of a library/learning commons. Student input reflected a need to feel safe and connected to school. The learning commons job description will be adjusted to accommodate an alternative safe space

for students during unstructured time such as recess and before and after school. Bullying and behavior will be a focus through the implementation of PBIS strategies, the addition of a BCBA, and the implementation of Leader in me.

Goals and Actions

Goal

Goal #	Description
1	Academic Assurances: Increase academic achievement through solid instructional supports, such as technology, curriculum, and interventions in math and reading.

An explanation of why the LEA has developed this goal.

Student achievement is significantly below standard, although we are maintaining or with slight declines our achievement remains below standards. This goal was developed to ensure that all students have access to standards-aligned curriculum, and supports to gain academic knowledge and make gains by meeting or exceeding state standards.

The actions in this goal address the following priorities:

Priority #1: Basic

Priority #2 State Standards

Priority #4 Pupil Achievement

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
SBAC ELA: Scale points distance from standard	2019 Dashboard 2018-2019 SBAC All: 8.7 points below standard	Due to COVID testing data is not available for last year on the dashboard. SBAC Data is available from Dataquest for 20-21- 39.1% met or exceeded standard. 37.07% did not meet the standard.			2022-2023 SBAC All: 5 points above standard

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
SBAC Math: Scale points distance from standard	2019 2018-2019 SBAC All: 46.9 points below standard	Due to COVID testing data is not available for last year on the dashboard. SBAC Data is available from Dataquest for 20-21- • 28.57 met or exceeded • 40.77% did not meet the standard.			2022-2023 SBAC All: 5 points above standard
Device to Student Ratio-Chromebooks	232 new devices older working devices Current enrollment 446	80 Chromebooks were purchased this school year. 20 were purchased using the Emergency Connectivity Fund and 60 were purchased through the LCAP.			Implement replacement plan Circulate devices and make expired devices available to students and families Purchase 60 devices each year (180)
Laptops upgraded and maintained for Curriculum and Instruction	21 Laptops (Baseline established 21-22 school year).	10 Laptops were purchased this school year. We will continue to maintain our TCSOS tech support into the next school year through our already approved MOU with the County and a different funding source.			Maintain TCSOS tech support and purchase 5 new laptops each year (15)

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Student access to Standards Aligned Instructional Materials	100% of our student have sufficient access to instructional materials.	100% of our students have access to instructional materials that meet state adopted standards in the core subject areas of Language Arts, Math, Science, and Social Studies.			100% of students have sufficient access
Benchmarks	Districtwide Benchmarks do not exist	A technology based software and curriculum program was purchased, teachers received training, and students were administered the benchmarks three times this school year.			100% of District Benchmarks will be completed and analyzed to enhance and improve instruction and learning each trimester.

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Academic Instructional Support	1.1 Purchase research based educational software, curriculum, and provide professional development to increase student achievement and support teachers in implementing standards based instruction. This will include benchmarking, instructional supports and intervention curriculum and processes. Provide professional development to increase student achievement and support teachers in implementing standards based instruction.	\$65,000.00	Yes
1.2	Technology Equipment/Supplies/Support	1.2 Purchase technology devices and instructional supplies for students and staff along with technology services.	\$30,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
1.3	English Language Development Curriculum/Resources	1.3 Purchase ELD curriculum to assist English Learners in developing academic content. Provide professional development in ELD implementation.	\$15,000.00	Yes
1.4	Positive Behavior Intervention Supports	1.4 Purchase PBIS curriculum and provide for staff development and intervention supports.	\$64,000.00	Yes

Goal Analysis [2021-22]

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

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

Action 1.1 Due to COVID Professional development was not able to occur in all of the desired areas or as frequently as desired.

Action 1.2 was labelled technology plan-This action does not match the desired outcome of purchasing 15 laptops and maintaining TCSOS tech support. The Metric is being renamed to Laptops upgraded and maintained for Curriculum and Instruction The baseline is currently not a measurable objective as it says-TCSOS tech support. This Baseline has been re-written to match the ending outcome of 15 laptops purchased over 3 years.

Action 1.3 As we began to investigate this action it was discovered that our current language arts adoptions also had an optional ELD component that had already been purchased but staff was not aware of it. This is something we plan to look into over the upcoming school year and provide professional development as needed.

Action 1.4 PBIS Professional development was rescheduled several times due to COVID. We finally had to decide to put this off until next year as it was also difficult to obtain substitute teachers for our team with the frequent changes and absences of staff due to COVID.

Successes-Many additional Chromebooks and computers were purchased this school year for students and staff. PBIS was also partially implemented with lost of use of new curriculum-Second Step and reward system

Challenges- As we were still under COVID restrictions PD needed to be provided on a limited bases due to the sub shortages and virtually. ELD professional development did not occur as it turns out we have an ELD curriculum already.

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

Action 1.1 This line was budgeted to include a science adoption by previous staff. It is our understanding that required core subject curriculum can not be purchased using this funding which accounts for our substantive difference in spending for this action.

Action 1.2 None

Action 1.3 No curriculum needed to be purchased as our current language arts adoption has it. Professional development may be needed in this area.

Action 1.4 PBIS Professional development was rescheduled several times due to COVID. We finally had to decide to put this off until next year as it was also difficult to obtain substitute teachers for our team with the frequent changes and absences of staff due to COVID.

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

Action 1.1-This action is very effective in making progress towards the goal of increased academics for our students. Professional development will continue to be a need as well as supplemental materials and curriculum.

Action 1.2-This action will be met and needs to remain an ongoing priority as we plan a cycle of replacement for our technology. Staying current with technology, curriculum, and standards will continue to help increase student achievement in academic areas.

Action 1.3-The action as originally written did not reflect current needs. This action was added to in order to reflect the need for professional development as we already have access to curriculum. Focusing on English Learner needs is important in meeting academic achievement goals for our English Learners.

Action 1.4- Positive Behavior interventions and supports is essential to student learning. We will continue to work on increasing our expertise in this area while addressing the behavioral needs of our students in order to see academic progress.

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

Action 1.1-We have identified that this line was originally budgeted for a science textbook adoption. Textbook adoptions should not be taken from LCAP dollars so we will spend less in this area. Also based on feedback from educational partners having a library and before and afterschool locations for our upper grade students are a priority and where additional funds will be spent.

Action 1.2 Instead of circulating devices through 5th through 8th grade we will make expired devices available to students and families that need them. Since COVID and the continued advancements in technology and technology based curriculum, it is important that our students have access to technology at home when we can provide it to them.

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	Safety of Facility and Communication: Create a safe positive learning environment by providing mental health supports, trauma informed strategies while increasing student and parent engagement and connectedness.

An explanation of why the LEA has developed this goal.

This goal was developed to ensure all students and families are feeling safe, engaged and learning while feeling connected to school. The main goal focus is on fostering the necessary systems (Connect-Ed, Agendas, Parent Handbook) to promote parental participation. Fostering of a safe school environment includes student access to mental health and counseling resources.

The actions in this goal address the following state priorities:

Priority #3 Parental Involvement and Family Engagement
 Priority #4 Pupil Achievement
 Priority #5 Pupil Engagement
 Priority #6 School Climate

The metrics associated with this goal are regularly reviewed to monitor progress.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
CA School Dashboard Chronic Absenteeism	2019 Dashboard Report All: 11% Students with Disabilities: 25% Homeless: 31%	In 20-21 Chronic absenteeism rates- - all students 31% - students with disabilities 51.2%			8% or less for All

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		67.5% Homeless students			
CA School Dashboard Suspension/Expulsion Rate	2019 Dashboard Report All: 1.8% Hispanic: 3.4% Expulsion Rate 0.0%	20-21 Suspension Rate 4.0% All students 2.0% Hispanic students 20-21 Expulsion Rate 0.0%			Suspension Rate All: 0% Hispanic: 0% Expulsion Rate 0%
Local Climate Survey	2019 Student survey results: 78% Feel safe at school 83% Caring Adult Relationships 91% High expectations set 33% Experience sadness/hopelessness	This year we used several surveys with students, staff, and families. Leader in Me Survey and California Healthy Kids survey were offered and the data reviewed. Data for Middle school is- 44% Feel Safe at school 56% Caring Relationship 61% High Expectations set			Increase: Feeling safe at school to 85% or above Caring Adult to 90% or above High expectations to 95% or above Decrease: Experience sadness/hopelessness to 10% or less

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		37% Experienced chronic sadness/hopelessness Data for Grade 5: 50% Feel Safe at school 53% Caring Relationship 72% High Expectations set			
Parental Involvement	Results from survey results...65% participation rate recommend CCSD 71.3% need a counselor 66% yes safe at school 57.4%	At the time of this report 66 families replied to the family survey for baseline data from Leader in Me. 39 families responded to the Healthy kids survey- this was due to the survey being administered late and not enough time for families to participate. These questions were not explicitly asked in our surveys and so data is not available. Participation rate for			Seeking 85% participation rate from parents on parent survey.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		parents was approximately 22%.			
Facilities Maintenance	FIT Report, last SARC overall rating was poor	FIT report our overall rating on the SARC was Fair			All school facilities will be in good condition on the FIT report.
Attendance Rate	2019 Attendance Rate: 96.19% 2020 Attendance Rate: 90.10%	2021/22 Attendance Rate 89.7%			97% attendance rate
Middle School Drop Out Rate	2019 Drop Out Rate: 0% 2020 Drop Out Rate: 0%	0% Drop Out Rate for Middle School Students			Maintaining a 0% drop out rate.

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	Counseling Services	2.1 Provide 1 FTE counseling service.	\$131,000.00	Yes
2.2	Parent and family engagement and education	2.2 Increase home/school communication and implement activities, events, and parent educational opportunities to support family connectedness, engagement and participation for all families including families with students with disabilities, foster youth, English Learners, low income, and homeless.	\$5,500.00	Yes
2.3	Positive Behavior Intervention Supports	2.3 School staff will continue to implement Positive Behavior Interventions and Supports (PBIS), bully prevention programs, and	\$13,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		other means of correction to create and foster a positive school climate.		
2.4	Targeted outreach	2.4 5% of the teachers day is directed to student/family engagement including phone calls, emails, meetings, parent conferences and other needed activities to help connect and communicate with students and families.	\$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.

Action 2.1-None

Action 2.2- None

Action 2.3-None

Action 2.4-This is a new action and was added to include the targeted outreach made by teachers. A percentage of certificated staff salary (5%) was added to this action for this outreach.

Successes-Our full time counselor started prior to school beginning and has been amazing asset to both students and staff. Teachers were able to concentrate on connecting and reaching out to families.

Challenges- PBIS kind of stayed at a standstill as our training in year 2 was not able to continue due to COVID.

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

Action 2.1-None

Action 2.2-5% of certificated salaries were contributed to this action as communication and connectedness was the focus for all. Teachers spend part of every day calling parents, emailing parents, and communicating with parents in other formats as well.

Action 2.3-A majority of this money was not spent due to COVID and the cancellations of ongoing training. We do expect to continue this in the upcoming school year.

Action 2.4-This new item was added as it was a primary focus during and post year two of COVID restrictions to engage and connect with families and students.

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

Action 2.1 Having a full time counselor has been essential in providing the needed supports for mental health and trauma that we were unable to provide to students prior. Our counselor has been instrumental in helping connect families to services and school site in order to support student growth.

Action 2.2 This action effectively helped us make progress towards our goal by allowing us to better communicate with families via technology, create a website that meets ADA requirements and is more user friendly and accessible, and provide fingerprinting fees to parents who wished to volunteer at school. All of these helped us to better communicate with families.

Action 2.3-PBIS and other means of correction continue to be a need and focus for our school community. All surveys and meetings with staff indicate a need for improved safety and behavior in all aspects. Staff continue to work together to address these needs and implement new programs and processes.

Action 2.4-Connecting with families is essential in meeting this goal.

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

Action 2.1-None-Need to continue

Action 2.2-We will continue most of these actions as we have confirmed there need and benefits.

Action 2.3- None-Need to continue and add Leader in me approaches as appropriate.

Action 2.4-This goal will not be carried forward into the 22-23 school year. We will continue to prioritize connecting with families.

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	Building Human Capacity: Provide students access to a broad course of study and enrichment opportunities to prepare all students for a positive future.

An explanation of why the LEA has developed this goal.

This goal has been developed to sustain all students having access to a broad course of study through offerings of art, music, technology, student leadership, and health that support learning engagement.

The actions in this goal address the following state priorities:

Priority #2 State Standards
Priority #4 Pupil Achievement
Priority #7 Course Access
Priority #8 Other Pupil Outcomes

The combined actions include in this goal are centered on increasing the opportunities for students to increase engagement and participate in a variety of learning opportunities for increased academic and social emotional growth.

The metrics associated with this goal are regularly reviewed to monitor progress.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Master Schedule	Master schedule to indicate 100% of students receive art instruction	Art instruction was not offered specifically however instruction was provided in some general education			100% of students receive art/music instruction

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	Master schedule to indicate all primary classes receive music instruction	classrooms by teachers this school year.			
Parent Survey	Agree/Strongly agree in support of art and music, STEAM activities and other enrichment opportunities	At the time of this report 66 families replied to the family survey for baseline data from Leader in Me. 39 families responded to the Healthy kids survey- this was due to the survey being administered late and not enough time for families to participate. This question was not included on the surveys however educational partners have shared that this is an ongoing desire and should be considered a priority.			Support for programs 100%

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	Art and Music Programs	3.1 District will develop a master schedule that incorporates art and music instruction for TK-8 grades within the school day along with the necessary equipment and supplies	\$29,280.00	Yes
3.2	STEAM Materials and Activities	3.2 Support instruction and learning in the areas of Science, Technology, Engineering, Art and Math (STEAM), increase supplies, field trips and assemblies.	\$5,000.00	Yes
3.3	After School/Before School and during school Enrichment Programs	3.3 To provide educational, recreational, and social activities for students that align with and extend beyond the mandatory instructional/academic day	\$56,000.00	Yes

Goal Analysis [2021-22]

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

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

Action 3.1- Although the district advertised for a music teacher at the start of the year the position was not able to be filled. In addition we have been addressing many fiscal issues and were not able to cover the costs of this position in other funds. Art instruction was not offered specifically however instruction was provided in some general education classrooms by teachers this school year. Currently the district is deficit spending over the next three years and we are working to correct this. This remains a priority for families, staff, and students and therefore we will be carrying over this funding amount and adding to it to the extent possible.

Action 3.2-None

Action 3.3-None

Successes-The job description was advertised for a music teacher. Two STEAM rooms were developed and one used last. Teachers were able to provide some tutoring afterschool. In addition some clubs, such as Robotics also occurred after school hours. Challenges-We had no qualified music teacher applicants. Our second STEAM room is being completed this year as staff was unable to complete it last year. We were not able to hire enough aides to assist with the M and M club and before and afterschool support.

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

Action 3.1-Although the district advertised for a music teacher at the start of the year the position was not able to be filled. In addition we have been addressing many fiscal issues and were not able to cover the costs of this position in other funds. Currently the district is deficit spending over the next three years and we are working to correct this. This remains a priority for families, staff, and students and therefore we will be carrying over this funding amount and adding to it to the extent possible.

Action 3.2-None

Action 3.3-None

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

Action 3.1-We continue to work towards fulfilling this goal for our students and families.

Action 3.2-We spent the money allocated to begin to create and use STEAM rooms on campus. Materials were purchased that were used in classrooms and in the STEAM room as Next Generation Science Standards continue to be implemented.

Action 3.3-Even in the midst of COVID and staffing shortages additional enrichment activities were provided outside of the school day. Robotics, coding, sports and leadership activities took place in addition to tutoring.

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

Action 3.1- Next year we will be advertising for this position as a stipend and in a before and afterschool capacity.

Action 3.2-None

Action 3.3-As a result of conversations, meetings from education partners, and surveys there is a desire to have access to a library and additional before school and after school supports for students. Additional money's will be allocated to this line to provide for staffing and supplies for this program.

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	Closing the Achievement GAP: Provide wrap around supports and align activities beyond the school day such as before school support to ensure student success. Include all students and families by providing translation and liaison services as needed.

An explanation of why the LEA has developed this goal.

This goal has been developed to ensure that all students receive support services that enhance their school experience.

The actions in this goal address the following state priorities:

Priority #2 State Standards

Priority #3 Parental Involvement and Family Engagement

Priority #5 Pupil Engagement

Priority #6 School Climate

The metrics associated with this goal are regularly reviewed to monitor progress.

This goal was established by prior administration. The staff and the community feel the actions under this goal continue to be a need and wish for this goal to remain.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Staff Survey	Results % strongly agree to continue extra activities	Two surveys were distributed to staff but neither asked this question specifically. Meetings were held with staff and families indicating a strong desire to increase and			100% participation in extended learning

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		improve extra supports and activities for students.			
CA School Dashboard Access to a Broad Course of Study	All classes have access to some form of extra curriculum	All classrooms have access to extra curriculum and supports.			100% of all classes will participate

Actions

Action #	Title	Description	Total Funds	Contributing
4.1	Extended Activities	4.1 Align activities beyond the school day (M&M, Before/After School Support, Student Center)	\$25,000.00	Yes
4.2	Translation/ Interpretation Services	4.2 Translation and interpretation liaison services to support inclusivity	\$4,000.00	Yes
4.3	STEAM Room Implementation	4.3 Develop two classrooms on site to support STEAM activities	\$4,000.00	Yes

Goal Analysis [2021-22]

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

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

Action 4.1-Although money was not spent out of the LCAP for this action afterschool tutoring and other activities were provided under other actions and funding sources. Meetings were held with staff and families indicating a strong desire to increase and improve extra supports and activities for students. Due to COVID activities were limited. Once restrictions lifted activities occurred afterschool

Action 4.2-Translation services were not needed this school year so no funding was used from this account.

Action 4.3-None

Successes- STEAM classrooms were created and one was used frequently.

Challenges-Due to COVID activities were limited. Once restrictions lifted activities occurred afterschool but in a modified capacity as staffing is also a challenge.

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

Action 4.1-Although money was not spent out of the LCAP for this action afterschool tutoring and other activities were provided under other actions and funding sources.

Action 4.2-Translation services were not needed this school year so no funding was used from this account.

Action 4.3-Although not all the funding allocated in the LCAP was used for this purpose other funding sources were used to accomplish these actions including ESSER funding.

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

Action 4.1-Providing afterschool tutoring and additional afterschool activities help to close the achievement gap and provides for enrichment and wrap around support.

Action 4.2-When needed these services will help families that need translation services access various programs and supports including wrap around services.

Action 4.3-Through the creation of the STEAM rooms students have access to various enrichment activities and supports that help to close the achievement gap. Students were able to receive specific lab experiences, scientific guest speakers, and participate in robotics programs, etc. because of access to these rooms.

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

Action 4.1-After receiving feedback from our educational partners, staff, and students there is a desire to provide a library and additional supports for students who need a different environment before school, after school, and at breaks and recesses.

Action 4.2-Funding was reduced to boost and support other areas of need as this was not a big need this school year.

Action 4.3-STEAM rooms were completed this school year therefore not as much time needed to be allocated to this budget line.

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)
429,131.00	NA

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
10.30%	0.42%	\$17,237.00	10.72%

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

Required Descriptions

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

Goal 1 Action 1: Academic instructional supports provide research based educational software, curriculum and professional development to highly qualified teachers as they develop accessible teaching strategies that relate to standards-based instruction. These services are principally directed and are an effective use of funds, which target all students including low-income, English learners and homeless/foster youth in meeting state priority goals areas, 2, and 4 while increasing engagement and improving learning outcomes for these students.

Goal 1 Action 2: Technological equipment purchases enhance student access to technology that will increase learning and achievement opportunities. These services are principally directed and are an effective use of funds targeting our low-income, English learners, homeless/foster youth and students with disabilities in meeting goals in the state priority areas, 2, and 4 through maintaining and replacing instructional devices and supplies for staff and students. The applicable technology offers teachers the ability to individualize curriculum and customize it to the needs of our students so that they may reach their potential and for those students to have equal access to the same resources that all students have.

Goal 1 Action 3: English Language curriculum purchases of research-based curriculum and implement appropriate instructional resources principally directed toward students who are English learners to improve and increase these students need and supports.

Goal 1 Action 4: Positive Behavior Intervention Supports help to create and maintain a positive school climate in which all students have the opportunity to learn and grow in a safe environment. Be using PBIS structure for behavior and discipline, implementing a reward system, it creates a focus on prevention and instruction. These services are principally directed and are an effective use of funds, targeting low-

income, English learners, homeless/foster youth students with disabilities and all students in meeting the goals in the state priority areas of 2 and 4. This action will be effective in meeting the goals of these students by providing a safe environment, fostering a climate of respect and supporting engagement in learning which will lead to improved academic achievement and success.

Goal 2 Action 1: School counseling provides students with social and emotional supports that lead to improved academic success. These services are principally directed and are an effective use of funds, targeting our low-income, English learners, homeless/foster youth and all students in meeting goals in the state priority areas 3,4,5 and 6.

Additional staff training in social-emotional, and trauma informed practices develops life skills, coping skills and cognitive skills that can be used both at school and in life.

Goal 2 Action 2: Parent and family engagement and education helps to develop and foster home/school relationships that lead to active and meaningful engagement that supports student's academic success. These services are principally directed and are an effective use of funds, targeting our low-income, English learners, homeless/foster youth and all students in meeting goals in the state priority areas 3,4,5 and 6. Additionally providing and maintaining systems of communication including translating documents into Spanish in order to meet the needs of our school community.

Goal 2 Action 3: Positive Behavior Intervention Supports help to create and maintain a positive school climate in which all students have the opportunity to learn and grow in a safe environment. Be using PBIS structure for behavior and discipline, implementing a reward system, it creates a focus on prevention and instruction. These services are principally directed and are an effective use of funds, targeting low-income, English learners, homeless/foster youth students with disabilities and all students in meeting the goals in the state priority areas 3, 4, 5, and 6. This action will be effective in meeting the goals of these students by providing a safe environment, fostering a climate of respect and supporting engagement in learning which will lead to improved academic achievement and success.

Goal 3 Action 1: Art and Music programs support all grade levels in a defined art and music scheduled program. These services are principally directed and are an effective use of funds, targeting our low-income, English learners, homeless/foster youth and all students in meeting goals in the state priority areas 2, 4, 7 and 8. Research tells us that exposure to art improves improves a student's lifelong outcome, increases motivation, school attendance and academic performance.

Goal 3 Action 2: STEAM materials and activities support instruction and learning of Science, Technology, Engineering, Art and Math. These services are principally directed and are an effective use of funds, targeting our low-income, English learners, homeless/foster youth and all students in meeting goals in the state priority areas 2, 4, 7 and 8. Dedicated STEAM activities facilitate improved science and math literacy through hands-on experiences which help students develop life skills and critical thinking.

Goal 3 Action 3: After school enrichment programs provide additional educational, social and recreational activities that extend beyond the instructional day. These services are principally directed and are an effective use of funds, targeting our low-income, English learners, homeless/foster youth and all students in meeting goals in the state priority areas 2, 4, 7 and 8. Enrichment opportunities improve educational outcomes, school attendance, and social emotional learning. After school program research suggests that that participation helps to close the achievement gaps, particularly for low income, and homeless/foster youth who may not have access to extra-curricular community opportunities.

Goal 4 Action 1: Extended Activities provide structure before and after school with activities aligned to support academic needs of all

students as well as targeting our low-income, English learners, homeless/foster youth. Funds are principally directed and an effective use in supporting state priorities 2, 3, 5, and 6. Providing a safe place to increase student support benefits all.

Goal 4 Action 3: STEAM materials and activities support instruction and learning of Science, Technology, Engineering, Art and Math. These services are principally directed and are an effective use of funds, targeting our low-income, English learners, homeless/foster youth and all students in meeting goals in the state priority areas 2, 4, 7 and 8. Dedicated STEAM activities facilitate improved science and math literacy through hands-on experiences which help students develop life skills and critical thinking. Two rooms on campus will support a primary STEAM room with library access and a Intermediate room will also have STEAM and library access for all students.

Goal 4 Action 2: Translation and interpretation liaison services to support inclusivity for our second language learners. Making sure families and students are engaged in and connected to the academic process is essential so that all students succeed academically and the achievement gap is closed.

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

All action/services are proposed to ensure positive outcomes for all students in the areas of academic achievement, student engagement, and positive school connectedness. The goals and services are principally directed toward socio-economically disadvantages, English learners, homeless/foster youth as well as students with disabilities. The district has made a commitment to implement systems and structures as well as programs that apply to all students. Academic support is a priority and will increase through the addition of materials, before and after school tutoring supports as well as increased ELD support. The counselor will support social emotional learning as well as directing staff in the advancement of trauma informed practices. We are exceeding the 10.98% above base to offer support , meeting the MPP funding by all the actions provided above, principally directed for Foster Youth, Low Income. homeless and English Learners.

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.

NA

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	NA	NA

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 certificated staff providing direct services to students	NA	NA

2022-23 Total Expenditures Table

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	\$446,780.00				\$446,780.00	\$302,280.00	\$144,500.00

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1.1	Academic Instructional Support	English Learners Foster Youth Low Income	\$65,000.00				\$65,000.00
1	1.2	Technology Equipment/Supplies/Support	English Learners Foster Youth Low Income	\$30,000.00				\$30,000.00
1	1.3	English Language Development Curriculum/Resources	English Learners	\$15,000.00				\$15,000.00
1	1.4	Positive Behavior Intervention Supports	English Learners Foster Youth Low Income	\$64,000.00				\$64,000.00
2	2.1	Counseling Services	English Learners Foster Youth Low Income	\$131,000.00				\$131,000.00
2	2.2	Parent and family engagement and education	English Learners Foster Youth	\$5,500.00				\$5,500.00
2	2.3	Positive Behavior Intervention Supports	English Learners Foster Youth Low Income	\$13,000.00				\$13,000.00
2	2.4	Targeted outreach	All		\$0.00			\$0.00
3	3.1	Art and Music Programs	English Learners Foster Youth Low Income	\$29,280.00				\$29,280.00
3	3.2	STEAM Materials and Activities	English Learners Foster Youth Low Income	\$5,000.00				\$5,000.00

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
3	3.3	After School/Before School and during school Enrichment Programs	English Learners Foster Youth Low Income	\$56,000.00				\$56,000.00
4	4.1	Extended Activities	English Learners Foster Youth Low Income	\$25,000.00				\$25,000.00
4	4.2	Translation/ Interpretation Services	English Learners	\$4,000.00				\$4,000.00
4	4.3	STEAM Room Implementation	English Learners Foster Youth Low Income	\$4,000.00				\$4,000.00

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
4,167,605.00	429,131.00	10.30%	0.42%	10.72%	\$446,780.00	0.00%	10.72 %	Total:	\$446,780.00
								LEA-wide Total:	\$0.00
								Limited Total:	\$0.00
								Schoolwide Total:	\$446,780.00

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	Academic Instructional Support	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools	\$65,000.00	
1	1.2	Technology Equipment/Supplies/Support	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools	\$30,000.00	
1	1.3	English Language Development Curriculum/Resources	Yes	Schoolwide	English Learners	All Schools	\$15,000.00	
1	1.4	Positive Behavior Intervention Supports	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools	\$64,000.00	
2	2.1	Counseling Services	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools	\$131,000.00	
2	2.2	Parent and family engagement and education	Yes	Schoolwide	English Learners Foster Youth	All Schools	\$5,500.00	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
2	2.3	Positive Behavior Intervention Supports	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools	\$13,000.00	
3	3.1	Art and Music Programs	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools	\$29,280.00	
3	3.2	STEAM Materials and Activities	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools	\$5,000.00	
3	3.3	After School/Before School and during school Enrichment Programs	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools	\$56,000.00	
4	4.1	Extended Activities	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools	\$25,000.00	
4	4.2	Translation/ Interpretation Services	Yes	Schoolwide	English Learners	All Schools	\$4,000.00	
4	4.3	STEAM Room Implementation	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools	\$4,000.00	

2021-22 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	\$449,942.00	\$413,638.00

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	Academic Instructional Support	Yes	\$106,733.00	\$19,709.00
1	1.2	Technology Equipment/Supplies/Support	Yes	\$30,000.00	\$31,502.00
1	1.3	English Language Development Curriculum/Resources	Yes	\$45,000.00	\$0.00
1	1.4	Positive Behavior Intervention Supports	Yes	\$26,718.00	\$19,117.00
2	2.1	Counseling Services	Yes	\$127,714.00	\$127,382.00
2	2.2	Parent and family engagement and education	Yes	\$5,500.00	\$25,208.00
2	2.3	Positive Behavior Intervention Supports	Yes	\$15,119.00	\$0.00
2	2.4	Targeted outreach	Yes	\$0.00	\$166,526.00
3	3.1	Art and Music Programs	Yes	\$19,280.00	\$0.00
3	3.2	STEAM Materials and Activities	Yes	\$12,400.00	\$14,685.00

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)
3	3.3	After School Enrichment Programs	Yes	\$5,450.00	\$5,284.00
4	4.1	Extended Activities	Yes	\$18,590.00	\$0.00
4	4.2	Translation/ Interpretation Services	Yes	\$12,438.00	\$0.00
4	4.3	STEAM Room Implementation	Yes	\$25,000.00	\$4,225.00

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)
\$430,875.00	\$449,942.00	\$413,638.00	\$36,304.00	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	Academic Instructional Support	Yes	\$106,733.00	19709.00		
1	1.2	Technology Equipment/Supplies/Support	Yes	\$30,000.00	31502.00		
1	1.3	English Language Development Curriculum/Resources	Yes	\$45,000.00	0.00		
1	1.4	Positive Behavior Intervention Supports	Yes	\$26,718.00	19117.00		
2	2.1	Counseling Services	Yes	\$127,714.00	127382.00		
2	2.2	Parent and family engagement and education	Yes	\$5,500.00	25208.00		
2	2.3	Positive Behavior Intervention Supports	Yes	\$15,119.00	0.00		
2	2.4	Targeted outreach	Yes	0.00	166,526.00		
3	3.1	Art and Music Programs	Yes	\$19,280.00	0.00		
3	3.2	STEAM Materials and Activities	Yes	\$12,400.00	14685.00		
3	3.3	After School Enrichment Programs	Yes	\$5,450.00	5284.00		

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)
4	4.1	Extended Activities	Yes	\$18,590.00	0.00		
4	4.2	Translation/ Interpretation Services	Yes	\$12,438.00	0.00		
4	4.3	STEAM Room Implementation	Yes	\$25,000.00	4225.00		

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)
4,105,132.00	\$430,875.00	0%	10.50%	\$413,638.00	0.00%	10.08%	\$17,237.00	0.42%

Instructions

[Plan Summary](#)

[Engaging Educational Partners](#)

[Goals and Actions](#)

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

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

Introduction and Instructions

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

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

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

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

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

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

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

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

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

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

Engaging Educational Partners

Purpose

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

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

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

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

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

Requirements and Instructions

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

Local Control and Accountability Plan:

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

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

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

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

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

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

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

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

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

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

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

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

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

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

Focus Goal(s)

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

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

Broad Goal

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

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

Maintenance of Progress Goal

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

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

Required Goals

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

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

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

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

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

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

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

Measuring and Reporting Results:

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

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

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

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

Complete the table as follows:

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

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

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

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

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

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

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

Goal Analysis:

Enter the LCAP Year.

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

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

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

Purpose

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

Requirements and Instructions

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

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

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

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

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

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

Required Descriptions:

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

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

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

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

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

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

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

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

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

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

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

For School Districts Only:

Actions Provided on an LEA-Wide Basis:

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

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

Actions Provided on a Schoolwide Basis:

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

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

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

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

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

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

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

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

Provide the following descriptions, as applicable to the LEA:

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

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

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

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

Complete the table as follows:

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

Action Tables

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

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

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

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

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

Data Entry Table

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

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

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

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

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

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

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

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

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

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

LCFF Carryover Table

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

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

Calculations in the Action Tables

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

Contributing Actions Table

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

Contributing Actions Annual Update Table

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

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

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

LCFF Carryover Table

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

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

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

California Department of Education
January 2022