



LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: South Bay Union Elementary

CDS Code: 12 63032 0000000

School Year: 2022-23

LEA contact information:

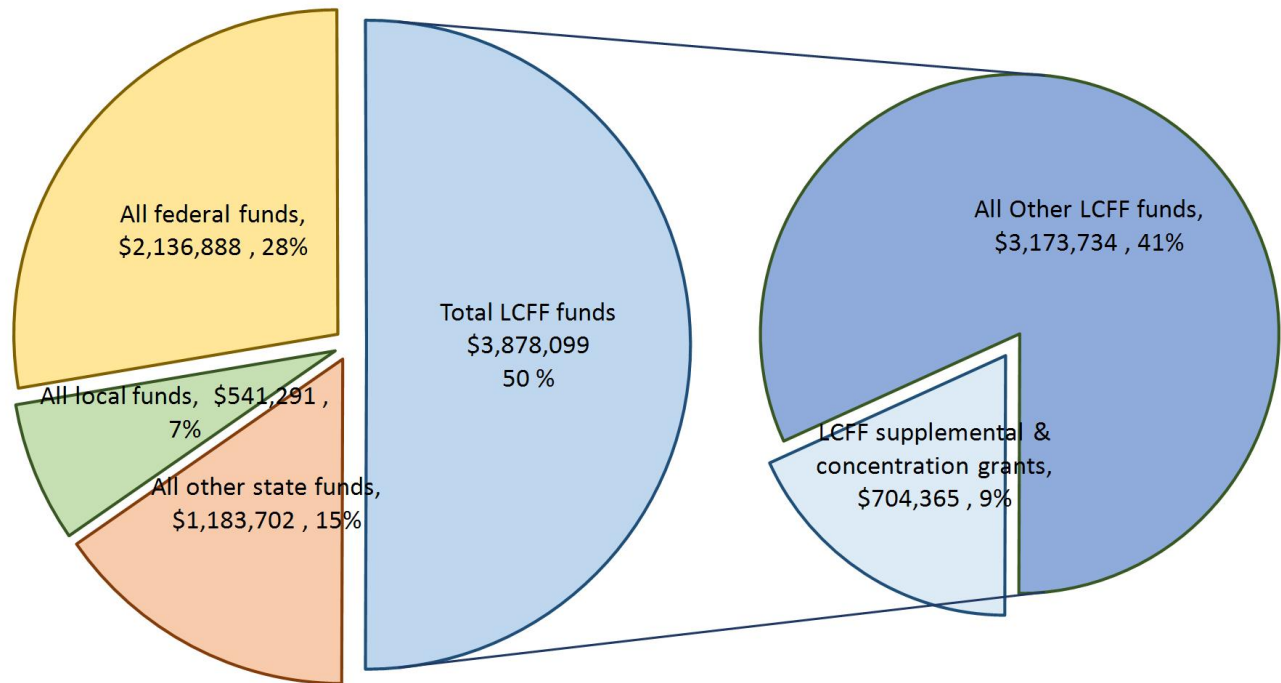
Fred VanVleck

Superintendent

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

Budget Overview for the 2022-23 School Year

Projected Revenue by Fund Source

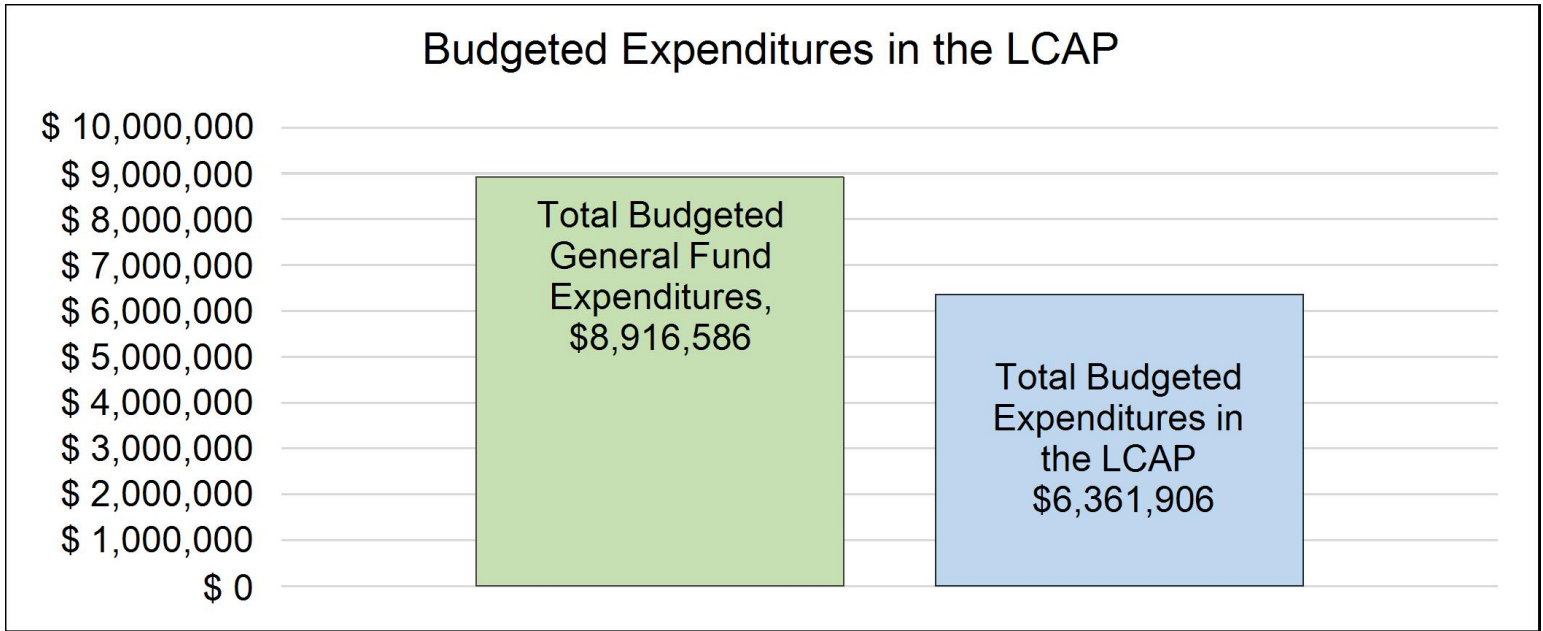


This chart shows the total general purpose revenue South Bay Union Elementary expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for South Bay Union Elementary is \$7,739,980, of which \$3,878,099 is Local Control Funding Formula (LCFF), \$1,183,702 is other state funds, \$541,291 is local funds, and \$2,136,888 is federal funds. Of the \$3,878,099 in LCFF Funds, \$704,365 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 South Bay Union Elementary plans to spend for 2022-23. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: South Bay Union Elementary plans to spend \$8,916,586 for the 2022-23 school year. Of that amount, \$6,361,906 is tied to actions/services in the LCAP and \$2,554,680 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

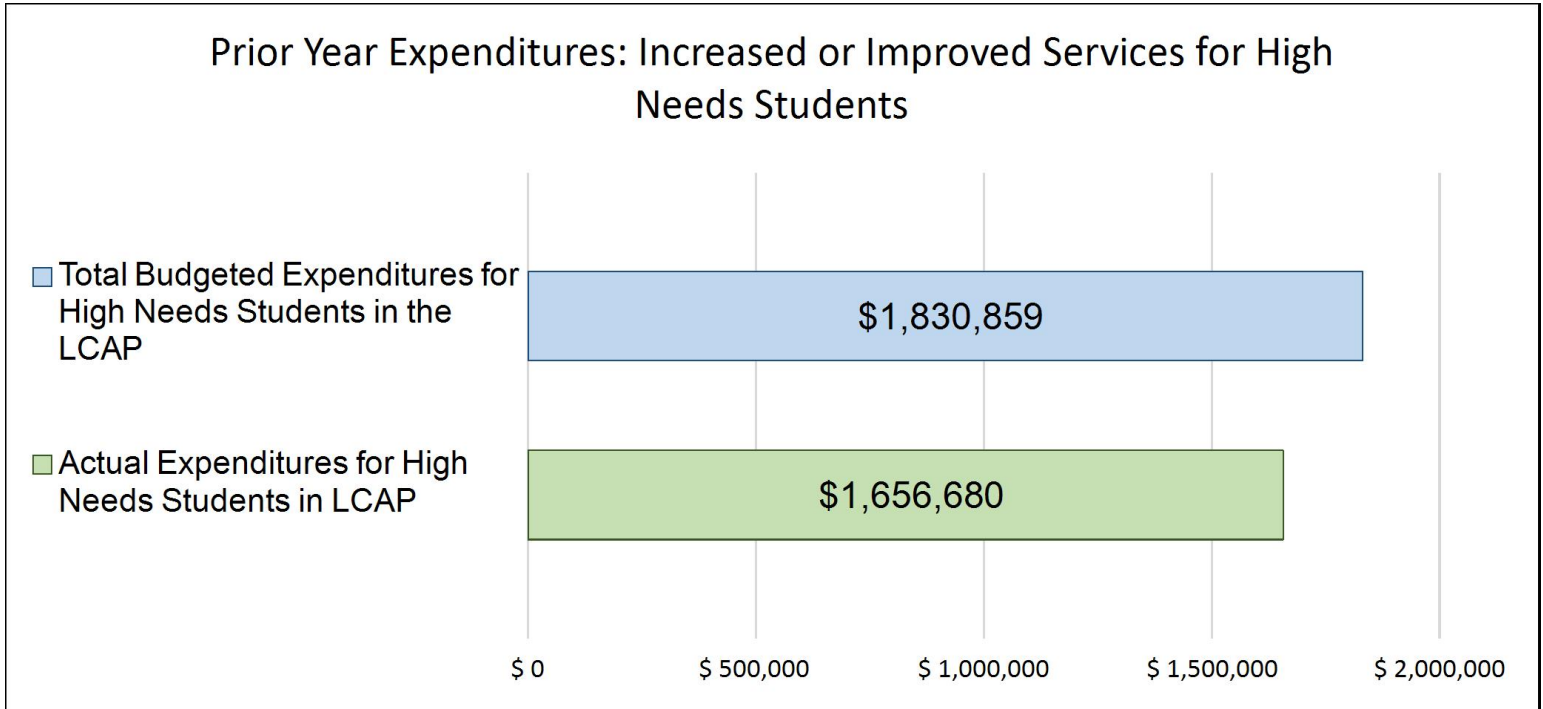
Classified extra hours for COVID cleaning salary and benefits,. TOSA position to develop intervention strategies, teacher, and admin coverage. Materials and supplies for COVID cleaning and testing.

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

In 2022-23, South Bay Union Elementary is projecting it will receive \$704,365 based on the enrollment of foster youth, English learner, and low-income students. South Bay Union Elementary must describe how it intends to increase or improve services for high needs students in the LCAP. South Bay Union Elementary plans to spend \$2,713,597 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

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



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

The text description of the above chart is as follows: In 2021-22, South Bay Union Elementary's LCAP budgeted \$1,830,859 for planned actions to increase or improve services for high needs students. South Bay Union Elementary actually spent \$1,656,680 for actions to increase or improve services for high needs students in 2021-22.



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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
South Bay Union Elementary	Gary Storts Assistant Superintendent, Educational Services	stortsg@eurekacityschools.org (707) 441-3363

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

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

To the greatest extent practicable, the South Bay Union Elementary School District included funds provided through the Budget Act of 2021 in the 2021-22 Local Control Accountability Plan (LCAP). The source of the Budget Act of 2021 that was not included in the 2021-22 LCAP was the Elementary and Secondary School Emergency Relief Fund (ESSER) III funds. These funds were not allocated until the 2021-22 LCAP was approved and submitted. An ESSER III spending plan was developed from input from the community and stakeholders, which focused on providing safe in-person learning, additional support personnel, and high-quality extended learning opportunities, including an enriching summer school program, class-size reduction, classroom paraprofessional extended hours and certificated after-school tutoring. Another change is the Expanded Learning Opportunities Grant (ELO-G) resource codes were changed but were already included in the 2021-22 LCAP. All other 2021 Budget Act funds were included in the adopted 2021-22 LCAP.

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

The South Bay Union Elementary School District used the additional concentration grant add-on funding it received to directly benefit our low-income, English learners, and/or foster youth by increasing the number of staff who provide direct services (both classified positions and certificated) to support the social-emotional, behavioral, and academic needs of a large percentage of our student scholars. Multi-Tiered Systems of Support will also be professionally developed through established local and state partnerships.

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

The South Bay Union Elementary School District engaged its educational partners early and often regarding the use of one-time funds intended to support the impacts of COVID-19 and distance learning. Meetings were held virtually and in person, with input provided verbally and through surveys. Translation services were also made available. The feedback received from SBUSD's educational partners was consistent with feedback received during LCP, LCAP, ELO, and ESSER III meetings. Identified priorities included a commitment to safe in-person learning, additional support personnel for struggling learners (in the form of academic and social-emotional supports), enrichment opportunities, high-quality extended learning opportunities (after-school programs and summer school), and certificated after school tutoring.

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

Throughout the 2021-22 school year, the South Bay Union Elementary School District has been open to full-day in-person learning. Successes include maintaining excellent health and safety protocols to ensure a continuity of services. Additional achievements include operating an evidence-based Summer School for grades TK-8. Summer School provided 4 and one-half weeks of learning, serving approximately 200 students. Each day, following Summer School, the Summer ASES program provided K-8 students with enrichment activities.

The primary challenge that SBUESD experienced was a staffing shortage. South Bay School District has many vacancies, including paraprofessionals whose services directly impact student learning. Numerous vacancies are also found in our After School Program, limiting the number of students to benefit from educationally enriching learning experiences. Staffing challenges have also prevented the successful implementation of the primary grade Visual and Performing Arts instruction, as well as PE instruction at the upper elementary and middle school levels. Supply chain concerns centered around KN-95 masks, antibacterial soaps, and various education technology efforts.

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

SBUSD has aligned the various fiscal resources received during the 2021-22 school year with the South Bay School District Local Control Accountability Plan.

Consistent with LCAP Goal 1: Engage all families and community members as partners in students' education by creating multiple opportunities for meaningful engagement and by encouraging stakeholder feedback so schools can respond to customers' needs in a timely and culturally responsive manner. -- through the use of California's 2021-22 Budget Act, the federal American Rescue Plan Act of 2021, and other federal relief acts, SBUSD bolstered LCAP efforts by partnering with Tripod Educational Partners to conduct evidence-based surveys of our educational partners (students, staff, families, and community).

Consistent with LCAP Goal 2: All students, regardless of age, race, language, home address, physical limitation, or intellectual capacity, are provided with the most inclusive learning environment. -- through the use of California's 2021-22 Budget Act, the federal American Rescue Plan Act of 2021, and other federal relief acts, SBUSD bolstered LCAP efforts by providing a comprehensive Summer learning program, certificated after-school tutoring, and additional personnel, including three Teachers On Special Assignment (TOSAs).

Consistent with LCAP Goal 3: Provide all students with a continuum of supports and services that address their academic, behavioral, and social-emotional needs. -- through using California's 2021-22 Budget Act, the federal American Rescue Plan Act of 2021, and other federal relief acts, SBUSD bolstered LCAP efforts providing after-school tutoring and additional classified and certificated personnel.

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

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

Introduction

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

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

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

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

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

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

Instructions

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

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

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

In general, LEAs have flexibility in deciding what funds are included in the LCAP and to what extent those funds are included. If the LEA received funding through the Budget Act of 2021 that it would have typically included within its LCAP, identify the funds provided in the Budget

Act of 2021 that were not included in the LCAP and provide a description of how the LEA has engaged its educational partners on the use of funds. If an LEA included the applicable funds in its adopted 2021–22 LCAP, provide this explanation.

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

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

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

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

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

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

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

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

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

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

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

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

California Department of Education
November 2021



Local Control Accountability Plan

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
South Bay Union Elementary	Fred VanVleck Superintendent	vanvleckf@eurekacityschools.org

Plan Summary [2022-23]

General Information

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

Perched on a bluff overlooking Humboldt Bay and the Pacific Ocean beyond, Pine Hill Elementary School serves approximately 250 students ranging from transitional kindergarten through third-grade. It is part of the South Bay Union Elementary School District. Students live in the Elk River Valley, Pine Hill, Humboldt Hill, King Salmon, and Fields Landing neighborhoods that range from economically disadvantaged to upper-middle-class singly family dwellings. The school is located on the coast about 280 miles north of San Francisco and just south of Eureka, with a population of 28,000. It is one of three schools on two campuses in the South Bay Union School District.

Nestled on the western shore of Humboldt County, amid the towering redwood trees of northern California, is South Bay School with a population of approximately 150 students in grades fourth through sixth. Also located on the South Bay campus is the South Bay Charter School which opened in 2011 to provide students with a strong academic program in a smaller, more personalized setting. South Bay Charter provides on-campus seventh and eighth-grade learning and also hosts a transitional kindergarten through eighth-grade Independent Study Program. In total, South Bay Charter approximately, 125 students.

We at the South Bay Union Elementary School District believe in social and academic responsibility. We have a dedicated staff consisting of 30 certificated educators, 45 classified educations, and 3 administrators.

Committed to equity and inclusion the District employs many specialists to ensure our students get the support they need, and when they need it to ensure a well-balanced educational experience, including several education specialists, a social worker, a school psychologist, a school psychologist intern, a speech and language pathologist, an English language coordinator, a Cross-Cultural Bilingual Instructional Assistant, Instructional Coaches, Music and Art Teachers, a school librarian, and an on-campus Family Resource Center. The staff strives to be exemplary role models of caring and cooperation in addition to promoting academic excellence.

We are very proud that Pine Hill is a 2003 California Distinguished School and the Title I Academic Achievement School in 2004, 2010, and 2011.

We offer extended and enhanced educational opportunities until 6:00 pm daily through our EXPLORE after-school program. This allows over 60% of our students to receive help with their homework and participate in recreational and educational activities. EXPLORE better prepares our students to meet the demands of the State Academic Content Standards.

Vision Statement --

The collaborative and continuous pursuit of excellence.

Mission Statement --

ENGAGE. EDUCATE. ENHANCE.

Reflections: Successes

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

Due to the COVID-19 pandemic, state law has suspended the reporting of state indicators on the 2021 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's website if they were determined to be valid and reliable.

One success to highlight is that approximately 10% of EL students were reclassified during the 21-22 school year. In the area of reading, the percentage of students districtwide reading at grade level increased by 11% on the district's Success for All baseline assessment from August to March. Third grade reading proficiency is a key indicator of the LCAP. The percentage of third grade students reading proficiently increased 14% from August to March, from 44% to 58%.

Reflections: Identified Need

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

Due to the COVID-19 pandemic, state law has suspended the reporting of state indicators on the 2021 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable.

Although there has been good growth in third grade reading proficiency during the 21-22 school year, there is still significant room to grow. The ultimate goal is to have at least 80% of third grade students reading proficiently by the end of the third grade. Actions taken during the 21-22 school year to further improve third grade reading proficiency include targeted intervention during "What I Need" (WIN) Time using online programs Read Naturally and Reading Eggs to provide individualized instruction to students. Teachers provided small group and individual intervention at this time as well. Additionally, after school tutoring was provided to a targeted group of students and additional pull-out intervention was provided as well by the district reading specialist.

LCAP Highlights

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

The LCAP's main driver is Multi-Tiered Systems of Support (MTSS). The three goals for the LCAP relate directly to MTSS and were developed with stakeholder input.

Key features for the LCAP include:

- * Highly-qualified personnel able to provide tiered academic, behavioral and social-emotional supports.
- * Preventative and proactive Professional Development
- * Implementation of research-based curriculum and data-driven interventions based on assessment results
- * Prioritization of stakeholder input & feedback to improve student outcomes through participation in committees, surveys, and other means.

Comprehensive Support and Improvement

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

Schools Identified

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

N/A

Support for Identified Schools

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

N/A

Monitoring and Evaluating Effectiveness

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

N/A

Engaging Educational Partners

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

During the 21-22 school year, parents, classified staff, and certificated staff were surveyed in March regarding services in the district and priorities that they have for their students' education. Pine Hill, South Bay, and South Bay Charter site councils reviewed LCAP goals and developed their site plans for student achievement (SPSA) around the LCAP goals. Parents and staff were invited to participate in the meetings and assist with the development of the SPSA at each site. Meetings were held monthly.

Students, staff, and families were also surveyed in the fall and spring using a separate survey developed by Education Elements.

A summary of the feedback provided by specific educational partners.

Parent feedback indicates that families' highest priority is providing competitive salaries to hire and retain highly-qualified staff. Expanded learning opportunities, including afterschool, summer school, sports, and clubs, along with providing students and teachers with additional resources for learning were also highly prioritized.

Classified and certificated staff also prioritized competitive salaries and expanded learning opportunities. Providing quality training and professional development was also prioritized by the staff.

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

Feedback from the surveys conducted influenced the district's actions. The district negotiated higher salaries for both bargaining units to ensure the retention of highly qualified individuals. Expanded learning opportunities have been planned and are currently being implemented, including a 30-day summer school beginning in June. Additionally, robust afterschool programs at both school sites are currently being offered. Due to the global pandemic, sports and other clubs were not offered during the 21-22 school year, however, these offerings will once again be available to students during the upcoming 22-23 school year.

Goals and Actions

Goal

Goal #	Description
1	Engage all families and community members as partners in students' education by creating multiple opportunities for meaningful engagement and by encouraging stakeholder feedback so schools can respond to customers' needs in a timely and culturally responsive manner.

An explanation of why the LEA has developed this goal.

Schools seeking improved outcomes usually have one or more “champions for change” on the inside of the organization, and these leaders can often engage other staff to produce better results in the short term. But these instructional leaders often move to another school, climb the career ladder, or retire. When they do, gains that have been made often quickly fade away. If schools are going to build support for ongoing success, they also need advocates for improved program outcomes outside the immediate organization—constituents who understand the mission of the school, who share the champions’ vision and passion for student success, and who have a personal stake in the performance of the school and its students. In this brief, we identify schools’ external stakeholders and offer ways in which these constituents can be a positive force for helping school staff achieve improved outcomes for all students and sustain them over time.

- Sustaining READING FIRST: #6 Engaging Stakeholders, <https://www2.ed.gov/programs/readingfirst/support/stakeholderlores.pdf>

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Tripod's Custom Family Survey	<p>(a) establish response rates representative of the district population</p> <p>(b) establish overall baseline response rates</p> <p>(c) establish baseline scores in each survey category</p>	<p>(a) American Indian - 11%, Asian - 3%, Black - 10%, Hispanic/Latino - 15%, Islander - 2%, Prefer not to answer - 5%, Other - 1%, White - 54%</p> <p>(b) 116 respondents completed the survey</p>			<p>(a) MET family response rates reflect district population</p> <p>(b) increase overall response rate</p> <p>(c) At least 85% of scores of mostly true or totally true in each survey category</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		(c) Average score in each category: ** Communication - 80% ** Satisfaction - 82% ** School Climate - 78% ** Stress & Anxiety - 80%			
Parent Teacher Student Association (PTSA) Membership	2019-20 Parent Teacher Student Association (PTSA) membership was at approximately 65 members.	PTSA has not been functioning during the pandemic. Membership currently stands at 0.			PTSA membership has increased from 2022-23

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Personnel	<p>All Non-Instructional/Classroom Staff: From the time a parent drives on campus to drop off their child to when a student gets off the bus in the afternoon, non-instructional staff plays a key role in our student scholars' success. From answering questions to providing nutritious meals - from budgeting and paying the bills to keep our campuses clean and looking great - the smooth running of a school district enhances scholarly achievement. It allows for the embrace of community partners. In short, it takes a village!</p> <p>Materials, supplies, and equipment: Purchases that support all non-instructional/classroom operations</p>	\$3,466,079.00	No

Action #	Title	Description	Total Funds	Contributing
1.2	Professional Development	<p>Parent University (or similar professional development): The goal of Parent University is to increase parent involvement in the schools and empower parents to raise children who are successful in school and life. Topics include:</p> <ul style="list-style-type: none"> (1) Parenting Awareness (2) Helping Your Child Learn in the 21st Century (3) Health & Wellness (4) Personal Growth & Development <p>Equity-based Professional Development: All district staff in leadership positions will participate in ongoing Equity-based professional development.</p> <p>Customer Service: All district staff in a position of leadership will participate in ongoing Customer Service professional development</p> <p>All professional development for noninstructional staff: needed to sustain and grow departmental successes, and to ensure the smooth operating of a school district</p>	\$2,934.00	No
1.3	Engagement Strategies	<p>Black, Indigenous, and People of Color (BIPOC) Listening Sessions: Facilitated by an expert in educational equity, district stakeholders will be invited to participate and listen to the school experiences of our BIPOC community, providing valuable feedback for directing the South Bay Equity Coalition's next steps.</p> <p>Parent-Teacher Interviews: Conducted within the first 20-days of the school year, Parent-Teacher Interviews provide a time for parents to provide valuable insight into their child's strengths and weakness, as well as their hopes and dreams.</p> <p>Mid-year Survey: Conducted annually by March 1, this self-reflection survey is organized into three sections, (1) Building Relationships between School Staff and Families, (2) Building Partnerships for Student Outcomes, and (3) Seeking Input for Decision-making. The</p>	\$48,221.00	No

Action #	Title	Description	Total Funds	Contributing
		<p>District will use this self-reflection tool to assess progress, successes, needs, and growth areas in family engagement policies, programs, and practices.</p> <p>Equitable Staffing and Access to Translation Services: The District will actively pursue ways to incentivize hiring to reflect the ethnic, racial, and gender make-up of our student population, as well as increase the number of staff who speak basic and fluent Spanish.</p> <p>School Family Nights: All families will be provided multiple opportunities to participate in after-hours school-sponsored family events. Examples may include: Music Night, Art Night, Multicultural Night, Maker Night, Reading Awareness Night, etc.</p> <p>Website and Social Media Enhancements: Always looking to provide the best end-user experience, as well as to meet the needs of our customers in their preferred mode of communication, the District will routinely assess and look to enhance our outreach efforts.</p>		
1.4	Councils, Committees, Coalitions	Promote and Recognize Site Council, Charter Council, PTSA, Equity Coalition, etc. Participation: The importance of parent and community engagement is well established. To that end, the District will establish a Volunteer Appreciation Week that recognizes all the extra efforts made to enhance student-scholar outcomes. Additionally, annually each April, the District will establish a Volunteer of the Year Award highlighting selfless act of service that benefits our school community.	\$13,676.00	No

Goal Analysis [2021-22]

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

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

The goal's objectives were largely met and most planned actions were successfully implemented.

In the area of professional development, The suggested "Parent University" did not take place. This was an event that was planned to be in person at one or both of the school sites. It is hoped that Parent University or something like it will be able to take place during the 22-23 school year.

In the area of engagement strategies, the district implemented the vast majority of actions. The school district followed the California Department of Public Health guidance regarding the pandemic, and as a result, school family nights were not able to take place during the 21-22 school year.

Finally, regarding councils, committees, and coalitions, the district implemented the majority of actions in this area as well, however, the Parent Teacher Student Association was not active during the 21-22 school year. Additionally, as a result of following state health guidance, volunteers were not allowed on our campuses during this year.

Despite all of the barriers placed on the district during the pandemic, we are thrilled that the majority of our planned actions were completed.

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.

Analysis of the 2022-23 goals will occur during the 2023-24 update cycle.

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

Action 1.1 - In the midst of a global pandemic, personnel worked hard to provide a safe, nurturing school environment for all students. Funds allowed non-instructional/classroom staff to work additional hours to meet the increased academic, social-emotional, and behavior needs of our students.

Action 1.2 - Equity/implicit bias training was offered to all staff and delivered at an all-day training by Humboldt County Office of Education staff. Feedback was gathered to help further efforts in this area.

Action 1.3 - Listening sessions with the district's Black, Indigenous, & People of Color (BIPOC) community were highly successful. These sessions provided valuable feedback to further guide the district's equity coalition's next steps. Parent-Teacher interviews which took place within the first 20 days of school provided valuable connections between families and staff.

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.

As a result of the pandemic, a number of planned actions did not occur. However, the majority of actions were implemented by the district. Moving into the 22-23 school year, the district will continue its successful efforts regarding the planned actions, and it will refocus its efforts on the actions that were not able to be completed. There will be no major changes to actions or goals for the 22-23 school year at this time.

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	All students, regardless of age, race, language, home address, physical limitation, or intellectual capacity, are provided with the most inclusive learning environment.

An explanation of why the LEA has developed this goal.

Multi-Tiered Systems of Supports (MTSS) is characterized by a continuum of integrated academic and behavioral supports reflecting the need for students to have fluid access to instruction and supports of varying intensity.

Goal #2 aligns with MTSS Tier 1: Universal Instruction and Supports -- These are the core academic and behavioral instruction with supports designed and differentiated for all students in all settings. Approximately 80 percent of students in Tier 1 are typically expected to meet learning targets.

Tier 1 instruction is the key component of the MTSS framework. It is the core program in which all students receive high-quality evidence-based instruction. Generally, academic and behavior instruction and supports are designed and differentiated for all students. Tier 1 instruction incorporates the core academic curriculum that is aligned with state standards. The intent of the core program is the delivery of high-quality instruction to all students with the expectation of meeting grade-level standards and preparedness for the future.

- Quick Guide for Multi-Tiered Systems of Supports: The Building Level

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Rate of Teacher Misassignments	0% rate of teacher misassignments	0% of teachers are misassigned.			0% rate of teacher misassignments
Student Access to Standards-Aligned Instructional Materials and Broad Course of Study	100% of students have access to standards-aligned instructional materials and are offered a board course of study	100% of students have access to standards-aligned instructional materials and are offered a board course of study.			100% of students have access to standards-aligned instructional materials and are offered a board course of study

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	for all students through multi subject classrooms.				
Facilities In Good Repair	All facilities at rated in "good" or better repair	Both Pine Hill and South Bay were rated as being in "Excellent" condition according to the FIT tool.			All facilities at rated in "good" or better repair
Tripod's Custom Faculty and Staff Survey	Establish baseline score for each survey	District Organizational Effectiveness: 3.16 District School Leadership: 3.18 Schoolwide academic press: 3.14 Evaluation Quality: 2.99 Quality Use of PLC Time: 2.25 Professional Development Quality: 2.92			Increase score to 4 (favorable) or better in each of the surveyed categories
ELA CAASPP	*2019 Overall YELLOW *2019 English learners, Homeless, Students with Disabilities = ORANGE	According to ELA CAASPP data from 20-21 found on the sites' school accountability report cards, 26.25% of all SBUSD students met or exceeded grade level standard. 25% of EL students, 30% of homeless, and 5.6% of students with			2024 Overall = YELLOW, or better with no student-scholar subgroups in ORANGE or RED

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		disabilities met or exceeded standards.			
Math CAASPP	*2019 Overall ORANGE *2019 English learners, Social-economically disadvantaged, students with disabilities = ORANGE	According to math CAASPP data from 20-21 found on the sites' school accountability report cards, 16.75% of all SBUSD students met or exceeded grade level standard. 6.25% of EL students, 10.34% of homeless, and 0% of students with disabilities met or exceeded standards.			2024 Overall = YELLOW or better with no student-scholar subgroups in ORANGE or RED
Science CAASPP	12.68% of student met or exceed standard in science	According to science CAASPP data from 20-21 found on the sites' school accountability report cards, 26.83% of all students met or exceeded grade level standard. 33.3% of homeless met or exceeded standards.			2024 Overall = Increase the number of students who met or exceeded standard in science or YELLOW or better with no student-scholar subgroups in ORANGE or RED
School Attendance	February 2020 P2 Reporting = 94.79%	February 2022 Reporting: Pine Hill - 89.61% South Bay - 91.75% South Bay Charter - 94.92%			95% or greater

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Tripod's 7 C's Survey	(a) Establish baseline score of 300 (b) Annually, when comparing Fall to Spring survey results, classrooms scoring in bottom 20% (Fall) will improve by 10 points (Spring)	(a) Overall fall 2021 average score for Pine Hill: 292; Overall at South Bay: 300 (b) Spring survey data is incomplete.			(a) Overall school site scores of 320 or better (b) Annually, when comparing Fall to Spring survey results, classrooms scoring in bottom 20% (Fall) will improve by 10 points (Spring)
3rd Grade Reading Proficiency	2021, end of Trimester 2 reporting = 62%	2022, end of Trimester 2 reporting = 58%			80% of 3rd grade students will have met grade-level reading proficiency, as measured annually at the end of the 2nd Trimester on the Grade-Level Summary Form (SFA).

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	Personnel (Tier 1: All Students, Preventative, Proactive)	All Tier 1 Staff:	\$2,860,516.00	Yes
2.2	Professional Development (Tier 1: All Students, Preventative, Proactive)	Professional growth and development at South Bay USD will be characterized as building teacher and staff capacity tied to the impact on student learning over a career-long continuum. Theme: CA MTSS - Know Me, Include Me	\$39,175.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>Through the stakeholder engagement process, a data-driven, evidence-based approach to providing professional development opportunities impacting all student scholars in a preventative and proactive manner will include, but not be limited to:</p> <ul style="list-style-type: none"> • curriculum • instruction • assessment • leadership • professional learning opportunities - tied to LCAP goals - for district in-service credit, such as district and site-based teams/committees, book studies, and attendance at educational conferences. 		
2.3	Curriculum and Instruction (Tier 1: All Students, Preventative, Proactive)	<p>The design and implementation of the curriculum is a critical component of the alignment between content and instruction. Curricular choices at South Bay USD will be research-based and research-proven and tied CA MTSS, CA Frameworks, and CA Standards in the following subject areas:</p> <ul style="list-style-type: none"> *Math *ELA *Social Studies *Science *Visual & Performing Arts *Physical Education and Health Education *Behavioral *Social-emotional *Personalized Learning *Universal Design for Learning *Positive Behaviors Supports and Interventions 	\$219,904.00	Yes

Action #	Title	Description	Total Funds	Contributing
2.4	Assessment (Tier 1: All Students, Preventative, Proactive)	<p>Assessment is an integral part of instruction, as it determines whether or not the goals of education are being met. At South Bay USD, data-driven decision-making will guide the following: grading, placement, advancement, instructional needs, and curriculum.</p> <p>Assessment resources will be devoted to the following standards as outlined in domain 5 of the California Standards for the Teaching Profession</p> <p>5.1 Applying knowledge of the purposes, characteristics, and uses of different types of assessments</p> <p>5.2 Collecting and analyzing assessment data from a variety of sources to inform instruction</p> <p>5.3 Reviewing data, both individually and with colleagues, to monitor student learning</p> <p>5.4 Using assessment to establish learning goals and to plan, differentiate, and modify instruction</p> <p>5.5 Involving all students in self-assessment, goal-setting, and monitoring progress</p> <p>5.6 Using available technologies to assist in assessment, analysis, and communication of student learning</p> <p>5.7 using assessment information to share timely and comprehensible feedback with students and their families</p>	\$4,120.00	Yes

Goal Analysis [2021-22]

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

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

No substantial differences in planned actions and implemented actions in 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.

Analysis of the 2022-23 goals will occur during the 2023-24 update cycle.

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

Action 2.2 - All Professional development falls under Multi-tiered Systems of Support (MTSS). The following professional development offerings took place during the 21-22 school year: mathematical practices, equity, implicit bias, restorative practices, MTSS specifically through Orange County and Butte County Offices of Education, and a variety of trainings regarding district-adopted curriculum, including Success for All (reading), Amplify Science, Newsela, and Amplify reading (South Bay Elementary). Students benefited greatly from having highly-qualified and trained staff.

Action 2.3 - Data from the district's reading program (SFA) showed significant growth across multiple grades. Growth varied by grade level, but overall the district's reading proficiency increased 11% from benchmark in August to second-trimester reporting in March.

Action 2.4 - The district continues to use STAR reading and math assessments as its benchmark assessments, as well as to provide progress monitoring for teachers to guide their instruction. Additionally, SFA data is used to place students appropriately for targeted reading instruction.

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 are planned regarding the actions and metrics related to goal 2.

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	Provide all students with a continuum of supports and services that address their academic, behavioral, and social-emotional needs.

An explanation of why the LEA has developed this goal.

Multi-Tiered Systems of Supports (MTSS) is characterized by a continuum of integrated academic and behavioral supports reflecting the need for students to have fluid access to instruction and supports of varying intensity.

Goal #3 aligns with MTSS Tier 2 -- Targeted Supplemental Interventions and Supports: These are more focused, targeted instruction/intervention and supplemental supports in addition to and aligned with the core academic and behavior curriculum and instruction. Approximately 10-15 percent of students typically need targeted supplemental interventions and supports while continuing to be instructed in the core program. Tier 2 consists of the academic and behavioral instruction/interventions that are provided to students who show a need for help in addition to the instruction/intervention they receive at Tier 1. Tier 2 instruction/intervention is designed to meet the needs of students who are at some risk for academic failure but who are still above levels considered to indicate a high risk of failure. The needs of these students are identified through multiple measures, including an assessment process, and programs may be delivered through smaller groups and are administered with a focus on meeting the specific needs of the students.

Goal #3 aligns with MTSS Tier 3 -- Intensive Individualized Interventions and Supports: More focused, targeted instruction/intervention and supplemental support in addition to and aligned with core academic and behavioral curriculum and instruction and instruction are provided to students with greatest need for personalized attention. Tier 3 also provides an opportunity to conduct more diagnostic study of the student's needs to plan for more comprehensive programming and intervention. A small percentage of students, in the 1-5 percent range, would need the intensive individualized interventions and supports of Tier 3. Tier 3 refers to the academic and behavioral instruction/interventions that are provided to students who show a need for intensive and individualized help that is provided in addition to Tier 1 and Tier 2. Tier 3 instruction/intervention consists of students who are considered to be at high risk for failure and, if not responsive, are considered to be candidates for identification as having special education needs. It is also viewed as a tier that includes students who are not identified as being in need of special dedication but whose needs are at the intensive level. The groups of students at Tier3 are much smaller sizes than Tier 2 with some models including one-to-one instruction.

- Quick Guide for Multi-Tiered Systems of Supports: The Building Level

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
English-learner ELPAC Results	2019 ELPAC = 16.67% of students in Level 4	2021 ELPAC= 10% of EL students tested in level 4			Increase the number of students testing in Level 4
SPED CAASPP Results	2019 ELA CAASPP = ORANGE 2019 MATH CAASPP = ORANGE	Due to the COVID-19 pandemic, state law has suspended the reporting of state indicators on the 2021 Dashboard.			2024 Overall = YELLOW
Intervention Success Rate	Reading Baseline: 70% of students in intervention made growth (set in 21-22 school year)	70% of students in intervention made growth			Increase intervention success rate by 5% each year
Chronic Absenteeism Rate as measured on dashboard (SIS if dashboard not available)	2019 Overall = Yellow 2019 Hispanic = Orange	2021 Overall = 35.5% (not reported on dashboard 2021)			2024 Overall = YELLOW with no student subgroups in ORANGE or RED
Suspension Rate as measured on dashboard (SIS if dashboard not available)	2019 Overall = Green 2019 Homeless = Yellow	2021 Overall = 0% 2021 Homeless = 0% (not reported on dashboard 2021)			2024 Overall = GREEN with no student subgroups in YELLOW, ORANGE, or RED
Expulsion Rate	Zero (0) students expelled	Zero (0) students expelled			Zero (0) students expelled
Middle School Drop-out Rate	Zero (0) school drop-out rate	Zero middle school students dropped out			Zero (0) school drop-out rate
Access to Grade-Level Aligned Instructional Time	Establish baseline for the percentage of time English learners and	English learners at Pine Hill are out of the general education			20% or less time spent outside of the classroom during

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	SWD miss grade-level aligned instructional opportunities - calculated and averaged annually at the end of the 2nd Trimester - average time spent outside of grade level classroom.	classroom 8% of the day. South Bay students are out of their general education classroom 6% of the day On average students with disabilities spend 6.29% of their day outside of the grade level classroom.			grade-level aligned instruction
English-learner Redesignated Fluent English Proficient (RFEP)	2020-21 Pine Hill = 0% 2020-21 South Bay = 0% criteria for reclassification = ELPAC score of 4 + CAASPP ELA of Met Standard + reading at grade-level (PH) or C grade or better at South Bay	10% reclassification rate for the 21-22 school year (5 of 50 students).			7% 2024 RFEP
English-learner ELD Curriculum and Access	100% of English-learners have access to ELD Curriculum	100% of English learners have access to ELD curriculum and instruction			100% of English-learners have access to systematic and designated ELD Curriculum

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	Personnel (Tier 2: targeted, rapid response, high-efficiency & Tier 3: individual, intensive, assessment-based)	All Tier 2 & Tier 3 Staff	\$766,746.00	Yes
3.2	Professional Development: (Tier 2: targeted, rapid response, high-efficiency & Tier 3: individual, intensive, assessment-based)	<p>Professional growth and development at South Bay USD will be characterized as building teacher and staff capacity tied to the impact on student learning over a career-long continuum.</p> <p>Theme: CA MTSS - Know Me, Include Me</p> <p>Through the stakeholder engagement process, a data-driven, evidence-based approach to providing professional development opportunities impacting Tier 2 and Tier 3 student scholars in a targeted and systematic manner will include, but not be limited to:</p> <ul style="list-style-type: none"> • curriculum • instruction • assessment • leadership • professional learning opportunities - tied to LCAP goals - for district in-service credit, such as <p>district and site-based teams/committees, book studies, and attendance at educational conferences.</p>	\$8,526.00	Yes
3.3	Curriculum and Interventions (Tier 2: Targeted, Rapid Response, High Efficiency and Tier 3: Individual, Intensive, Assessment-Based)	<p>The design and implementation of Tier 2 and Tier 3 curriculum and interventions are critical components to ensure student scholars get the help they need, when they need it. Tier 2 and Tier 3 curricular intervention choices at South Bay USD will be research-based and research-proven and tied CA MTSS, CA Frameworks, and CA Standards in the following areas:</p> <p>* English learners</p>	\$103,858.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<ul style="list-style-type: none"> * Students with Disabilities * Response to Interventions (academic, behavioral, or social-emotional) 		

Goal Analysis [2021-22]

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

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

Our monies allocated for staff that provides Tier 2 and Tier 3 supports were used to fund a counselor, two school psychologists, a Teacher on Special Assignment focusing on intervention and Universal Design for Learning, another Teacher on Special Assignment focusing on behavior, and our EL/SFA coordinator. Professional Development was carried out in the areas of MTSS, PBIS, Restorative Practices, Mathematical Practices, equity, and implicit bias among others.

Academic interventions, in the areas of reading and math, took place after school for target students. Reading intervention also occurred at Pine Hill during the instructional day for targeted students.

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.

Analysis of the 2022-23 goals will occur during the 2023-24 update cycle.

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

Our efforts to provide Tier 2 and Tier 3 supports have been effective, particularly with student behavior and social-emotional learning. Having site-specific school psychologists has allowed for robust interventions, including check-in/check-out for individual students, small group social-emotional skills groups based on need, and Zones of Regulation among others. They have also helped implement criteria for entrance and exit of various programs, planned and facilitated Student Study Team meetings, and provided consultation to staff and families as needed.

Teachers on Special Assignment (TOSA) have worked with staff to improve instruction through an increased emphasis and understanding of Universal Design for Learning (UDL). Co-teaching has provided increased individualized attention for students. Additionally, TOSAs have worked with staff to develop routines in their classrooms to increase behavior conducive to learning and improve student outcomes as a result.

Improved EL instruction through the district's newly-adopted curriculum EL Achieve has spurred a significant increase in reclassification rates in the district.

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.

There are no expected changes to the planned goal or its related actions or metrics. The district will continue to work hard to implement this goal as effectively as possible.

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

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

Projected LCFF Supplemental and/or Concentration Grants	Projected Additional LCFF Concentration Grant (15 percent)
\$704,365	\$105,655

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
	0.00%	\$0.00	

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.

Targeted Actions to Serve English Learners
 Needs and Actions: ELA and Math data review revealed that English learners are not progressing towards state standard benchmarks compared to our English-only students. The district has partnered with EL Achieve to support designated EL instruction to address the noted performance gaps. Classroom teachers will also provide professional development to ensure that systemic EL instruction best practices are being implemented. Multi-Tiered Systems of Support professional development, a highly evidence-based instructional approach, will ensure that classroom teachers design and differentiate academic and behavior instruction for English learners. Additionally, the district has purchased a multi-year personalized learning software designed to meet all students' learning needs, including English learners, by providing targeted skill intervention and enhanced skill progression. Teachers will also be offering after-school tutoring, prioritizing our unduplicated student scholars. The district equity and DELAC teams will continue to meet and grow our expand our equity efforts, including holding listening sessions to ensure our English learning next steps are represented by specific feedback gained from our EI families. Communications will continue to be translated into Spanish. Lastly, Trimesterly data reviews will also monitor the progress of our English learners.

Targeted Actions to Serve Low-Income and Foster Youth Students

Needs and Actions: A review of student demographics -- 70.2% of students qualify as low-income, and 2% are Foster Youth. An assessment review revealed that our low-income students remained more than 60 points below the state benchmark in Math. To address our low-income and Foster Youth students' struggles, many of whom struggle from adverse childhood experiences, the district has bolstered staffing (both classified positions and certificated) to support the social-emotional, behavioral, and academic needs of a large percentage of our student scholars. Multi-Tiered Systems of Support will also be professionally developed through established local and state partnerships.

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

The South Bay Union Elementary School District is required to increase or improve services for EL, Foster Youth, and Low-Income students by 22.85%. This increased percentage is met by actions and services included in the Local Control Accountability Plan. The following actions described below are increased or improved and meet and/or exceed the totality of the required percentage increase compared to services for all students.

Actions In the Local Control Accountability Plan

Goal 2, Actions 1-10: All students, regardless of age, race, language, home address, physical limitation, or intellectual capacity, are provided with the most inclusive learning environment (MTSS Tier 1). All unduplicated students benefit from academic and behavioral instruction, and classroom supports designed and differentiated with their unique needs in mind.

Goal 3, Actions 1-3: Provide all students with a continuum of supports and services that address their academic, behavioral, and social-emotional needs. All unduplicated students benefit from targeted staff, professional development, and curriculum and instruction designed to meet their identified and unique needs.

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.

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

2022-23 Total Expenditures Table

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	\$4,861,731.00	\$1,085,954.00	\$220,260.00	\$1,365,810.00	\$7,533,755.00	\$4,683,771.00	\$2,849,984.00

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1.1	Personnel	All	\$2,104,125.00	\$585,974.00	\$167,816.00	\$608,164.00	\$3,466,079.00
1	1.2	Professional Development	All	\$770.00	\$250.00	\$200.00	\$1,714.00	\$2,934.00
1	1.3	Engagement Strategies	All	\$34,645.00	\$3,783.00	\$3,813.00	\$5,980.00	\$48,221.00
1	1.4	Councils, Committees, Coalitions	All	\$8,594.00		\$5,000.00	\$82.00	\$13,676.00
2	2.1	Personnel (Tier 1: All Students, Preventative, Proactive)	English Learners Foster Youth Low Income	\$2,517,994.00	\$21,783.00	\$34,714.00	\$286,025.00	\$2,860,516.00
2	2.2	Professional Development (Tier 1: All Students, Preventative, Proactive)	English Learners Foster Youth Low Income	\$29,175.00		\$500.00	\$9,500.00	\$39,175.00
2	2.3	Curriculum and Instruction (Tier 1: All Students, Preventative, Proactive)	English Learners Foster Youth Low Income	\$39,154.00	\$163,267.00		\$17,483.00	\$219,904.00
2	2.4	Assessment (Tier 1: All Students, Preventative, Proactive)	English Learners Foster Youth Low Income				\$4,120.00	\$4,120.00
3	3.1	Personnel (Tier 2: targeted, rapid response, high-efficiency & Tier 3: individual, intensive, assessment-based)	English Learners Foster Youth Low Income	\$116,637.00	\$241,000.00	\$500.00	\$408,609.00	\$766,746.00

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
3	3.2	Professional Development: (Tier 2: targeted, rapid response, high-efficiency & Tier 3: individual, intensive, assessment-based)	English Learners Foster Youth Low Income	\$1,867.00	\$330.00	\$1,685.00	\$4,644.00	\$8,526.00
3	3.3	Curriculum and Interventions (Tier 2: Targeted, Rapid Response, High Efficiency and Tier 3: Individual, Intensive, Assessment-Based)	English Learners Foster Youth Low Income	\$8,770.00	\$69,567.00	\$6,032.00	\$19,489.00	\$103,858.00

2022-23 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
	\$704,365		0.00%		\$2,713,597.00	0.00%	0.00 %	Total:	\$2,713,597.00
								LEA-wide Total:	\$2,713,597.00
								Limited Total:	\$0.00
								Schoolwide Total:	\$0.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
2	2.1	Personnel (Tier 1: All Students, Preventative, Proactive)	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$2,517,994.00	
2	2.2	Professional Development (Tier 1: All Students, Preventative, Proactive)	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$29,175.00	
2	2.3	Curriculum and Instruction (Tier 1: All Students, Preventative, Proactive)	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$39,154.00	
2	2.4	Assessment (Tier 1: All Students, Preventative, Proactive)	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		
3	3.1	Personnel (Tier 2: targeted, rapid response, high-efficiency & Tier 3: individual, intensive, assessment-based)	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$116,637.00	
3	3.2	Professional Development: (Tier 2: targeted, rapid	Yes	LEA-wide	English Learners Foster Youth	All Schools	\$1,867.00	

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 (%)
		response, high-efficiency & Tier 3: individual, intensive, assessment-based)			Low Income			
3	3.3	Curriculum and Interventions (Tier 2: Targeted, Rapid Response, High Efficiency and Tier 3: Individual, Intensive, Assessment-Based)	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$8,770.00	

2021-22 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	\$5,329,843.00	\$6,866,501.16

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	Personnel	No	\$1,805,253.00	\$2,588,161.24
1	1.2	Professional Development	No	\$3,986.00	\$1,823.76
1	1.3	Engagement Strategies	No	\$27,436.00	\$45,196.71
1	1.4	Councils, Committees, Coalitions	No	\$11,752.00	\$13,169.19
2	2.1	Personnel (Tier 1: All Students, Preventative, Proactive)	Yes	\$2,402,452.00	\$3,039,900.68
2	2.2	Professional Development (Tier 1: All Students, Preventative, Proactive)	Yes	\$71,580.00	\$42,968.90
2	2.3	Curriculum and Instruction (Tier 1: All Students, Preventative, Proactive)	Yes	\$103,820.00	\$257,773.51
2	2.4	Assessment (Tier 1: All Students, Preventative, Proactive)	Yes	\$16,329.00	\$5,201.60
3	3.1	Personnel (Tier 2: targeted, rapid response, high-efficiency & Tier 3: individual, intensive, assessment-based)	Yes	\$790,627.00	\$726,292.86

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
3	3.2	Professional Development: (Tier 2: targeted, rapid response, high-efficiency & Tier 3: individual, intensive, assessment-based)	Yes	\$13,010.00	\$4,324
3	3.3	Curriculum and Interventions (Tier 2: Targeted, Rapid Response, High Efficiency and Tier 3: Individual, Intensive, Assessment-Based)	Yes	\$83,598.00	\$141,688.71

2021-22 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
\$944,488	\$1,830,859.00	\$1,656,680.19	\$174,178.81	5.00%	5.00%	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	2.1	Personnel (Tier 1: All Students, Preventative, Proactive)	Yes	\$1,656,218.00	\$1,459,870		
2	2.2	Professional Development (Tier 1: All Students, Preventative, Proactive)	Yes	\$45,930.00	\$44,159		
2	2.3	Curriculum and Instruction (Tier 1: All Students, Preventative, Proactive)	Yes	\$8,938.00	\$7,212.19		
2	2.4	Assessment (Tier 1: All Students, Preventative, Proactive)	Yes			5	5
3	3.1	Personnel (Tier 2: targeted, rapid response, high-efficiency & Tier 3: individual, intensive, assessment-based)	Yes	\$108,956.00	\$131,949		
3	3.2	Professional Development: (Tier 2: targeted, rapid response, high-efficiency & Tier 3: individual, intensive, assessment-based)	Yes	\$4,865.00	\$4,324		
3	3.3	Curriculum and Interventions (Tier 2: Targeted, Rapid Response, High Efficiency and Tier 3: Individual, Intensive, Assessment-Based)	Yes	\$5,952.00	\$9,166		

2021-22 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
\$5,217,203	\$944,488	0.00	18.10%	\$1,656,680.19	5.00%	36.75%	\$0.00	0.00%

Instructions

[Plan Summary](#)

[Engaging Educational Partners](#)

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

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

Introduction and Instructions

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

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

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

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

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

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

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

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

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

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

Engaging Educational Partners

Purpose

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

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

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

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

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

Requirements and Instructions

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

Local Control and Accountability Plan:

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

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

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

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

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

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

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

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

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

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

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

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

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

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

Focus Goal(s)

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

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

Broad Goal

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

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

Maintenance of Progress Goal

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

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

Required Goals

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

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

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

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

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

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

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

Measuring and Reporting Results:

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

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

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

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

Complete the table as follows:

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

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

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

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

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

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

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

Goal Analysis:

Enter the LCAP Year.

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

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

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

Purpose

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

Requirements and Instructions

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

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

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

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

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

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

Required Descriptions:

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

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

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

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

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

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

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

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

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

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

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

For School Districts Only:

Actions Provided on an LEA-Wide Basis:

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

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

Actions Provided on a Schoolwide Basis:

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

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

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

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

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

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

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

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

Provide the following descriptions, as applicable to the LEA:

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

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

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

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

Complete the table as follows:

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

Action Tables

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

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

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

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

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

Data Entry Table

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

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

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

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

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

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

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

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

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

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

LCFF Carryover Table

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

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

Calculations in the Action Tables

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

Contributing Actions Table

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

Contributing Actions Annual Update Table

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

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

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

LCFF Carryover Table

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

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

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

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