



Central Union School District  
Lemoore, CA

## LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Central Union Elementary Sch Dist

CDS Code: 16-63883-0000000

School Year: 2023-24

LEA contact information:

Tom Addington

Superintendent

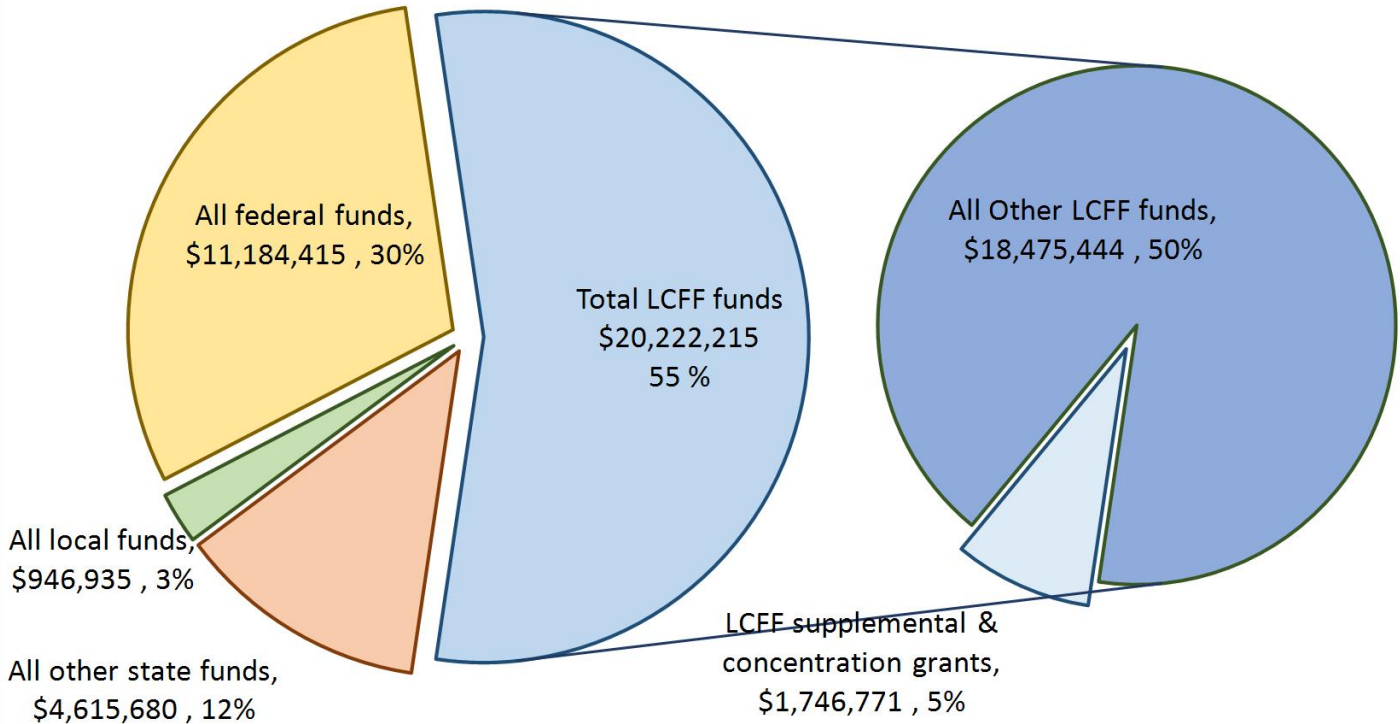
tadding@central.k12.ca.us

(559) 925-2619

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

# Budget Overview for the 2023-24 School Year

## Projected Revenue by Fund Source

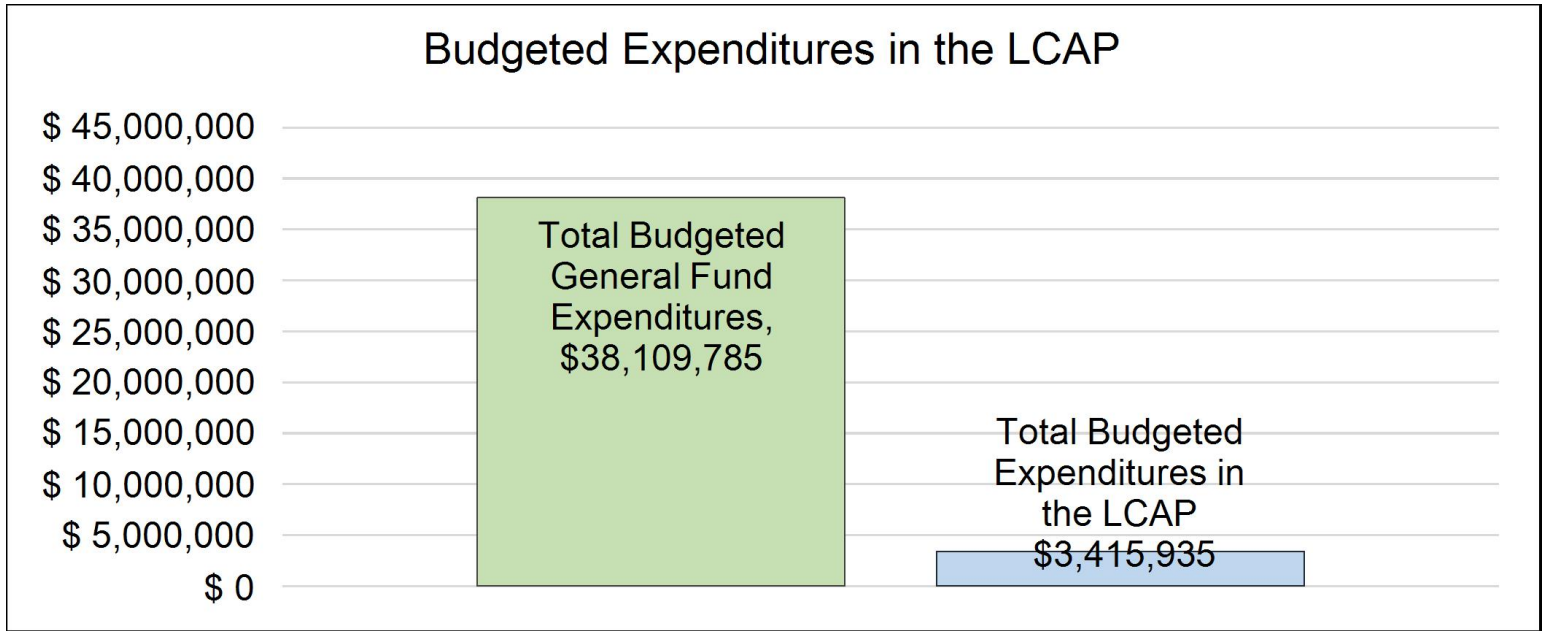


This chart shows the total general purpose revenue Central Union Elementary Sch Dist expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Central Union Elementary Sch Dist is \$36,969,245, of which \$20,222,215 is Local Control Funding Formula (LCFF), \$4,615,680 is other state funds, \$946,935 is local funds, and \$11,184,415 is federal funds. Of the \$20,222,215 in LCFF Funds, \$1,746,771 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 Central Union Elementary Sch Dist plans to spend for 2023-24. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Central Union Elementary Sch Dist plans to spend \$38,109,785 for the 2023-24 school year. Of that amount, \$3,415,935 is tied to actions/services in the LCAP and \$34,693,850 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

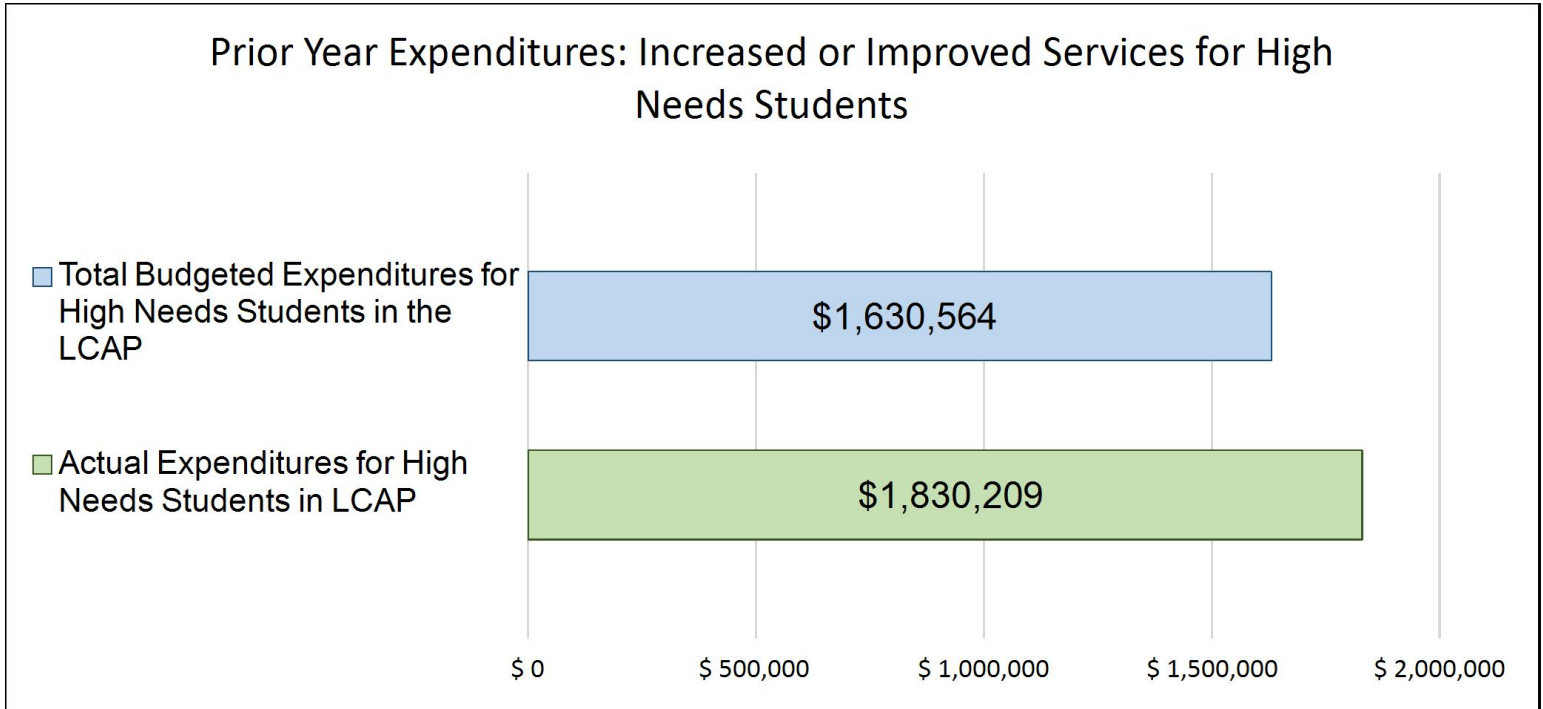
District site administrative salaries and benefits, maintenance and operations expenditures, retiree benefits, transportation, utilities, instructional supplies, and other professional services.

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

In 2023-24, Central Union Elementary Sch Dist is projecting it will receive \$1,746,771 based on the enrollment of foster youth, English learner, and low-income students. Central Union Elementary Sch Dist must describe how it intends to increase or improve services for high needs students in the LCAP. Central Union Elementary Sch Dist plans to spend \$1,830,209 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 2022-23



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

The text description of the above chart is as follows: In 2022-23, Central Union Elementary Sch Dist's LCAP budgeted \$1,630,564 for planned actions to increase or improve services for high needs students. Central Union Elementary Sch Dist actually spent \$1,830,209 for actions to increase or improve services for high needs students in 2022-23.



# Local Control and Accountability Plan

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

| Local Educational Agency (LEA) Name | Contact Name and Title          | Email and Phone                              |
|-------------------------------------|---------------------------------|--|
| Central Union Elementary Sch Dist   | Tom Addington<br>Superintendent | taddingt@central.k12.ca.us<br>(559) 925-2619 |

## Plan Summary [2023-24]

### General Information

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

CUSD is an incredible place for educational opportunity for the children and families in our community. CUSD is proud of its history. It is through the labors and partnerships of staff, parents, and the community that CUSD achieves its successes. CUSD is a safe, caring, and academically oriented District. The District is confident that each child will have an excellent experience because of the combined efforts of its staff, parents, and community working with a common vision for ALL children.

#### CUSD Vision

Central Union Schools will be known as world-class quality schools for all students, empowering every student to excel to their highest potential.

#### CUSD Mission Statement

Central Union School District seeks to be an exemplary learning community. We build the foundation of this community through meaningful relationships, relevant and engaging learning, effective communication, and providing a safe atmosphere. Each student will be treated as an individual, given the tools to be a lifelong learner, and taught to function as a member of a group and as a productive member of society. We

challenge ourselves to be better than we think we can be, and advocate for the greater good of our community. Our success in this mission will build lifelong, confident learners, who have the tools necessary for success in a changing world.

CUSD is comprised of 4 schools with 3 distinct populations.

Akers and Neutra Schools are located on the NAS Lemoore Base serving primarily military dependent students and some civilian employee dependents. These schools serve a very diverse population with the greatest number of ethnic groups of our schools. And while they have a relatively small English Learner population, it is again are our most diverse English Learners including more than 6 different languages.

Central School is located near the Santa Rosa Rancheria, which belongs to the federally recognized Tachi Yokut tribe, and serves a significant Native American Population. And while our Native American students are often not in the Unduplicated student group, they have historically been one of our most at risk student groups. Finally, Stratford School is located in a rural farming community with many of its students English Learners.

While the District is comprised of very different schools, it strives to provide a cohesive and equitable program to meet the needs of all students to ensure success. This is accomplished in part by Central's focused efforts in two key research and evidence-based practices to ensure greatest success for ALL Students. The District is actively working on the implementation and refinement of a Multi-Tiered System of Support (MTSS) addressing both the academic and social-emotional & behavioral needs of students. This includes Tier 1 guarantees for all students on both sides of this system. In addition, Tier 2 supports have been implemented focusing on providing the supports needed for students to meet grade level Essential Standards in ELA and Math. Tier 2 continues to be refined for continuous improvement. Tier 3 supports for our most at risks students is also being addressed. Secondly, the district is committed to an effective and sustainable Professional Learning Community (PLC). Both classified and certificated staff have received training on the "why" for PLCs. Districtwide and Site level teams have been established and coaching of teams through partnerships has been provided. Administrators collaborate reviewing and analyzing District and Site data as well as sharing effective strategies leading to successes and asking questions. In Central Union, ALL means ALL.

CUSD is located in a rural community in the Central Valley. Pre-pandemic (2019-20), District enrollment was 1875, compared to 2022-23, enrollment of 1675. This loss of enrollment coupled with attendance challenges impact student learning, staff, and funding. Like most districts, we have seen increases in social-emotional, behavioral, and mental health needs in our students both in frequency and severity. Staff alike have been impacted as well both personally and professionally as they strive to meet the needs of their students and families.

## Reflections: Successes

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

DISTRICT SUCCESSES and/or PROGRESS BASED ON DATA AVAILABLE

ATTENDANCE

91.8% 2021-22 P2 Data

## 95.9% 2022-23 P2 Data

### CHRONIC ABSENTEEISM Rate ( DataQuest 2021-22)

Central Union Elementary School District 24.9%

Kings County 36.9%

Statewide 30.8%

### 2022-23 Local Data (SchoolZilla - May 2023)

All Students, 9.5%

Foster Youth, 4.8%

English Learners, 4.2%

Socio-economically Disadvantaged, 8.9%

SWD 12.1%

American Indian 20.2%

African American 6.8%

### SUSPENSION RATE (SchoolZilla - May 2023 from CA Schools Dashboard Fall 2022)

All Students, High, 3.1% from 3.7%

Socio-economically, 2.5% from 3.7%

Foster Youth, Very High, 4.8% from 17.2%

SWD, 2.6% from 3.1%

American Indian, 5.2% from 9.3%

### LEARNING IN BROAD COURSE OF STUDY

ELA 98%

Math 97%

Science 100%

Social Studies 99%

PE/Health 100%

Arts 100%

(Visual/Performing)

ELD for ELs 100%

(T2 Data)

Middle School Drop out Rate 0%

(CALPADS Reports 1.12 (2022-23))

## Expulsion Rate

0%

(DataQuest 2021-22 data)

## 2022-23 ADDITIONAL LOCAL DATA

### ENGLISH LANGUAGE ARTS

iReady ELA Diagnostic Data indicates the number of students Proficient increased from 26.4% (Fall 22-23) to 55.3% (Spring 22-23)

English Learners 4.3% to 28.1%

Foster Youth 10% to 33.3%

Socio-Economically Disadvantaged (55.4% Spring 2023)

SWD 4.7% to 27%

American Indian 8.1% to 30.1%

African American 31.5% to 59.2%

### MATHEMATICS

iReady Math Diagnostic Data indicates the number of students Proficient increased from 13% (Fall 22-23) to 45.8% (Spring 22-23)

English Learners 2.2% to 20.9%

Foster Youth 15% to 47.6%

Socio-Economically Disadvantaged (44.2% Spring 2023)

SWD 8.9% to 31.2%

American Indian 1.6% to 23.9%

African American 9.2% to 43.8%

Although Attendance and Suspension Rates have not yet returned to pre-pandemic levels, through efforts in place, the district continues to see improvement (See previous Chronic Absenteeism in Identified Need Dashboard data). Local Academic data based on iReady Diagnostic shows significant growth in ELA and Math for students from Fall to Spring 22-23.

The LEA plans to build upon these successes:

Pre-COVID19, ALL students were making progress towards proficiency and student groups were demonstrating closing of learning gaps with a Multi-Tiered System of Supports (MTSS) in place and strong Professional Learning Communities focusing of data driven instruction. The district plans to build on successes by continuing to refine and strengthen MTSS and continue to support Professional Learning Communities with emphasis on the Continuous Cycle of Improvement by leveraging data.



## 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.

### ATTENDANCE

91.8% 2021-22 P2 Data

### CHRONIC ABSENTEEISM

Fall 2022 Dashboard, 7 of 10 Student Groups in Very High.

All Students, Very High, 25.2%

Socio-economically Disadvantaged, Very High, 29.9%

English Learners, Very High, 31.8%

Foster Youth, Very High, 41.4%

SWD, Very High, 32.4%

American Indian, Very High, 68.4%

Hispanic, Very High, 32.7%

Two or More Races, Very High, 23.4%

### SUSPENSION RATE (Fall 2022 Dashboard)

All Students, High, 3.5%

Socio-economically Disadvantaged, High, 3.7%

English Learners, Medium, 1.9%

Foster Youth, Very High, 17.2%

SWD, High, 3.1%

American Indian, Very High, 9.3%

African American, very High, 6.1%

### ACADEMIC INDICATOR - ENGLISH LANGUAGE ARTS (Fall 2022 Dashboard)

Fall 2022 Dashboard, 2 of 9 Student Groups in Very Low.

All Students, Low, 11.6 pts below standard

Socio-economically Disadvantaged, Low, 29.7 pts below standard

English Learners, Low, 62.2 pts below standard

Foster Youth, Very Low, 108.3 pts below standard

SWD, Very Low, 72.3 pts below standard

American Indian, Low, 68.7 pts below standard

## ACADEMIC INDICATOR - MATHEMATICS (Fall 2022 Dashboard)

Fall 2022 Dashboard, 4 of 9 Student Groups in Very Low.

All Students, Low, 34.7 pts below standard

Socio-economically Disadvantaged, Low, 56.9 pts below standard

English Learners, Very Low, 96 pts below standard

Foster Youth, Very Low, 115.9 pts below standard

SWD, Very Low, 96.2 pts below standard

American Indian, Very Low, 99.5 pts below standard

Based on analysis of data, student groups most at risk are American Indians, Students with Disabilities, and Unduplicated Students.

Attendance and Chronic Absenteeism Rates indicate that Student Engagement & Connectedness must continue to be a high priority. Like other Districts, Central is committed to accelerating learning for all students. The District will continue to focus on closing achievement gaps for student groups.

Central Union Elementary School District has been identified for Differentiated Assistance based on data for our Student with Disabilities, Foster Youth, and American Indian student groups. During the 22-23 year, the district partnered with Kings County Office of Education in analyzing data and completing a root cause analysis of these student groups' needs. Current year local data show strides already in addressing some of these areas, but 23-24 will include careful monitoring and continuous adjusting based on data. Pupil Engagement and School Climate are addressed in Goal 2. Pupil Achievement is in Goal 3.

Student groups are identified for the following reasons:

Students with Disabilities (SWD)

Pupil Engagement (Chronic Absenteeism)

Pupil Achievement (Academic Indicators ELA/Math)

Foster Youth (FY)

Pupil Engagement (Chronic Absenteeism)

Pupil Achievement (Academic Indicators ELA/Math)

School Climate (Suspension Rate)

American Indian (AI)

Pupil Engagement (Chronic Absenteeism)

School Climate (Suspension Rate)

In order to address our greatest areas of need, CUSD will

1. Engage Unduplicated Students, meeting their social-emotional needs and strengthening their school connections.
2. Continue its focus on ALL Means ALL.  
This includes three key steps:
  - 1 - addressing the social-emotional and behavioral needs of our students
  - 2 - enabling students to achieve at high standards and engage productively
  - 3 - have access to and utilize timely data to carefully monitor progress of student groups priority areas

## LCAP Highlights

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

Goal 1: CONDITIONS FOR LEARNING leading to college and career readiness

Action 1: Basic Services (appropriately assigned and credentialed teachers, standards-aligned materials, facilities in good repair.)

Action 2: Implementation of State Standards (Grade level standards-aligned Instruction for Tier 1, Designated and Integrated ELD for English Learners.

Action 3: Broad Course of Study for ALL students

Goal 2: ENGAGE Parents, Students, and Community

Action 1: Engage Parents (Student Inventory, parent resources, input, 2-way communication system, and additional teacher contact.

Action 2: Engage Students (MTSS for Social-Emotional and Behavioral needs, Tier I SEL Curriculum, Trauma Informed Practices, Counselors and PE Teachers collaborating to promote Social and Emotional learning through physical Activity, SMART Goals and plans for celebrating and improving attendance each site.)

Action 3: School Climate of Safety and Connectedness (Connectedness strategies at all sites, Resource Officer, Safety & Security Enhancements, Stop It (Bully Program), Raptor (screening of adults on campus), and Securly (internet filtering software))

Goal 3: ACHIEVEMENT of state adopted standards through data driven decision making

Action 1: PLC Process and MTSS/RTI (Comprehensive PD Plan, PD Materials/Supplies & Supplementary Materials, MTSS/RTI for Academics with emphasis on Essentials Standards, Implement Balanced Assessment Plan including Academic Screener 3 times per year, Local Assessment & Data Management Systems for purposes of collaboration in monitoring and decision making, and Professional Learning Communities)

Action 2: Replace Technology Devices

Action 3: Targeted Additional Services (Summer Learning Opportunities and Targeted Interventions beyond the school day)

Action 4: Targeted Additional Services for English Learners (Targeted Intensive ELD and Intervention services beyond the school day)  
Action 5: ELD Coaching & Supplementary Materials  
Action 6: Instructional Aides  
Action 7: Title I Program District Administrative Costs  
Action 8: Title I Homeless Set-Aside - Services to Homeless students across the District.

## **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.

The LEA has no schools identified for CSI.

### ***Support for Identified Schools***

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

The LEA has no schools identified for CSI.

### ***Monitoring and Evaluating Effectiveness***

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

The LEA has no schools identified for CSI.

# Engaging Educational Partners

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

Central uses a process to consult with Educational Partners on the LCAP and Annual update through both group and individual input opportunities. The process includes consultation with staff, parents, community and students. This is accomplished through meetings with a variety of committees/Educational Partner groups as well as Local Surveys for Parent/Guardians, Staff (Classified and Certificated), and students. A variety of modes are used to provide notification of meetings including email, ParentSquare, and phone calls. Data and Annual update information are also shared at meetings. Surveys and meetings also provided opportunity for questions and input. Translators are available at meetings if needed. Written translation of Agendas and Minutes are also provided as needed.

District Advisory Committee (DAC) - includes Parents (including parents of English Learner and Student with Exceptional Needs), Administrators, and Community Members

October 6, 2022

February 2, 2023

April 13, 2023

Indian Education Counsel (IEC)

October 18, 2022

November 15, 2022

February 21, 2022

March 14, 2023

April 18, 2023

District English Learner Advisory Committee (DELAC)

October 27, 2022

January 26, 2023

March 9, 2023

April 27, 2023

Local Bargaining Units

Certificated - May 30 and June 2, 2023

Classified Bargaining Units - May 31, 2023

Kings County SELPA - June 2, 2023

District Board Meetings - includes Community Members

September 12, 2022  
October 17, 2022  
February 13, 2023  
June 12, 2023 (Public Hearing)  
June 16, 2023 (Adoption)

In addition to the above district committee's sites share information and opportunity for input at the site through Staff Meetings, English Learner Advisory Committees (ELAC), and School Site Counsel (SSC) Meetings.

LEA Staff (classified, teachers, and administrators) were provided an opportunity to provide input through the 2022-23 Survey.

Parents/Community provided input through the 2022-23 Survey (as well as various committees listed above).

Students provided input to the LCAP through the Winter 2023 Student Survey.

Members of the public were notified of the opportunity to submit comments regarding specific actions and expenditures proposed to be included.

#### A summary of the feedback provided by specific educational partners.

Feedback from specific educational partner groups included:

District Advisory Committee (DAC) - Feedback from this group was that the 3-year plan was working overall. They indicated that ELD Coaching (Goal 3.5) should continue. They suggested refining of progress monitoring of English Learners.

District English Learner Advisory Committee (DELAC) - Parents indicate that needs of their students are being met. Overall, they indicated that 3-year plan was still appropriate and working. Parent member express a need for assistance for them in helping their children. A concern was expressed about more parents needing to attend opportunities for information and opportunity to ask questions. It was shared that not all parents are comfortable with technology. The committee recommended continuing with the Interventions (Goal 3.3) throughout the year.

Indian Education Counsel (IEC) - Feedback from this group was that the 3-year plan was working overall. Feedback primarily centered around Goal 2. They indicated that "Parents need to be more involved" (Goal 2.1). In order to increase student Engagement (Goal 2.2) and Sense of Connectedness (Goal 2.3), they recommended "promoting more cultural connectedness with the school" and gave examples of writing prompts and projects that would benefit from a few options to considering culture. The committee recommended the continuation of project based learning and the use of student presentations as both "engaging and powerful" learning tools that "develop a sense of pride in students" (Goal 1.2 Standards aligned instruction and Goal 3.1 MTSS/RTI - Rigorous Tier 1 Instruction). IEC noted the district's improvements with attendance and academics this year and encourage continued improvement.

Local Bargaining Units did not recommend any significant changes to the 3-year plan. They did indicate that Panorama Survey (Supporting Goal 2.2 and 2.3) data is providing good information and next steps would be greater understanding of resources available in Panorama to respond based on the data. The importance of clarity at each site of School-wide Expectations including in each area of the campus for students' behavioral success (Goal 2.2).

LEA Staff (classified, teachers, and administrators)- Overall, staff surveys indicate a continued support of actions included in the goals of the current 3-year plan. Staff Surveys recommend continuing interventions, continuing on our PLC Journey and MTSS in a focused way, and the supports in place for students. Staff note that student post pandemic behaviors continue to be a concern with refinement needed in the behavior side of MTSS.

Kings County SELPA - During the consultation the SELPA was please to see the 2022-2023 local data showing the progress the district is making with student groups in Goal 2 focused on Student social-emotional behavioral well-being, connectedness and sense of safety and Goal 3 student achievement. For goal 2, the SELPA shared an effective practice other districts are using to reduce chronic absenteeism. The practice will be shared with sites to support them in further reducing Chronic Absenteeism. A practice for increasing student connectedness of students not connected that other districts are having success using was also share and will be communicated to sites. The SELPA suggested consideration for actively seeking out SWD to join/participate in activities and monitoring of rate participation of SWD compared to other students.

Students - Student Surveys show the significant impact on relationships (connectedness) and sense of safety with students recovering in these area. The data indicates the significant need for ongoing actions addressing the social, emotional, and mental health needs of students. Students also report need in Emotional Regulation - knowing how to manage their moods and remain calm when things go wrong. They indicate the importance of P.E. teachers and technology in supporting their learning.

#### Trends that emerged

Educational Partners consistently affirmed the Goals and Actions in the current 3-year plan. The District should continue: focus on Attendance & Chronic Absenteeism, interventions, collaboration of PE and Counselors, and student supports. Refinements recommended were more increased numbers of parents and greater, Behavioral site of MTSS (Goal 2.2),

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

##### For Goal 1: Basic Services

Educational partners agree that appropriately credentialed and assigned staff, standards aligned instructional materials, and schools in good repair are important. The District has and will consistently provide this and no input indicating needs or changes were provided.

##### For Goal 2: Engagement

Consistently Educational Partners indicated the concern for students social, emotional, and behavioral well being. Goal 2, Action 2 focuses on Actively Engaging Students in the Learning Process. It includes the implementation of MTSS for social, emotional, and behavioral needs, Social Emotional Curriculum, Counselors, and Engaging PE with coaches collaborating with counselors. Partners express the need for greater parent participation in opportunities for Parent Engagement opportunities for gaining information and understanding in partnering for their child's success. This will continue to be a focus. Goal 2, Action 1 focuses on Engaging Parents in the Learning process and includes resources and opportunities for parents and parent committees communicated to families through a system for 2-way communication with embedded translation. Based on input, more parent resources will be shared as a part of the existing action.

#### For Goal 3: Achievement

All educational partner groups expressed ongoing needs for Intervention and accelerating learning (Goal 3, Action 3 and 4). Input included continued work in PLCs, Academic Screener, focused PLCs and Professional Learning, which are included in Goal 3, Action 1.



# Goals and Actions

## Goal

| Goal # | Description  |
|--------|--|
| 1      | All Students will be provided the CONDITIONS FOR LEARNING leading to college and career readiness. They will receive a broad educational program delivered by qualified staff using standards aligned instructional materials in facilities which are well maintained. |

An explanation of why the LEA has developed this goal.

Ensuring the Conditions for Learning are in place and ALL students have equitable access to them is foundational to student success.

Goal developed to address the following State Priorities and measured by the aligned metrics: (See Baseline data below)

- Priority 1 - Basic Services
- Priority 2 - Implementation of State Standards
- Priority 7 - Access to Broad Course of Study

## Measuring and Reporting Results

| Metric   | Baseline   | Year 1 Outcome   | Year 2 Outcome  | Year 3 Outcome | Desired Outcome for 2023–24   |
|--|--|--|---|----------------|---|
| 1A Teachers appropriately assigned & fully credentialed      | Met (Priority 1 Basic Services at School: Self-Reflection Tool)        | Met (Priority 1 Basic Services at School: Self-Reflection Tool)        | Met (Priority 1 Basic Services at School: Self-Reflection Tool)                               |                | Met (Priority 1 Basic Services at School: Self-Reflection Tool)                               |
| 1B Pupil Access to standards-aligned Instructional Materials | 1A Teachers With Full Credential - 99 Without Full Credential - 2      | 1A Teachers With Full Credential - 103 Without Full Credential - 0     | 1A Teachers appropriately assigned & fully credentialed. 100% Teachers appropriately assigned |                | 1A Teachers appropriately assigned & fully credentialed. 100% Teachers appropriately assigned |
| 1C Facilities maintained in good repair                      | Teaching Outside Subject Area of Competence (with full credential) - 0 | Teaching Outside Subject Area of Competence (with full credential) - 0 | 100% Teachers fully credentialed  |                | 100% Teachers fully credentialed  |

| Metric   | Baseline  | Year 1 Outcome  | Year 2 Outcome  | Year 3 Outcome | Desired Outcome for 2023–24  |
|--|---|---|---|----------------|--|
|  | <p>1B Instructional Materials<br/>Instructional Materials<br/>100% - Goal Met.</p> <p>1C Facilities<br/>100% Facilities Good or Better - Goal Met.</p>  | <p>1B Instructional Materials<br/>Instructional Materials<br/>100% - Goal Met.</p> <p>1C Facilities<br/>100% Facilities Good or Better - Goal Met.</p>  | <p>(State teacher data not available.<br/>Local data from HR)</p> <p>1B Instructional Materials<br/>Instructional Materials<br/>100% - Goal Met.</p> <p>1C Facilities<br/>100% Facilities Good or Better - Goal Met.</p> <p>(2022 SARCs)</p>  |                | <p>1B Instructional Materials<br/>Instructional Materials<br/>100% - Goal Met.</p> <p>1C Facilities<br/>100% Facilities Good or Better - Goal Met.</p>   |
| 2A Implementation of SBE adopted content and performance standards | <p>Met (Priority 2: Implementation of State Standards Reflection Tool)</p> <p>1. PD for teaching to Standards 4-Full Implementation<br/>2. Instructional Materials aligned to Standards 5-Full Implementation &amp; Sustainability<br/>3. Policies &amp; Programs supporting staff in identifying where they can improved 4-Full Implementation</p> | <p>Met (Priority 2: Implementation of State Standards Reflection Tool)</p> <p>1. PD for teaching to Standards 4-Full Implementation<br/>2. Instructional Materials aligned to Standards 5-Full Implementation &amp; Sustainability<br/>3. Policies &amp; Programs supporting staff in identifying where they can improved 4-Full Implementation</p> | <p>Met (Priority 2: Implementation of State Standards Reflection Tool)</p> <p>*Providing PD for teaching Standards 4<br/>*Instructional Materials aligned to Standards 5<br/>*Progress Implementing Policies &amp; Programs supporting staff in identifying where they can improved 4<br/>*Other Adopted Academic Standards 3</p> |                | <p>Met (Priority 2: Implementation of State Standards Reflection Tool)</p> <p>*Providing PD for teaching Standards 4<br/>*Instructional Materials aligned to Standards 5<br/>*Progress Implementing Policies &amp; Programs supporting staff in identifying where they can improved remained a 4<br/>*Other Adopted Academic Standards 4</p> |

| Metric   | Baseline  | Year 1 Outcome  | Year 2 Outcome  | Year 3 Outcome | Desired Outcome for 2023–24   |
|--|---|---|---|----------------|---|
|  | *Other Adopted Academic Standards<br>3-Initial Implementation<br>*Support for Teachers and Administrators 4- Full Implementation  | *Other Adopted Academic Standards<br>3-Initial Implementation<br>*Support for Teachers and Administrators 4- Full Implementation  | *Support for Teachers and Administrators 4  |                | *Support for Teachers and Administrators 4  |
| 2B Programs/Services enable ELs to access CA and ELD Standards | Met (Priority 2: Implementation of State Standards Reflection Tool)<br>See details above.<br><br>100% ELs access and enrollment in courses aligned to CA State Standards.<br><br>100% ELs access and enrollment in ELD. (2020-21 Master Schedule) | Met (Priority 2: Implementation of State Standards Reflection Tool)<br>See details above.<br><br>100% ELs access and enrollment in courses aligned to CA State Standards.<br><br>100% ELs access and enrollment in ELD. (2021-22 Master Schedule) | Met (Priority 2: Implementation of State Standards Reflection Tool)<br>See details above.<br><br>100% ELs access and enrollment in courses aligned to CA State Standards.<br><br>100% ELs access and enrollment in ELD. (2022-23 Master Schedule) |                | Met (Priority 2: Implementation of State Standards Reflection Tool)<br>See details above.<br><br>100% ELs access and enrollment in courses aligned to CA State Standards.<br><br>100% ELs access and enrollment in ELD. (2023-24 Master Schedule) |
| 7A Broad Course of study                                       | 100% Students have access to ELA, Math, Science, HSS, Physical Education/Health and Integrated Visual and Performing Arts<br>100% ELD for ELs   | 100% Students have access to ELA, Math, Science, HSS, Physical Education/Health and Integrated Visual and Performing Arts<br>100% ELD for ELs   | 100% Students have access to ELA, Math, Science, HSS, Physical Education/Health and Integrated Visual and Performing Arts<br>100% ELD for ELs   |                | 100% Students have access to ELA, Math, Science, HSS, Physical Education/Health and Integrated Visual and Performing Arts<br>100% ELD for ELs   |

| Metric   | Baseline  | Year 1 Outcome  | Year 2 Outcome  | Year 3 Outcome | Desired Outcome for 2023–24   |
|--|---|---|---|----------------|---|
|  | (2020-21 Master Schedule)   | (2021-22 Master Schedule)   | (2022-23 Master Schedule)   |                | (2023-24 Master Schedule)   |
| 7B Programs/Services Unduplicated Students           | 100% Unduplicated Students have access to ELA, Math, Science, HSS, Physical Education/Health and Integrated Visual and Performing Arts<br>100% ELD for ELs<br>(2019-20 Master Schedule)           | 100% Unduplicated Students have access to ELA, Math, Science, HSS, Physical Education/Health and Integrated Visual and Performing Arts<br>100% ELD for ELs<br>(2021-22 Master Schedule)           | 100% Unduplicated Students have access to ELA, Math, Science, HSS, Physical Education/Health and Integrated Visual and Performing Arts<br>100% ELD for ELs<br>(2022-23 Master Schedule)           |                | 100% Unduplicated Students have access to ELA, Math, Science, HSS, Physical Education/Health and Integrated Visual and Performing Arts<br>100% ELD for ELs<br>(2023-24 Master Schedule)           |
| 7C Programs/Services Students with exceptional needs | 100% Students with exceptional needs have access to ELA, Math, Science, HSS, Physical Education/Health and Integrated Visual and Performing Arts<br>100% ELD for ELs<br>(2019-20 Master Schedule) | 100% Students with exceptional needs have access to ELA, Math, Science, HSS, Physical Education/Health and Integrated Visual and Performing Arts<br>100% ELD for ELs<br>(2021-22 Master Schedule) | 100% Students with exceptional needs have access to ELA, Math, Science, HSS, Physical Education/Health and Integrated Visual and Performing Arts<br>100% ELD for ELs<br>(2022-23 Master Schedule) |                | 100% Students with exceptional needs have access to ELA, Math, Science, HSS, Physical Education/Health and Integrated Visual and Performing Arts<br>100% ELD for ELs<br>(2023-24 Master Schedule) |

## Actions

| Action # | Title   | Description   | Total Funds  | Contributing |
|----------|---|---|--------------|--------------|
| 1.1      | Provide all students access to Basic Services   | <p>All Students will have access to<br/>           (1)appropriately assigned and credentialed teachers,<br/>           (2)their own copy of standards-aligned materials,<br/>           (3)facilities that, at a minimum, meet the standard of "good repair."<br/>           (Including guidance and protocols for cleaning and sanitation for COVID19 based on current CDC and County Health Dept. guidance.)</p> <p>Aligned to Priority 1 Basic Conditions<br/>           Measured by Metrics 1A, 1B, and 1C<br/>           Local Indicator: Priority 1 Basic Conditions at School Self-Reflection Tool</p> | \$408,113.00 | No           |
| 1.2      | Continue to Implement State Standards including programs/services that enable English Learners to access CA and ELD Standard. | <p>Grade level standards-aligned instruction for all students in Tier 1. All English Learners will be provided both Designated and Integrated ELD as part of core curriculum. (Instruction provided by staff provided in Action 1. No Additional cost).</p> <p>Aligned to Priority 2<br/>           Measured by Metrics 2A and 2B<br/>           Local Indicator: Priority 2 Implementation of State Standards Self-Reflection Tool</p>   | \$0.00       | No           |
| 1.3      | Broad Course of Study   | <p>All Students will have access to a Broad Course of Study including Unduplicated students and students with exceptional needs. (Instruction provided by staff provided in Action 1. No Additional cost).</p> <p>Aligned to Priority 7 Access to Broad Course of Study<br/>           Measured by Metrics 7A, 7B, and 7C (Master Schedule)<br/>           Local Indicator: Priority 7 Pupil Access Self-Reflection Tool</p>  | \$0.00       | No           |

## Goal Analysis [2022-23]

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

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

There are no substantive differences in planned actions and actual implementation of these actions. We successfully met our goal using the actions. There were no challenges for this goal.

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

There are no material differences between Budgeted Expenditures and Estimated Actual Expenditures. This goal does not include any Actions contributing to Increased or Improved Services.

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

All three actions have been very effective in meeting our goal of All Students will be provided the CONDITIONS FOR LEARNING leading to college and career readiness. Metric expectations for all 3 State Priorities (Priority 1 - Basic Services, Priority 2 - Implementation of State Standards, and Priority 7 - Access to Broad Course of Study aligned) to Goal 1 have been met.

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

No Changes

**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      | Parents, Students, and the community will be ENGAGED to participate collaboratively in the educational process. |

An explanation of why the LEA has developed this goal.

Parents, Students, and the School Community partnering together is one of the best ways to create a positive learning environment and support student success.

2023-24 Focus

- The District/Sites will continue to focus on sense of safety and connectivity to meet increased social-emotional needs of students.
- Careful monitoring, support, and adjusting in realtime for students in Student Groups for which the District was identified of Differentiated Assistance.
- Chronic Absenteeism: Very High for American Indians, Foster Youth, and Students with Disabilities.
- Suspension Rate: Very High for American Indians & Foster Youth, High for Students with Disabilities
- District/Sites seeking to engage and support more parents as they partner in their student's learning, including sharing additional parent resources.

Goal developed to address the following State Priorities and measured by the aligned metrics: (See Baseline data below)

Priority 3 - Parent Involvement  
 Priority 5 - Pupil Engagement  
 Priority 6 - School Climate

## Measuring and Reporting Results

| Metric                               | Baseline   | Year 1 Outcome   | Year 2 Outcome                                | Year 3 Outcome | Desired Outcome for 2023–24                             |
|--------------------------------------|--|--|---|----------------|---|
| 3A Parental input in decision making | 94.1% Parents Agree<br>2021 Local Survey Parent Survey | 92.4% Parents Agree<br>2022 Local Survey Parent Survey | 61% Parents Agree<br>2023 Local Parent Survey |                | 95% Parents Agree<br>2023-24 Local Survey Parent Survey |

| Metric  | Baseline  | Year 1 Outcome   | Year 2 Outcome   | Year 3 Outcome | Desired Outcome for 2023–24  |
|---|---|--|--|----------------|--|
| 3B Promote parent participation - unduplicated pupils | 96.1% Parents Agree<br>2021 Local Survey Parent Survey (Parents of Unduplicated pupils)   | 93.3% Parents Agree<br>2022 Local Survey Parent Survey (Parents of Unduplicated pupils)  | 74% Parents Agree<br>2023 Local Parent Survey  |                | 97% Parents Agree<br>2023-24 Local Survey Parent Survey (Parents of Unduplicated pupils)   |
| 3C Promote parent participation - exceptional needs   | 100% Parents Agree<br>2021 Local Survey Parent Survey (parent of pupils with exceptional needs)   | 95.7% Parents Agree<br>2022 Local Survey Parent Survey (parent of pupils with exceptional needs)   | 80% Parents Agree<br>2023 Local Parent Survey  |                | 100% Parents Agree<br>2023-24 Local Survey Parent Survey (parent of pupils with exceptional needs)   |
| 5A School Attendance Rates                            | 96.98%<br>2020-21 P2 Data   | 91.8%<br>2021-22 P2 Data   | 95.9%<br>2022-23 P2 Data   |                | 98%<br>2023-24 P2 Data   |
| 5B Chronic Absenteeism                                | Chronic Absenteeism Rate Indicator 2.7%<br>Green. Low (Fall 2019 Dashboard/DataQuest 2018-19)<br>Chronic Absenteeism 6%<br>March 2021 SchoolZilla | Chronic Absenteeism Rate Indicator Not available<br>Chronic Absenteeism Rate 6.5% All Students 14.3% Foster Youth<br>DataQuest 2020-21<br>Chronic Absenteeism All Students 26.5% Foster 41.2% English Learners 34.7% | CA Schools Dashboard 2022<br>Chronic Absenteeism Indicator All Students Very High, 25.2%<br>Socio-economically Disadvantaged Very High, 29.9%<br>English Learners Very High, 31.8%<br>Foster Youth |                | Chronic Absenteeism Rate Indicator<br>Green. Low (Fall 2023 Dashboard: 2022-23 data)<br>ADD - UPDATE<br>Chronic Absenteeism Indicator All Students Very High, 25.2%<br>Socio-economically Disadvantaged Very High, 29.9% |



| Metric  | Baseline   | Year 1 Outcome   | Year 2 Outcome  | Year 3 Outcome | Desired Outcome for 2023–24  |
|---|--|--|---|----------------|--|
|   |  | Socioeconomically Disadvantaged 25.9% (SchoolZilla - Spring 2022)  | Very High, 41.4%<br>SWD<br>Very High, 32.4%<br><br>American Indian<br>Very High, 68.4%  |                | English Learners<br>Very High, 31.8%<br><br>Foster Youth<br>Very High, 41.4%<br><br>SWD<br>Very High, 32.4%<br><br>American Indian<br>Very High, 68.4% |
| 5C Middle School Drop out Rate                            | Middle School Drop out Rate<br>0%<br>(CALPADS Reports 1.12 (2020-21))  | Middle School Drop out Rate<br>0%<br>(CALPADS Reports 1.12 (2021-22))  | Middle School Drop out Rate<br>0%<br>(CALPADS Reports 1.12 (2022-23))   |                | Middle School Drop out Rate<br>0%<br>(CALPADS Reports 1.12 (2023-24))  |
| 5D High School Drop-out<br>5E High School Graduation Rate | Not Applicable/H.S Measure   | Not Applicable/H.S Measure   | Not Applicable/H.S Measure  |                | Not Applicable/H.S Measure   |
| 6A Pupil Suspension                                       | Suspension Rate Indicator<br>Green, 1.9% ALL<br>Orange, 2.6%<br>American Indian 2.4%, Orange<br>English Learners Orange, 2.7%<br>Two or More Races | Suspension Rate Indicator<br>CA Schools<br>Dashboard data not available for Fall 2021.<br><br>Suspension Rate 0.3% ALL<br>American Indian 0% | CA Schools<br>Dashboard 2022<br>Suspension Rate Indicator<br>All Students High, 3.5%<br><br>Socio-economically Disadvantaged High, 3.7% |                | Suspension Rate Indicator<br>Green, 1.8%<br>(Fall 2023 Dashboard: 2022-23 data)<br><br>Suspension Rate 1.9%<br>DataQuest 2022-23                       |

| Metric   | Baseline   | Year 1 Outcome  | Year 2 Outcome  | Year 3 Outcome | Desired Outcome for 2023–24   |
|--|--|---|---|----------------|---|
|  | (Fall 2019 Dashboard/DataQuest 2018-19)<br><br>Suspension Rate 2.1% (DataQuest 2019-20 data) | English Learners - 0%<br>Socioeconomically Disadvantaged 0.3%<br>Two or More Races 0%<br>Students with Disabilities 1%<br>Foster 0% (DataQuest 2020-21 data)<br><br>Suspension Rate All Students 3.5%<br>Foster Students 11.8%<br>Socioeconomically Disadvantaged 2.9% (Schoolzilla- Spring 2022) | English Learners Medium, 1.9%<br><br>Foster Youth Very High, 17.2%<br><br>SWD High, 3.1%<br><br>American Indian Very High, 9.3% |                | Suspension Rate Indicator All Students High, 3.5%<br><br>Socio-economically Disadvantaged High, 3.7%<br><br>English Learners Medium, 1.9%<br><br>Foster Youth Very High, 17.2%<br><br>SWD High, 3.1%<br><br>American Indian Very High, 9.3% |
| 6B Pupil Expulsion   | Expulsion Rate 0.10% (DataQuest 2019-20 data)  | Expulsion Rate 0% (DataQuest 2020-21 data)  | Expulsion Rate 0% (DataQuest 2021-22 data)  |                | Expulsion Rate 0.10% (CALPADS Report 7.3 and DataQuest 2022-23)   |
| 6C Local Measures – Sense of Safety and School Connectedness Pupils, Parents, Teachers | Sense of Safety Staff 87% Agree (Staff Survey)<br><br>Sense of Connectedness                 | Sense of Safety Staff 83.5% Agree (Staff Survey)<br><br>Sense of Connectedness  | Sense of Safety Staff 77% Agree (Staff Survey)<br><br>Sense of Connectedness  |                | Sense of Safety Staff 89% Agree (Staff Survey)<br><br>Sense of Connectedness  |

| Metric | Baseline  | Year 1 Outcome  | Year 2 Outcome  | Year 3 Outcome | Desired Outcome for 2023–24   |
|--------|---|---|---|----------------|---|
|        | Staff 75% Agree (Staff Survey)  | Staff 76% Agree (Staff Survey)  | Staff 61% Agree (Staff Survey)  |                | Staff 78% Agree (Staff Survey)  |
|        | Sense of Safety<br>K-2 Students 88% Agree<br>3-8 Students 89% Agree<br>(Student Surveys)        | Sense of Safety<br>1-3 Students 77% Agree<br>4-8 Students 65% Agree<br>(Student Surveys)        | Sense of Safety<br>3-5 Students 53%<br>6-8 Students 63%<br>(Student Surveys)        |                | Sense of Safety<br>3-5 Students 85% Agree<br>6-8 Students 80% Agree<br>(Student Surveys)        |
|        | Sense of Connectedness<br>K-2 Students 93% Agree<br>3-8 Students 79% Agree<br>(Student Surveys) | Sense of Connectedness<br>1-3 Students 80% Agree<br>4-8 Students 66% Agree<br>(Student Surveys) | Sense of Connectedness<br>3-5 Students 71%<br>6-8 Students 50%<br>(Student Surveys) |                | Sense of Connectedness<br>3-5 Students 85% Agree<br>6-8 Students 80% Agree<br>(Student Surveys) |
|        | Sense of Safety<br>Parents 99.5% Agree<br>(Parent Survey)                                       | Sense of Safety<br>Parents 98.7% Agree<br>(Parent Survey)                                       | Sense of Safety<br>Parents 84% (Parent Survey)                                      |                | Sense of Safety<br>Parents 99.5% Agree<br>(Parent Survey)                                       |
|        | Sense of Connectedness<br>Parents 86.7% Agree<br>(Parent Survey)                                | Sense of Connectedness<br>Parents 93.8% Agree<br>(Parent Survey)                                | Sense of Connectedness<br>Parents 70% Agree<br>(Parent Survey)                      |                | Sense of Connectedness<br>Parents 88% Agree<br>(Parent Survey)                                  |
|        | (2020-21 Local Surveys - Parents, Staff, and Students)  | (2021-22 Local Surveys - Parents, Staff, and Students)  | (2022-23 Local Surveys - Parents, Staff, and Students)                              |                | (2023-24 Local Surveys - Parents, Staff, and Students)  |

## Actions

| Action # | Title  | Description   | Total Funds    | Contributing |
|----------|--|---|----------------|--------------|
| 2.1      | Actively Engage Parents in the Learning Process  | <p>The District and Sites will</p> <p>(1)Build Relationships: - Support staff in learning about families through use of parent completed Student Inventory (strengths, culture, language, goals).</p> <p>(2)Build Partnerships for Student Outcomes: Provide parents Information &amp; Resources to Support Learning at Home.</p> <p>(3)Seek Input for Decision Making - Provide opportunities to plan, design, implement and evaluate family engagement together (families, teachers, principals, and district admin.)</p> <p>(4)Sites will implement at least 1 new opportunity for teachers to meet with families.</p> <p>(5)System for 2-way communication between parents and teachers, sites, and/or District Office.</p> <p>Aligned to Priority 3 Parent Involvement<br/>Metric: Local Indicator Self-Reflection Tool for Priority 3 Parent Engagement<br/>Local Measure: Local Survey and Input from Committees</p> | \$15,000.00    | No           |
| 2.2      | Actively Engage Students in the Learning Process | <p>The District and Sites will . . .</p> <p>(1)Implement Multi-Tiered System of Supports for Social-Emotional and Behavioral needs including Tier I SEL Curriculum and Trauma Informed Practices</p> <p>(2)Counselors and PE Teachers collaborating to promote Social and Emotional learning through physical Activity</p> <p>(3)Develop SMART Goals and plans for celebrating and improving attendance each site.</p> <p>Principally Directed for Unduplicated Students.</p> <p>Aligned to Priority 5 Pupil Engagement<br/>Measured by Metrics: School attendance, Chronic Absenteeism Rate, Middle School Drop out Rate</p>   | \$1,037,876.00 | Yes          |

| Action # | Title   | Description   | Total Funds | Contributing |
|----------|---|---|-------------|--------------|
| 2.3      | Create and sustain a School Climate of Safety and Connectedness | <p>The District and Sites will . . .</p> <ul style="list-style-type: none"> <li>(1)Implement planned Connectedness strategies at all sites</li> <li>(2)Resource Officer</li> <li>(3)Safety and Security Enhancements</li> <li>(4)Stop It (Bully Program)</li> <li>(5)Raptor (screening of adults on campus)</li> <li>(6)Securly (internet filtering software)</li> </ul> <p>Aligned to Priority 6 School Climate<br/> Measured by Metrics: Suspension Rate, Expulsion Rate, Local Measures of pupils', parents', and teachers' sense of Safety and Connectedness<br/> Local Measure: Local Survey</p> | \$86,016.00 | No           |

## Goal Analysis [2022-23]

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

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

There were no substantive differences in planned actions and actual implementation of these actions. We will continue to enhance processes to increase parent engagement. Intentional focus on SEL practices continues to be progress monitored.

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

There are no material differences between Budgeted Expenditures and Estimated Actual Expenditures. Action 2.2, however, is contributing to Percentages of Improved Services and Estimated Actual Expenditures were \$37,972 more than Budgeted Expenditures.

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

Parents are being engaged at all sites (Action 2.2). Parents report favorably (95%) that schools are welcoming to parents and 86% report feeling a sense of belonging with their child's school community. Further, 93% report that the school communicates well with people from their culture. A significant barrier identified is parent/family busy schedules for 39% of respondents. With only 57% of parents responding favorably to the school providing useful information on what they can do at home to help their child improve and learn, this is an area of refinement for this action moving forward. (Based on current local Parent Survey)

Actions 2.2 Actively Engage Students in the Learning Process is being effective. Like many district, CUESD continues to focus on improving attendance and reducing chronic absenteeism. Attendance patterns established over the past few years are proving challenging. However, this action is showing results. Based on May 2022 local data, Chronic Absenteeism Rate was 26.7% compared to 9.6% at the same time in 2023.

Although, the Fall 2022 Dashboard shows 7 of 10 Student Groups as Very High for Chronic Absenteeism, during 2022-23 we are seeing all groups make progress in reducing those rates evidence of the effectiveness of this action.

FALL 2022 DASHBOARD - reduced to - May 2023 local data (Schoolzilla)

All Students, Very High, 25.2% reduced to 9.5%

Socio-economically Disadvantaged, Very High, 29.9% reduced to 8.9%

English Learners, Very High, 31.8% reduced to 4.2%

Foster Youth, Very High, 41.4% reduced to 4.8%

SWD, Very High, 32.4% reduced to 12.4%

American Indian, Very High, 68.4% reduced to 20.2%

Hispanic, Very High, 32.7% reduced to 4.6

Two or More Races, Very High, 23.4% reduced to 8.4%

Create and sustain a School Climate of Safety and Connectedness (Action 2.3) is also making progress. Parents report favorable (93%) that their child feels safe at school. Students grades 3-5 respond favorably (82%) when asked how much support the adults at their school give them and 71% favorably regarding overall sense of belonging/connectedness. In grades 6-8, local surveys showed a 3% increase in student connectedness with peers from fall to winter, but in overall connectedness/sense of belonged 55% of students responded favorably.

Overall actions are supporting progress to the overall goal. However, the social-emotional and behavioral needs will continue to be high priority continuing into 2023-24.

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

Changes made to the planned Actions for the coming year include:

Action 2.2 Budgeted Expenditures increased from \$999,904.00 to \$1,037,876 based 2022-23 Estimated Actuals exceeding Budgeted Expenditures.

Added sub-group outcomes 5B chronic absenteeism and 6A pupil suspensions due to DA eligibility.

**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      | All students will make progress towards proficient ACHIEVEMENT of state adopted standards through data driven decision making. |

An explanation of why the LEA has developed this goal.

Preparing learners for their futures in a world that is rapidly changing is an ever moving target. Monitoring student progress towards proficiency, using data driven decision making, and providing the necessary learning opportunities and supports, are necessary to ensure all individual students and student groups are equipped to meet their futures with success.

### 2023-24 Focus

- The District/Sites will continue to focus on accelerating learning and closing learnig gaps for all students.
- Careful monitoring, support, and adjusting in real-time for students in Student Groups for which the District was identified of Differentiated Assistance (Students with Disabilities, Foster Youth, and American Indians).
- Academic Indicators ELA/Math: Very Low on both indicators for Foster Youth, and Students with Disabilities.
- American Indian Student Group not identified for Academic Indicators, however, Math Academic Indicator Very Low & ELA Academic Indicator Low

Goal developed to address the following State Priorities and measured by the aligned metrics: (See Baseline data below)

- Priority 4 - Pupil Achievement
- Priority 8 - Other Student Outcomes

## Measuring and Reporting Results

| Metric   | Baseline   | Year 1 Outcome                                 | Year 2 Outcome                                  | Year 3 Outcome | Desired Outcome for 2023–24                      |
|--|--|--|---|----------------|--|
| 4A Statewide Assessments English Language Arts | Academic Performance Indicator: ELA ALL Students | Academic Performance Indicator: ELA CA Schools | Academic Performance indicator ELA All Students |                | Academic Performance Indicator: ELA ALL Students |

| Metric | Baseline   | Year 1 Outcome  | Year 2 Outcome   | Year 3 Outcome | Desired Outcome for 2023–24   |
|--------|--|---|--|----------------|---|
|        | Yellow, Medium<br>7 points above standard  | Dashboard not Available   | Low, 11.6 points below standards                                     |                | Green<br>12 points above standard   |
|        | English Learners<br>Yellow, Low<br>20.7 points below standard  | Local Indicator -<br>Percent Proficient<br>STAR Reading<br>Spring2 (May 2021)       | English Learners<br>Low, 62.2 points below standard                  |                | English Learners<br>Yellow<br>5 points below standard   |
|        | Socioeconomically Disadvantaged<br>Orange, Low<br>8.9 Points below Standard                            | 43% ALL students<br>4.2% English Learners<br>22.8% Socioeconomically Disadvantaged  | Socio-economically Disadvantaged<br>Low, 29.7 points below standards |                | Socioeconomically Disadvantaged<br>Green<br>1 Points above Standard                           |
|        | Hispanic<br>Orange, Low<br>8.9 Points below Standard   | 32.7% Hispanic<br>14.3% Native American<br>19% Students with Disabilities           | American Indian<br>Low, 68.7 points below standard                   |                | Hispanic<br>Green<br>1 Points above Standard  |
|        | American Indian<br>Orange, Low<br>59.4 Points below Standard   |   | Students with Disabilities<br>Very Low, 72.3 points below standard   |                | American Indian<br>Orange<br>50 Points below Standard   |
|        | Students with Disabilities<br>Red, Very Low<br>72.1 Points below Standard<br>(Dashboard: 2018-19 data) | ELA Proficiency<br>All students 47%<br>Foster Youth 35.7%<br>• iReady (Spring 2022) | Foster Youth<br>Very Low, 108.3 points below standard                |                | Students with Disabilities<br>Orange<br>50 Points below Standard<br>(Dashboard: 2023-24 data) |
|        |  |   | CA Schools<br>Dashboard 2022   |                |   |



| Metric                               | Baseline   | Year 1 Outcome   | Year 2 Outcome  | Year 3 Outcome | Desired Outcome for 2023–24   |
|--------------------------------------|--|--|---|----------------|---|
|                                      | STAR Reading March 2021 percent proficient<br>42.4%ALL students<br>12.5%English Learners<br>40.9%Socioeconomically Disadvantaged<br>30.6% Hispanic<br>14.3% Native American<br>20%Students with Disabilities                                 |  |   |                |   |
| 4A Statewide Assessments Mathematics | Academic Performance Indicator: Math<br><br>ALL Students Yellow, Medium 16.2 Points below Standard<br><br>American Indian Yellow, Low 84.8 Points below Standard<br><br>Students with Disabilities Red, Very Low 103.1 Points below Standard | Academic Performance Indicator: Math CA Schools Dashboard not Available<br><br>Local Indicator - Percent Proficient STAR Math Spring2 (May 2021)<br><br>28.8% ALL Students<br>11.4% American Indian<br>14.3% Students with Disabilities<br>10.4% English Learners<br>14.9% | Academic Performance indicator Math All Students Low, 34.7 points below standards<br><br>American Indian Very Low, 99.5 points below standard<br><br>Students with Disabilities Very Low, 96.2 points below standard<br><br>English Learners Very Low, 96 points below standard |                | Academic Performance Indicator: Math<br><br>ALL Students Green 5 Points below Standard<br><br>American Indian Yellow 60 Points below Standard<br><br>Students with Disabilities Orange 80 Points below Standard |

| Metric | Baseline   | Year 1 Outcome  | Year 2 Outcome  | Year 3 Outcome | Desired Outcome for 2023–24   |
|--------|--|---|---|----------------|---|
|        | <p>English Learners<br/>Yellow, Low<br/>42.9 Points below<br/>Standard</p> <p>Socioeconomically<br/>Disadvantaged<br/>Yellow, Low<br/>30 Points below<br/>Standard</p> <p>Hispanic<br/>Orange,<br/>33.3 Points below<br/>Standard<br/>(Dashboard: 2018-19<br/>data)</p> <p>STAR Reading March<br/>2021 percent<br/>proficient</p> <p>32.9% ALL Students<br/>10.9% American<br/>Indian<br/>15% Students with<br/>Disabilities<br/>12.6% English<br/>Learners<br/>30.8%<br/>Socioeconomically<br/>Disadvantaged<br/>19.6% Hispanic</p> | <p>Socioeconomically<br/>Disadvantaged<br/>17.9% Hispanic</p> <p>Math Proficiency<br/>All students 38.8%<br/>Foster Youth 20%%<br/> <ul style="list-style-type: none"> <li>iReady<br/>(Spring<br/>2022)</li> </ul> </p> | <p>Socio-economically<br/>Disadvantaged<br/>Low, 56.9 points<br/>below standards</p> <p>Foster Youth<br/>Very Low, 115.9<br/>points below standard</p> <p>Hispanic<br/>Low, 61.5 points<br/>below standard</p> <p>CA Schools<br/>Dashboard 2022</p> |                | <p>English Learners<br/>Yellow<br/>25 Points below<br/>Standard</p> <p>Socioeconomically<br/>Disadvantaged<br/>Green<br/>10 Points below<br/>Standard</p> <p>Hispanic<br/>Yellow,<br/>20 Points below<br/>Standard<br/>(Dashboard: 2023-24<br/>data)</p> <p>Foster Youth -<br/>UPDATE<br/>Very Low, 115.9<br/>points below standard</p> |

| Metric   | Baseline   | Year 1 Outcome  | Year 2 Outcome   | Year 3 Outcome | Desired Outcome for 2023–24  |
|--|--|---|--|----------------|--|
| 4B A-G Completion  | Not Applicable/H.S Measure   | Not Applicable/H.S Measure  | Not Applicable/H.S Measure   |                | Not Applicable/H.S Measure   |
| 4C Percentage of ELs making progress towards English Proficiency<br><br>4D English Learner Reclassification Rate | 4C Percentage of ELs making progress towards English language proficiency 55.4%, High (Dashboard Fall 2019)<br><br>4D English Learner Reclassification Rate 26.5% (DataQuest 2019-20 data) | 4C Percentage of ELs making progress towards English language proficiency Dashboard Not Available Spring 2020 Testing Suspended<br><br>13.98% Level 4 - Proficient<br>33.66% Level 3<br>23.57% Level 2<br>19.79% Level 1<br>Summative ELPAC 2020-21 (DataQuest)<br><br>4D English Learner Reclassification Rate 7.5% (DataQuest 2020-21 data) | CA Schools Dashboard 2022<br><br>4C Percentage of ELs making progress towards English Language Proficiency Low, 44.1%<br><br>4D English Learner Reclassification Rate 4.2% (DataQuest 2021-22 Data not available. Based on local data)<br><br>13.79% Level 4 - Proficient<br>29.66% Level 3<br>41.38% Level 2<br>15.17% Level 1<br>Summative ELPAC 2021-22 (DataQuest) |                | 4C Percentage of ELs making progress towards English language proficiency 58%, High (Dashboard Fall 2022)<br><br>4D English Learner Reclassification Rate 15% (2021-22 DataQuest)<br><br>UPDATE<br>13.79% Level 4 - Proficient<br>29.66% Level 3<br>41.38% Level 2<br>15.17% Level 1 |
| 4E AP Exam<br>4F College Preparedness  | Not Applicable/H.S Measure   | Not Applicable/H.S Measure  | Not Applicable/H.S Measure   |                | Not Applicable/H.S Measure   |
| 8 Pupil Outcomes   | Learning in Broad Course of Study  | Learning in Broad Course of Study   | Learning in Broad Course of Study  |                | Learning in Broad Course of Study  |

| Metric | Baseline   | Year 1 Outcome   | Year 2 Outcome  | Year 3 Outcome | Desired Outcome for 2023–24   |
|--------|--|--|---|----------------|---|
|        | ELA 88%<br>Math 87%<br>Science 93%<br>Social Studies 91%<br>PE/Health 93%<br>Arts 86%<br>(Visual/Performing)<br>ELD for ELs 79%<br><br>Each Site have at least 1 Performance or Exhibit including Visual and/or Performing Arts (suspended due to COVID) | ELA 96%<br>Math 97%<br>Science 98%<br>Social Studies 97%<br>PE/Health 100%<br>Arts 100%<br>(Visual/Performing)<br>ELD for ELs 100%<br>(T2 Data)<br><br>Each Site had at least 1 Performance or Exhibit including Visual and/or Performing Arts | ELA 98%<br>Math 97%<br>Science 100%<br>Social Studies 99%<br>PE/Health 100%<br>Arts 100%<br>(Visual/Performing)<br>ELD for ELs 100%<br>(T2 Data)<br><br>Each Site had at least 1 Performance or Exhibit including Visual and/or Performing Arts |                | ELA 98%<br>Math 98%<br>Science 98%<br>Social Studies 98%<br>PE/Health 100%<br>Arts 100%<br>(Visual/Performing)<br>ELD for ELs 100%<br><br>Each Site had at least 1 Performance or Exhibit including Visual and/or Performing Arts |

## Actions

| Action # | Title                              | Description  | Total Funds  | Contributing |
|----------|------------------------------------|--|--------------|--------------|
| 3.1      | Implement PLC Process and MTSS/RTI | The District and Sites will . . .<br>(1)Implement a Comprehensive PL Plan to build capacity of all staff (classified, certificated, and administration)<br>(2) Administrators provided ongoing coaching to lead the work of PLCs & MTSS/RTI at their sites as the Instructional Leaders.<br>(3)PD Materials/Supplies & Supplementary Materials<br>(4)Implement MTSS/RTI for Academics with emphasis on Essentials Standards at each site<br>(5)Implement Balanced Assessment Plan including Academic Screener 3 times per year, Formative, Interim, and Summative Assessments. | \$328,670.00 | No           |

| Action # | Title                                | Description  | Total Funds  | Contributing |
|----------|--------------------------------------|--|--------------|--------------|
|          |                                      | <p>(6)Local Assessment &amp; Data Management Systems including access to local and state data for purposes of collaboration in monitoring and decision making.</p> <p>(7)Professional Learning Communities (District, Site, Teacher and Administrators) will actively collaborate around and make decisions based on data. (Weekly early release days are provided.)</p> <p>Aligned to Priority 4 Pupil Achievement<br/>Metrics: Statewide Assessments, Percentage of English Learners who make progress toward English Proficiency (ELPAC), English Learner Reclassification Rate</p> <p>Aligned to Priority 8 Other Student Outcomes<br/>Metrics: Students making Learning in Broad Course of Study (Trimester 2 grades)</p> |              |              |
| 3.2      | Replace Technology Devices           | <p>Replacement of instructional technology to ensure access to up-to-date technology and regular academic use. (400 new iPads)</p> <p>Aligned to Priority 8 Other Student Outcomes<br/>Metrics: Students making Learning in Broad Course of Study (Trimester 2 grades)</p>   | \$278,827.00 | No           |
| 3.3      | Provide targeted additional services | <p>The District will provide . . .</p> <p>(1)Summer Learning Opportunities<br/>(2)Targeted Interventions (before school, after school, Saturdays)</p> <p>Aligned to Priority 4 Pupil Achievement<br/>Metrics: Statewide Assessments, Percentage of English Learners who make progress toward English Proficiency (ELPAC), English Learner Reclassification Rate</p>  | \$409,505.00 | No           |

| Action # | Title   | Description   | Total Funds  | Contributing |
|----------|---|---|--------------|--------------|
|          |   | Aligned to Priority 8 Other Student Outcomes<br>Metrics: Students making Learning in Broad Course of Study (Trimester 2 grades)   |              |              |
| 3.4      | Provide targeted additional services for English Learners | The District will provide Target Intervention services beyond the school day.<br><br>Aligned to Priority 4 Pupil Achievement<br>Metrics: Statewide Assessments, Percentage of English Learners who make progress toward English Proficiency (ELPAC), English Learner Reclassification Rate  | \$13,591.00  | Yes          |
| 3.5      | ELD Coaching & Supplementary Materials                    | The District will provide . . .<br>(Title III Funded)<br>(1)ELD Consultant to provide training and coaching to support staff in effectively meeting the needs of their English Learners. (improving Designated and/or Integrated ELD, and EL Intervention)<br>(2)ELD supplementary materials<br><br>Aligned to Priority 4 Pupil Achievement<br>Metrics: Statewide Assessments, Percentage of English Learners who make progress toward English Proficiency (ELPAC), English Learner Reclassification Rate | \$15,000.00  | No           |
| 3.6      | Instructional Aides                                       | Instructional Aides, principally directed for Unduplicated Students, will support small group instruction and assist in providing "just in time" supports in ELA, Math, and overall literacy. This action is principally directed to meet the needs of most at-risk students, our Unduplicated Students. Aides Salaries (70 staff)  | \$778,742.00 | Yes          |

| Action # | Title   | Description   | Total Funds | Contributing |
|----------|---|---|-------------|--------------|
|          |   | <p>Aligned to Priority 4 Pupil Achievement<br/>Metrics: Statewide Assessments, Percentage of English Learners who make progress toward English Proficiency (ELPAC), English Learner Reclassification Rate</p> <p>Aligned to Priority 8 Other Student Outcomes<br/>Metrics: Students making Learning in Broad Course of Study (Trimester 2 grades)</p> |             |              |
| 3.7      | Title I Program District Administrative Costs | Title I Program administrative costs. (Title I Funded)  | \$43,095.00 | No           |
| 3.8      | Title I Homeless Set-Aside                    | Funds set aside to provide a variety of services to homeless students. Includes services to assist homeless students in meeting the State's challenging academic standards and other services to help homeless students effectively take advantage of educational opportunities. (see also Consolidated Application) (Title I Funded)                 | \$1,500.00  | No           |

## Goal Analysis [2022-23]

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

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

Overall Actions were implemented as planned. However, in Action 3.2 Replace Technology Devices, devices with cellular capability were purchased rather than those without in the event of students needed to work remotely. Professional learning was provided to all grade levels in regards to teaching to the standards with rigor while differentiating instruction. Ongoing efforts will continue to focus on mitigating instructional gaps leveraging the tiered systems of 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 3.2 Replace Technology cost \$278,827 which exceeded the \$242,550 budgeted due to the decision to purchase devices with cellular capability in the event needed.

Action 3.5 ELD Coaching & Supplementary Materials - Estimate Actuals are \$10,256 which is less than the Budgeted Expenditures due to discount pricing on the EL supplementary online materials and no materials cost from consultant as resources were provided digitally.

Action 3.6 Instructional Aides Estimated Actual Expenditures of \$778,742 exceeds the Budgeted Expenditures of \$617,069 due to increased salaries.

Action 3.7 Title I Program District Administrative Costs Estimated of \$43,095 exceeded the Budgeted Expenditures, \$33,877, due to increased salaries.

Action 3.8 Title I Homeless Set-Aside Estimated Actuals of \$482.75 were less than the Budgeted Expenditures due to the unpredictability of the number and needs of students experiencing homelessness in the District. The Homeless liaison purchased as needed to meet the needs of students experiencing homelessness this year and connected them to community resources.

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

Although students are to continue academic recovery due to learning loss experienced through COVID19 pandemic, students have made progress towards Proficient ACHIEVEMENT of State Standards. The Fall 2022 Dashboard data serves as a new baseline, growth of students towards proficient is as evidenced by iReady Diagnostic Assessments (local data-Schoolzilla) from Fall 2022 to Spring 2023. Especially of note is the growth of student groups.

iReady ELA Diagnostic Data indicates the number of students Proficient increased from 26.4% (Fall 22-23) to 55.3% (Spring 22-23)

- English Learners 4.3% to 28.1%
- Socio-Economically Disadvantaged 55.4% (Spring 2023)
- Foster Youth 10% to 33.3%
- SWD 4.7% to 27%
- American Indian 8.1% to 30.1%
- African American 31.5% to 59.2%

iReady Math Diagnostic Data indicates the number of students Proficient increased from 13% (Fall 22-23) to 45.8% (Spring 22-23)

- English Learners 2.2% to 20.9%
- Socio-Economically Disadvantaged 44.2% (Spring 2023)
- Foster Youth 15% to 47.6%
- SWD 8.9% to 31.2%
- American Indian 1.6% to 23.9%
- African American 9.2% to 43.8%

Actions in this goal work together to support students making progress towards proficient achievement.. For example, Action 2.4 Technology Devices made it possible for students to take adaptive assessments (included in Action 3.1) and staff to leverage that data through the Cycle of Continuous Improvement in Professional Learning Communities (Action 3.1). Actions 3.3 (Provide targeted additional services), 3.4



(Provide targeted additional services for English Learners), and 3.6 (Instructional Aides) work together to provide students, especially Unduplicated Students, the additional supports and opportunities to achieve.

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.

Planned changes to Actions for 2023-24 based on reflections of prior practice:

Action 3.2 Replace Technology increase Budgeted Expenditures to \$278,827 to continue purchasing devices with cellular capability.  
Action 3.4 Provide targeted additional services for English Learners - The description is updated to "The District will provide Target Intervention services beyond the school day." from The District will provide . . . (1)Summer Intensive ELD, (2)Target Intervention services beyond the school day.  
Action 3.6 Instructional Aides increased Budgeted Expenditures to \$778,742 based on current salaries.  
Action 3.7 Title I Program District Administrative increased Budgeted Expenditures to \$43,095 based on current salaries.

Priority 4A Statewide assessments will not include STAR or iReady data after year 1.

Statewide assessments for math added foster youth outcomes and hispanic data to year 2.

Added ELPAC data to year 2 and outcomes.

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

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

|   |  |
|---|--|
| Projected LCFF Supplemental and/or Concentration Grants | Projected Additional LCFF Concentration Grant (15 percent) |
| 1746771   | 0  |

## Required Percentage to Increase or Improve Services for the LCAP Year

| Projected Percentage to Increase or Improve Services for the Coming School Year | LCFF Carryover — Percentage | LCFF Carryover — Dollar | Total Percentage to Increase or Improve Services for the Coming School Year |
|---|-----------------------------|-------------------------|---|
| 9.70%   | 0.00%                       | \$0.00                  | 9.70%   |

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

## Required Descriptions

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

The District's Goals for its Unduplicated Students are the same as for All Students. However, often times, based on the needs of Unduplicated Students, actions are implemented to provide the necessary supports for the success of unduplicated students.

"Maslow's Hierarchy of Needs clearly communicates students' need for safety, Love/Belonging and Esteem must be met before we can expect them to be able to effectively participate in such endeavors as problem solving and creativity which are at the heart of the State Standards and 21st Century Learning. Further, The California Healthy Students Research Project in "Healthy Steps Toward Student Achievement" cites extensive research on the significance of positive school environments, the critical role a student's sense of connection plays, and the importance of caring interpersonal relationships. Based on research as well as input from staff, parents/community, and students, the District is placing a high priority on addressing the social-emotional/behavioral needs of our unduplicated students leading to issues in the areas of attendance, suspensions, and connectedness.

The Statewide initiative focusing scaling up MTSS is based on extensive research and served as a resource in the development and ongoing refinement of a systemic plan for a Multi-tiered System of Social/Emotional/Behavioral Supports. The research on the effectiveness of such a

system is extensive and very positive. The effectiveness of our system is evaluated and refined on an ongoing basis. Having a system of positive behavioral supports and intervention including exploring community resources is critical to meeting the needs of our Unduplicated Students (English Learners, Foster Youth, and Low Income) and increasing Student Engagement (State Priority 5) and ultimately State Priority 4 (Student Achievement). The effectiveness of a cohesive Multi-tiered System of Behavior Supports is well documented.

The National Center for Chronic Disease Prevention and Health Promotion (CDC) clearly communicates the evidenced link between physical activity and academic achievement. The research indicates that “Students who are physically active tend to have better grades, school attendance, cognitive performance (e.g., memory), and classroom behaviors (e.g., on-task behavior).

The implementation of counselors and an engaging PE program have been actions principally directed for unduplicated students in our district for the past several years with steps evidenced in closing gaps in engagement and academics based on CA Schools Dashboard 2019 metrics. Through the COVID pandemic, our unduplicated students have been significantly impacted. To provide even greater support to our unduplicated students, we began partnering our counselors and physical education teachers in 2021-22. PE teachers are provided the crosswalk for PE Standards and CASEL SEL Core Competencies (SHAPE America) and collaborate with counselors to embed SEL competencies into physical education addressing identified SEL needs of unduplicated students. Our unduplicated students often have the least opportunity to participate in physical activities such as team sports outside of the school setting. To support regular physical activity and the promotion of healthy life styles, which ultimately support academic achievement, the District is utilizing Supplemental and Concentration funds to provide an enriching physical education program including specialized PE staff and Fitness Zones. (LEA-Wide). These services are principally directed to support Unduplicated students in developing a healthy lifestyle, linked to State Priority 8 (Other Student Outcomes).

#### ACTION 2.2 Actively Engage Students in the Learning Process

The District and sites are working together to implement and refine Multi-Tiered System of Supports for Social Emotional and Behavioral needs. The District and sites develop SMART Goals and plans for celebrating and improving attendance. Engaging PE programs are provided at each site and District Counselors provide services and support at sites.

#### HOW SERVICES ARE PRINCIPALLY DIRECTED TO MEET THE DISTRICTS GOALS FOR UNDUPLICATED STUDENTS:

The needs of English Learners, Socioeconomically Disadvantaged Students, and Foster Youth were considered first in the development of this action. CA Schools Dashboard (2022) showed unduplicated students demonstrating higher rates of Chronic Absenteeism and Suspension. All Students were Chronic Absenteeism rate was 25.2% compared to English Learners (31.8%), Foster Youth (41.4%) and Socioeconomically Disadvantaged (29.9%). In the Suspension Rate, All Students were at 3.5%, but Socioeconomically Disadvantaged (3.7%) and Foster Youth (17.2%). Implementation of counselors addressing social emotional needs and collaborating with PE staff to integrate social-emotional learning (SEL) and connectedness strategies in a comprehensive PE program engaging them in an active lifestyle

are again showing gains in gaps closing. This is evidenced by current local data (SchoolZilla - May 2023) which shows Chronic Absenteeism for All Students (9.5%), Foster (4.8%), English Learners (4.2%), and Socioeconomically Disadvantaged (8.9%). Suspension Rate (Schoolzilla May 2023, current local data) indicates Suspension Rates for All Students (3.1%), Foster Students (17.2%), and Socioeconomically Disadvantaged (2.5%).

Unduplicated Students have needs for health and wellness as well as social and emotional supports that go well beyond what all students need. During 2021-22, local data (Schoolzilla) showed the Chronic Absence and Suspension Rates for Foster Youth, English Learners, and Low-Income Students had increased. Our Unduplicated students had higher rates of staying in remote learning raising concerns about student connectedness. Students from low income families and students who are foster youth may lack the resources to access the types of health and wellness as well as social supports that reduce barriers to learning. These barriers may include inconsistent school attendance and discipline incidents that result in missed days of school, time out of class, or suspension. Therefore, the needs of these students were considered first as services provided under Action 2.2 were developed. The services provided under Action 2.2 are designed to support Unduplicated students by providing English Learners, low income students, foster youth, and students experiencing Homelessness with supports designed to improve health, promote wellness and school attendance, decrease behavior incidents and suspensions, and increase engagement. Counselors will be trained in Trauma informed Practices and share these practices with staff. They support the social emotional learning on campus and provide individual and small group counseling services. Counselors and Physical Education teachers will collaborate on effective ways to integrate the non-academic skills of Social Emotional Learning (SEL) essential for success in school and beyond into physical education. PE teachers will provide an Engaging physical education experience while teaching students valuable life skills and encouraging them to live healthy, active lives.

#### HOW SERVICES ARE EFFECTIVE IN MEETING THE DISTRICT'S GOALS FOR UNDUPLICATED STUDENTS AND MOST EFFECTIVE USE OF FUNDS TO MEET THE GOALS FOR UNDUPLICATED STUDENTS:

The services provided to students under Action 2.2 are effective in meeting Goal 2 "Parents, Students, and the community will be ENGAGED to participate collaboratively in the educational process." Before students can make progress towards proficient achievement, they must be present and engaged. Higher Chronic Absenteeism and Suspension Rates are contrary to a successful learning experience. Based on May 2023 local data, Chronic Absenteeism Rate was 9.6% compared to 26.7% at the same time 2022.

The effectiveness of these actions have been evidenced by improvement in closing gaps between unduplicated students and all students in chronic absenteeism, suspension rates, and Academics. The CA Schools Dashboard 2022 provides new baseline data and mirrored what local data had shown, Unduplicated Students were significantly impacted by the pandemic years. Local Data (May 2023 Schoolzilla) indicates that Chronic Absenteeism is not only declining, but gaps are closing for English Learners, Socioeconomically Disadvantaged Students, and Foster Youth. Suspension Rates were also down for Socioeconomically Disadvantaged Students and Foster Youth. English Learners increased slightly. With school life becoming more and more normal for students, student connectedness gains made for unduplicated students show connectedness for Unduplicated students (68% favorable) compared to All Students (70%) favorable (Local

Parent Survey 2023). The collaboration of PE and Counselor as expected have provided even greater results as unduplicated students are fully supported through these resources. On the District's Local Survey, 94% of students indicated that having a PE teacher is important up from 84% last year.

The metrics of Suspension Rate and Chronic Absenteeism Rate will continue to be utilized. Our Goal is to see a 1% closing of gaps in connectedness as measured by these metrics.

#### ACTION 3.6 Instructional Aides

School sites are provided Instructional Aides to support small group instruction and assist in providing "just in time" supports in ELA, Math, and overall literacy.

#### HOW SERVICES ARE PRINCIPALLY DIRECTED TO MEET THE DISTRICTS GOALS FOR UNDUPLICATED STUDENTS:

All students need access a broad, rigorous standards-aligned instructional program in a way that is equitable and make progress towards achievement proficiency possible. Unduplicated Students (Socio-Economically Disadvantaged students, English Learners, Foster, and students experiencing Homelessness) have needs for instructional supports that go well beyond what all students need. Post-Pandemic, CA Schools Dashboard (2022) showed unduplicated students demonstrating lower rates of meeting grade level standards in both ELA and Math.

#### ACADEMIC INDICATOR - ENGLISH LANGUAGE ARTS:

All Students, Low, 11.6 pts below standard

Socio-economically Disadvantaged, Low, 29.7 pts below standard

English Learners, Low, 62.2 pts below standard

Foster Youth, Very Low, 108.3 pts below standard

#### ACADEMIC INDICATOR - MATHEMATICS:

All Students, Low, 34.7 pts below standard

Socio-economically Disadvantaged, Low, 56.9 pts below standard

English Learners, Very Low, 96 pts below standard

Foster Youth, Very Low, 115.9 pts below standard

Therefore, the needs of these students are considered first as services provided under Action 3.6 are developed. The actions and services under 3.6 are designed to support Unduplicated Students by providing them with greater access to small group instruction and "just in time" supports that allow them to access the standards aligned instruction in a way that is equitable to all students and assist them in making progress towards proficiency. Unduplicated Students often lack prerequisite skills and understanding to build on during new or first instruction. Small group instruction and additional scaffolds, available in the moment, during that instruction supports Unduplicated Students with support to access and master grade level standards and close student group learning gaps. Instructional Aides receive training in Direct Instruction Reading Mastery, a program with over 5 decades of research. Balanced Early literacy Training and strategies for foundational and prerequisite skills are provided. The Instructional Aides in the classroom reduce the student to adult ratio allowing for more adult interactions and timely supports both especially important for Unduplicated students. State Priority 2 (Implementation of State Standards) and State Priority 4 (Student Achievement) are strongly supported for Unduplicated Students through these services.

#### HOW SERVICES ARE EFFECTIVE IN MEETING THE DISTRICT'S GOALS FOR UNDUPLICATED STUDENTS AND MOST EFFECTIVE USE OF FUNDS TO MEET THE GOALS FOR UNDUPLICATED STUDENTS:

The services provided for unduplicated students under Action 3.6 are effective in meeting Goal 3 that "All students will make progress towards proficient ACHIEVEMENT of state adopted standards through data driven decision making." Based on Spring iReady Diagnostic data, actions are supporting Unduplicated students in closing academic gaps.

Based on local Fall 2022 to Spring 2023 iReady Diagnostic data, Unduplicated Students made growth as reported in percent proficient.

#### ENGLISH LANGUAGE ARTS: iReady ELA Diagnostic

All Students students 26.4% to 55.3%

English Learners 4.3% to 28.1%

Foster Youth 10% to 33.3%

Socio-Economically Disadvantaged 55.4% (Spring 2023)

#### MATHEMATICS: iReady Math Diagnostic

All students Proficient 13% to 45.8%

English Learners 2.2% to 20.9%

Foster Youth 15% to 47.6%

Socio-Economically Disadvantaged 44.2% (Spring 2023)

Student groups were making progress closing learning gaps pre-COVID, they were greatly impacted over the course of the pandemic, but in 2022-23, they are again progressing towards proficient achievement.

2021-22 SBAC Data will serve as new baseline data across the state due to COVID. Therefore effectiveness of this action in 2022-23 will be measured comparing iReady Data from Spring 2022 to Spring 2023. Our goal is to see a 2% closing of achievement gaps for Unduplicated Students.

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

Services for foster youth, English learners, homeless, and low-income students will be increased by 9.70% for the 23-24 school year.

The LEA wide and school wide services provided in the LCAP are designed to support Unduplicated students and are effective in achieving the District's goals. Students who are English learners, socio-economically disadvantaged, and/or foster youth, face barriers to learning that students who are English only, live with their families, and have greater financial means do not. Principally directed services provided in the LCAP (Actions 2.2 and 3.6 above) are developed based on the needs of Unduplicated Students.

In Addition LCAP 3.4 Provides Targeted Additional Services for English Learners includes additional engaging learning opportunities to build background knowledge, vocabulary, and support for closing learning and experience gaps for English Learners. Specific objectives for sessions are based on timely actionable data and focused on the current needs of the English Learners participating.

Taken together, the LEA and/or school wide services discussed above, along with Action 3.4 limited to Unduplicated student group (English Learners) provide a increase to services for Unduplicated pupils that is equal to or greater than the required "Percentage to Increase or Improve Services" shown above.

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

The District does not receive concentration grant add-on funding. Therefore, Not Applicable.

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



## 2023-24 Total Expenditures Table

| Totals | LCFF Funds     | Other State Funds | Local Funds | Federal Funds | Total Funds    | Total Personnel | Total Non-personnel |
|--------|----------------|-------------------|-------------|---------------|----------------|-----------------|---------------------|
| Totals | \$2,506,361.00 | \$494,505.00      |             | \$415,069.00  | \$3,415,935.00 | \$2,295,979.00  | \$1,119,956.00      |

| Goal | Action # | Action Title  | Student Group(s)                               | LCFF Funds     | Other State Funds | Local Funds | Federal Funds | Total Funds    |
|------|----------|---|--|----------------|-------------------|-------------|---------------|----------------|
| 1    | 1.1      | Provide all students access to Basic Services   | All  | \$258,113.00   | \$100,000.00      | \$0.00      | \$50,000.00   | \$408,113.00   |
| 1    | 1.2      | Continue to Implement State Standards including programs/services that enable English Learners to access CA and ELD Standard. | All  | \$0.00         | \$0.00            | \$0.00      | \$0.00        | \$0.00         |
| 1    | 1.3      | Broad Course of Study   | All  | \$0.00         | \$0.00            | \$0.00      | \$0.00        | \$0.00         |
| 2    | 2.1      | Actively Engage Parents in the Learning Process   | All  | \$6,000.00     | \$0.00            | \$0.00      | \$9,000.00    | \$15,000.00    |
| 2    | 2.2      | Actively Engage Students in the Learning Process  | English Learners<br>Foster Youth<br>Low Income | \$1,037,876.00 | \$0.00            | \$0.00      | \$0.00        | \$1,037,876.00 |
| 2    | 2.3      | Create and sustain a School Climate of Safety and Connectedness   | All  | \$68,369.00    | \$0.00            | \$0.00      | \$17,647.00   | \$86,016.00    |
| 3    | 3.1      | Implement PLC Process and MTSS/RTI  | All  | \$328,670.00   | \$0.00            | \$0.00      | \$0.00        | \$328,670.00   |
| 3    | 3.2      | Replace Technology Devices  | All  | \$0.00         | \$0.00            | \$0.00      | \$278,827.00  | \$278,827.00   |
| 3    | 3.3      | Provide targeted additional services  | All  | \$15,000.00    | \$394,505.00      | \$0.00      | \$0.00        | \$409,505.00   |
| 3    | 3.4      | Provide targeted additional services for English Learners   | English Learners                               | \$13,591.00    | \$0.00            | \$0.00      | \$0.00        | \$13,591.00    |

| Goal | Action # | Action Title                                  | Student Group(s)                               | LCFF Funds   | Other State Funds | Local Funds | Federal Funds | Total Funds  |
|------|----------|---|--|--------------|-------------------|-------------|---------------|--------------|
| 3    | 3.5      | ELD Coaching & Supplementary Materials        | English Learners                               | \$0.00       | \$0.00            | \$0.00      | \$15,000.00   | \$15,000.00  |
| 3    | 3.6      | Instructional Aides                           | English Learners<br>Foster Youth<br>Low Income | \$778,742.00 | \$0.00            | \$0.00      | \$0.00        | \$778,742.00 |
| 3    | 3.7      | Title I Program District Administrative Costs | Low Income Students                            | \$0.00       | \$0.00            | \$0.00      | \$43,095.00   | \$43,095.00  |
| 3    | 3.8      | Title I Homeless Set-Aside                    | Homeless                                       | \$0.00       | \$0.00            | \$0.00      | \$1,500.00    | \$1,500.00   |

## 2023-24 Contributing Actions Table

| 1. Projected LCFF Base Grant | 2. Projected LCFF Supplemental and/or Concentration Grants | 3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1) | LCFF Carryover — Percentage (Percentage from Prior Year) | Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %) | 4. Total Planned Contributing Expenditures (LCFF Funds) | 5. Total Planned Percentage of Improved Services (%) | Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5) | Totals by Type           | Total LCFF Funds |
|------------------------------|--|---|--|---|---|--|--|--------------------------|------------------|
| 18011670                     | 1746771  | 9.70%   | 0.00%  | 9.70%   | \$1,830,209.00  | 0.00%  | 10.16 %  | <b>Total:</b>            | \$1,830,209.00   |
|                              |  |   |  |   |   |  |  | <b>LEA-wide Total:</b>   | \$1,816,618.00   |
|                              |  |   |  |   |   |  |  | <b>Limited Total:</b>    | \$13,591.00      |
|                              |  |   |  |   |   |  |  | <b>Schoolwide Total:</b> | \$0.00           |

| Goal | Action # | Action Title  | Contributing to Increased or Improved Services? | Scope                                    | Unduplicated Student Group(s)                  | Location    | Planned Expenditures for Contributing Actions (LCFF Funds) | Planned Percentage of Improved Services (%) |
|------|----------|---|---|--|--|-------------|--|---|
| 2    | 2.2      | Actively Engage Students in the Learning Process          | Yes   | LEA-wide                                 | English Learners<br>Foster Youth<br>Low Income | All Schools | \$1,037,876.00   |   |
| 3    | 3.4      | Provide targeted additional services for English Learners | Yes   | Limited to Unduplicated Student Group(s) | English Learners                               | All Schools | \$13,591.00  |   |
| 3    | 3.6      | Instructional Aides                                       | Yes   | LEA-wide                                 | English Learners<br>Foster Youth<br>Low Income | All Schools | \$778,742.00   |   |

## 2022-23 Annual Update Table

| Totals        | Last Year's Total Planned Expenditures (Total Funds) | Total Estimated Expenditures (Total Funds) |
|---------------|--|--|
| <b>Totals</b> | \$3,170,795.00                                       | \$3,347,211.75                             |

| 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                  | Provide all students access to Basic Services   | No   | \$408,113.00                                   | \$408,113   |
| 1                  | 1.2                  | Continue to Implement State Standards including programs/services that enable English Learners to access CA and ELD Standard. | No   | \$0.00   | \$0   |
| 1                  | 1.3                  | Broad Course of Study   | No   | \$0.00   | \$0   |
| 2                  | 2.1                  | Actively Engage Parents in the Learning Process   | No   | \$15,000.00                                    | \$14,700  |
| 2                  | 2.2                  | Actively Engage Students in the Learning Process  | Yes  | \$999,904.00                                   | \$1,037,876                                       |
| 2                  | 2.3                  | Create and sustain a School Climate of Safety and Connectedness   | No   | \$86,016.00                                    | \$81,529  |
| 3                  | 3.1                  | Implement PLC Process and MTSS/RTI  | No   | \$328,670.00                                   | \$300,000   |
| 3                  | 3.2                  | Replace Technology Devices  | No   | \$242,550.00                                   | \$278,827   |
| 3                  | 3.3                  | Provide targeted additional services  | No   | \$409,505.00                                   | \$380,000   |

| 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                  | 3.4                  | Provide targeted additional services for English Learners | Yes  | \$13,591.00                                    | \$13,591  |
| 3                  | 3.5                  | ELD Coaching & Supplementary Materials                    | No   | \$15,000.00                                    | \$10,256  |
| 3                  | 3.6                  | Instructional Aides                                       | Yes  | \$617,069.00                                   | \$778,742   |
| 3                  | 3.7                  | Title I Program District Administrative Costs             | No   | \$33,877.00                                    | \$43,095  |
| 3                  | 3.8                  | Title I Homeless Set-Aside                                | No   | \$1,500.00                                     | \$482.75  |

**2022-23 Contributing Actions Annual Update Table**

| 6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount) | 4. Total Planned Contributing Expenditures (LCFF Funds) | 7. Total Estimated Expenditures for Contributing Actions (LCFF Funds) | Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4) | 5. Total Planned Percentage of Improved Services (%) | 8. Total Estimated Percentage of Improved Services (%) | Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8) |
|--|---|---|--|--|--|--|
| \$1,621,867  | \$1,630,564.00  | \$1,830,209.00  | (\$199,645.00)   | 0.00%  | 0.00%  | 0.00%  |

| Last Year's Goal # | Last Year's Action # | Prior Action/Service Title                                | Contributing to Increased or Improved Services? | Last Year's Planned Expenditures for Contributing Actions (LCFF Funds) | Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds) | Planned Percentage of Improved Services | Estimated Actual Percentage of Improved Services (Input Percentage) |
|--------------------|----------------------|---|---|--|---|---|---|
| 2                  | 2.2                  | Actively Engage Students in the Learning Process          | Yes   | \$999,904.00   | \$1,037,876   |   |   |
| 3                  | 3.4                  | Provide targeted additional services for English Learners | Yes   | \$13,591.00  | \$13,591  |   |   |
| 3                  | 3.6                  | Instructional Aides                                       | Yes   | \$617,069.00   | \$778,742   |   |   |

**2022-23 LCFF Carryover Table**

| 9. Estimated Actual LCFF Base Grant (Input Dollar Amount) | 6. Estimated Actual LCFF Supplemental and/or Concentration Grants | LCFF Carryover — Percentage (Percentage from Prior Year) | 10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %) | 7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds) | 8. Total Estimated Actual Percentage of Improved Services (%) | 11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8) | 12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9) | 13. LCFF Carryover — Percentage (12 divided by 9) |
|---|---|--|---|--|---|--|--|---|
| \$17,383,350  | \$1,621,867   | 0  | 9.33%   | \$1,830,209.00   | 0.00%   | 10.53%   | \$0.00   | 0.00%   |

# Instructions

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[Engaging Educational Partners](#)

[Goals and Actions](#)

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

*For additional questions or technical assistance related to the completion of the Local Control and Accountability Plan (LCAP) template, please contact the local county office of education (COE), or the California Department of Education's (CDE's) Local Agency Systems Support Office, by phone at 916-319-0809 or by email at [lcff@cde.ca.gov](mailto: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 <b>2021–22</b> . | Enter information in this box when completing the LCAP for <b>2021–22</b> . | Enter information in this box when completing the LCAP for <b>2022–23</b> . Leave blank until then. | Enter information in this box when completing the LCAP for <b>2023–24</b> . Leave blank until then. | Enter information in this box when completing the LCAP for <b>2024–25</b> . Leave blank until then. | Enter information in this box when completing the LCAP for <b>2021–22</b> or when adding a new metric. |

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

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

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

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

**Goal Analysis:**

Enter the LCAP Year.

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

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

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

### Purpose

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

### Requirements and Instructions

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

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

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

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

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

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

**Required Descriptions:**

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

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

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

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

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

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

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

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

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

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

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

## **For School Districts Only:**

### **Actions Provided on an LEA-Wide Basis:**

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

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

### **Actions Provided on a Schoolwide Basis:**

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

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

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

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

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

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

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

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

Provide the following descriptions, as applicable to the LEA:

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

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

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

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

Complete the table as follows:

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

## Action Tables

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

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

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

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

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

## Data Entry Table

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

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

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

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

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

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



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

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

## Contributing Actions Table

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

## Annual Update Table

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

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

## Contributing Actions Annual Update Table

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

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

## LCFF Carryover Table

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

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

## Calculations in the Action Tables

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

### Contributing Actions Table

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

### Contributing Actions Annual Update Table

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

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

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

**LCFF Carryover Table**

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

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

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

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