

LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Orick Elementary School District

CDS Code: 12629680000000

School Year: 2022-23

LEA contact information:

Amanda I Platt

Superintendent/Principal

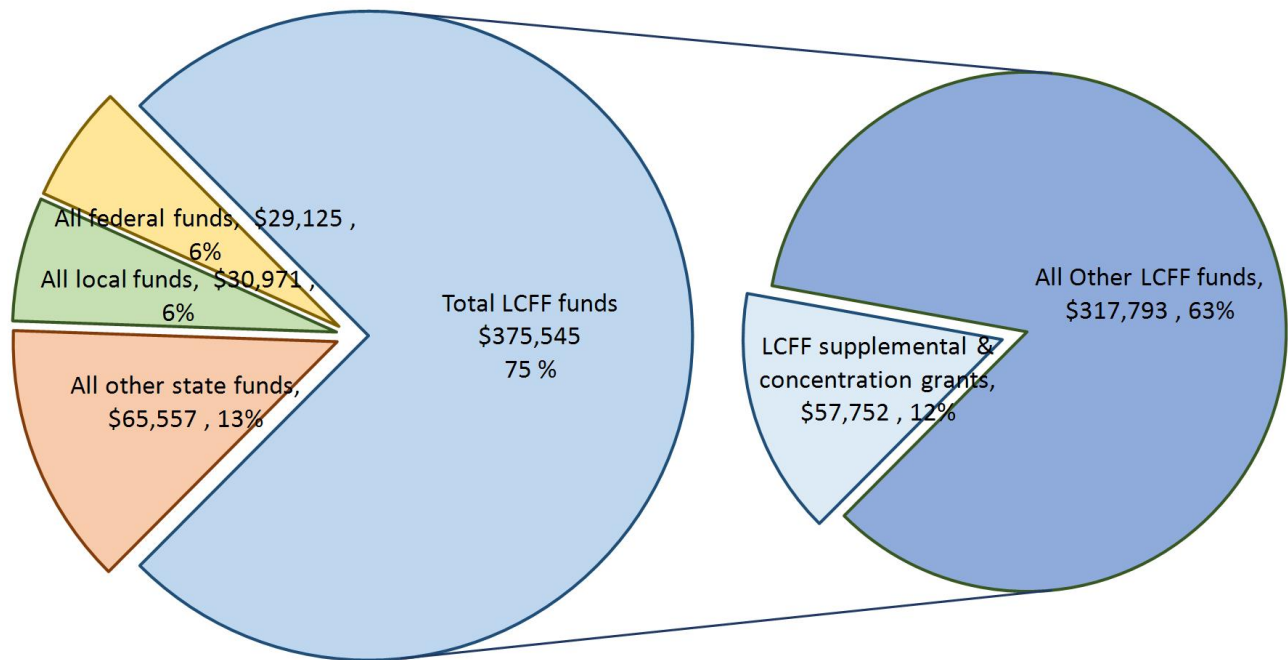
aplatt@orickschool.org

707-488-2821

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



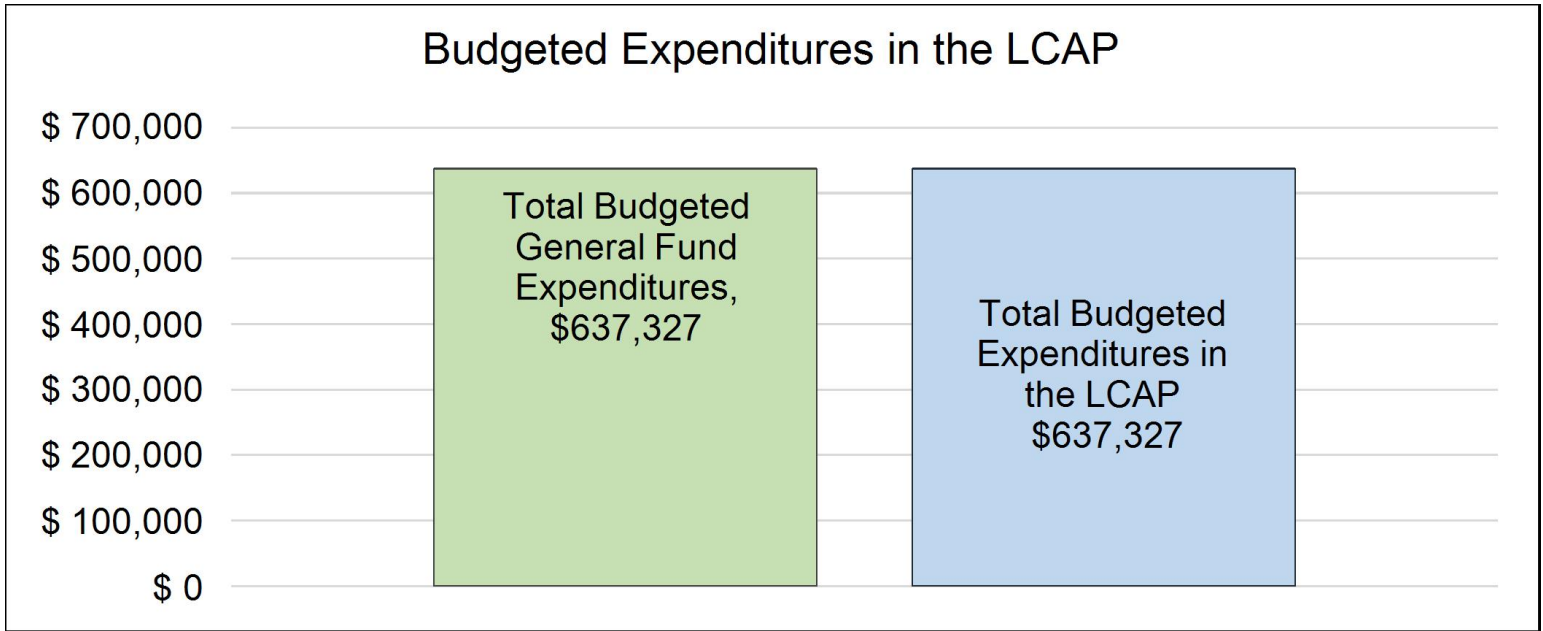
This chart shows the total general purpose revenue Orick Elementary School District expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Orick Elementary School District is \$501,198, of which \$375,545 is Local Control Funding Formula (LCFF), \$65,557 is other state funds,

\$30,971 is local funds, and \$29,125 is federal funds. Of the \$375,545 in LCFF Funds, \$57,752 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 Orick Elementary School District plans to spend for 2022-23. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Orick Elementary School District plans to spend \$637327 for the 2022-23 school year. Of that amount, \$637327 is tied to actions/services in the LCAP and \$0 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

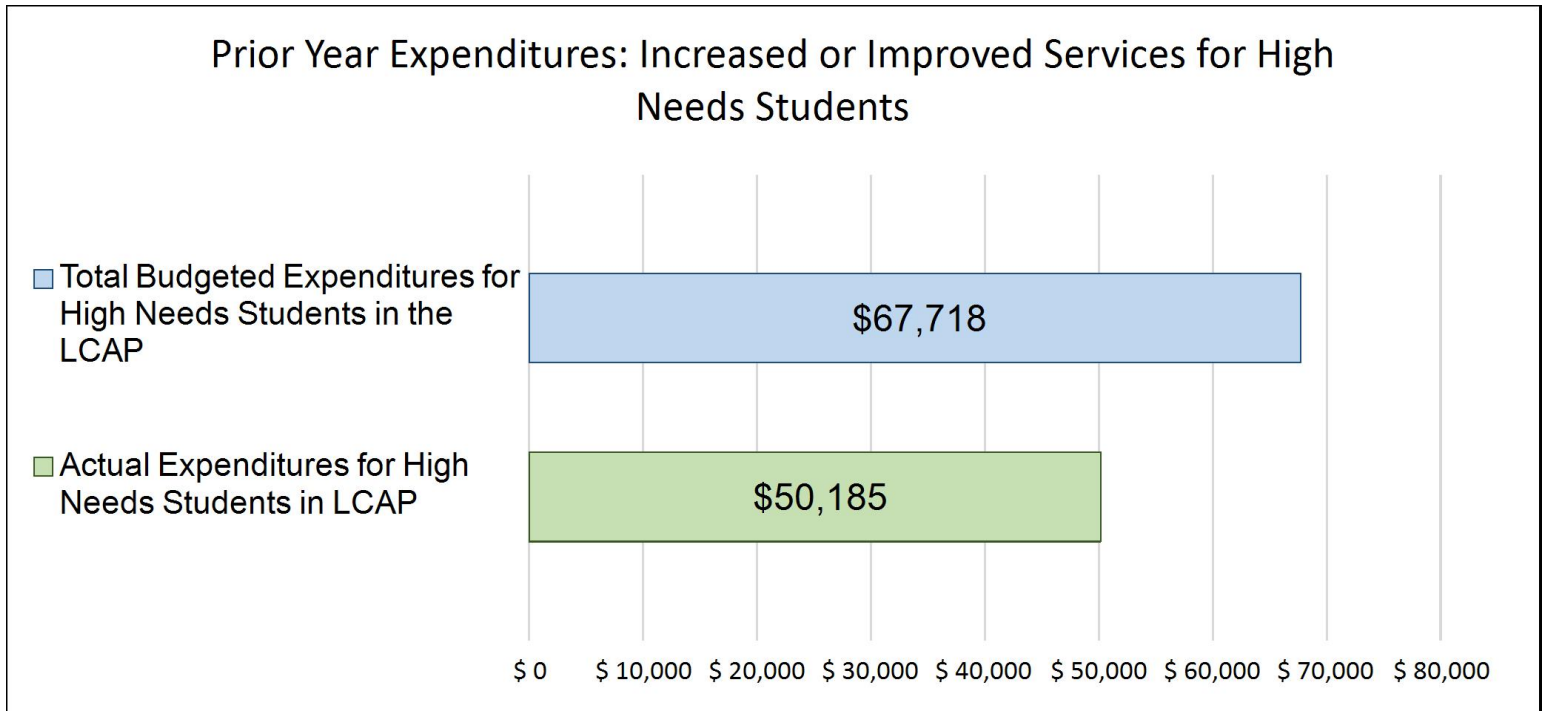
N/A

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

In 2022-23, Orick Elementary School District is projecting it will receive \$57,752 based on the enrollment of foster youth, English learner, and low-income students. Orick Elementary School District must describe how it intends to increase or improve services for high needs students in the LCAP. Orick Elementary School District plans to spend \$80545 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 Orick Elementary School District budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what Orick Elementary School District estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

The text description of the above chart is as follows: In 2021-22, Orick Elementary School District's LCAP budgeted \$67718 for planned actions to increase or improve services for high needs students. Orick Elementary School District actually spent \$50185 for actions to increase or improve services for high needs students in 2021-22.

The difference between the budgeted and actual expenditures of \$-17,533 had the following impact on Orick Elementary School District's ability to increase or improve services for high needs students:

The actions and services were not impacted, the lead teacher salary was updated to indicate proper distribution between goals.

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
Orick Elementary School District	Amanda Platt	aplatt@orickschool.org 707-488-2821

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).

Orick Elementary has issued surveys to staff, students, family and community several times during the 2020-21 and 2021-22 school year to gain input on how to use funds provided through the Budget Act of 2021. The small enrollment at our school allows us to reach all families multiple times each week for in-person communication. Ongoing opportunities to engage educational partners occur during Family Nights, School Board Meetings, SST/IEP meetings, Parent Teacher Conferences, and Staff Meetings.

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

Orick is a basic aid, single school district, the funds are used to maintain existing staff.

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.

Orick School District engaged educational partners using surveys, in-person communication and regularly scheduled board meetings.

January -February 2021 - Families and Community completed a Google Form/paper form to provide input for 2021-22 LCAP
April 2021 - Families, Community and Staff completed a Google Form/paper form to provide input on Expanded Learning Opportunities Grant and In-Person Instruction Funding
July 2021 and August 2021 - ESSER 3 Plan on the regular school board agenda

Orick School District does not have English Language Learners at this time. Input is considered to include the underserved populations, due to our entire school qualifying for NSLP. Additionally, special effort was made to collect input from our Homeless students and their families, as well as those in our Special Education program, with enrollment during 2020-21 being under 30 students this input was received.

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.

Utilizing the additional funds, Orick School District successfully hired two 4 hour per day teacher aides to provide small group instruction in grades TK-8. Teachers aides, certificated staff and other classified staff have participated in Professional Learning opportunities related to SFUSD Multi-Grade Math Curriculum, Trauma Informed Practices and Special Education support strategies. Additionally, Orick School District has been successful in operating in-person classes since August 2020. Our COVID-19 Safety Plan and Safe-Return to In-Person Instruction have proved to be effective in keeping our students and staff healthy and safe.

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.

Orick School District has two over-arching goals. First, to increase learning and achievement for all students in order to prepare them for high school, college and careers using California State Standards aligned materials, research-based instructional practices and current technology and second, to ensure the school is a safe, clean, welcoming environment for students, parents, community members and staff, and to provide for the social/emotional well-being of all students. All our fiscal resources (state and federal) will support these goals and related actions. Orick School District and educational partners have reviewed and updated the Safe Return to In-Person Instruction Plan and are confident in continuing to operate full in-person classes and aligning to our second goal. The ESSER III Expenditure Plan aligns with our number one goal to increase learning and achievement, with the use of small group instruction and increased Professional Learning opportunities.

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

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

Introduction

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

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

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

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

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

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

Instructions

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

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

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

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

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

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

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

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

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

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

Describe how and when the LEA engaged its educational partners on the use of one-time federal funds it received that are intended to support

recovery from the COVID-19 pandemic and the impacts of distance learning on students. See the COVID-19 Relief Funding Summary Sheet web page (<https://www.cde.ca.gov/fg/cr/relieffunds.asp>) for a listing of COVID-19 relief funding and the Federal Stimulus Funding web page (<https://www.cde.ca.gov/fg/cr/>) for additional information on these funds. The LEA is not required to describe engagement that has taken place related to state funds.

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

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

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

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

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

California Department of Education
November 2021

Local Control Accountability Plan

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Orick Elementary School District	Amanda I Platt Superintendent/Principal	aplatt@orickschool.org 707-488-2821

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.

Orick Elementary School District is a small, rural elementary school serving students in Transitional Kindergarten to Grade 8. Currently, we have 19 students enrolled. Our site is located at the entrance to the Redwood National Park, where it is common to have herd of Roosevelt Elk and Bald Eagles grace our campus. The Orick School offers a multi-graded classroom experience, that fosters a sense of family. Communication with educational partner groups is supportive and events are well attended. All staff members are considered educators at Orick School and together provide a caring and enriching experience for all students. Orick School is averaging 30% of students in the Special Education Program. We have students experiencing homelessness and a significant low-income enrollment. Orick School does not have any English Language Learners at this time; therefore, metrics related to serving ELs are not included in this LCAP. High School metrics do not apply to our K-8 grade district. This year Orick School hired a new primary teacher who is participating in the teacher induction program.

Reflections: Successes

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

Orick School's small enrollment does not yield statistically viable dashboard data. We rely on local assessments and curriculum based assessments for TK-3rd grade. The largest success is in student well-being (SEL), a 2022 survey to students in Grades 5-8, show 100% of these students feel safe, have a trusted adult and friends at Orick School. Another success for our students this year was the 100% participation rate in our local Science Fair and 33% of students continuing to the Humboldt County Science Fair. Funding from CDPH has allowed a counselor to work with our students to cope with the social and emotional toll from the COVID-19 pandemic.

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.

Orick School has identified the need for ongoing consistent assessment in ELA and Mathematics, as well as a focus on improving instructional strategies. Data from curriculum assessments completed this year show that 35% of students are at grade level proficiency in mathematics and 50% for ELA. Professional Development and Community Planning will focus on best practices for multi-graded classrooms, the science of reading and mathematics. We continue to have poor attendance, with chronic absenteeism being the biggest problem. Data from 2021/22 Calpads P2 report indicate ADA at 84.3% and 2020/21 school year data show a Chronic Absentee rate of 30.8%. With 30% or more of our students qualifying for Special Education services, early identification and ongoing improvements to our systems of support will be another area of focus. Orick School will continue to look for grants and funding to support our efforts towards Goal 1&2.

LCAP Highlights

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

Orick School District Staff and Governing board along with educational partners have identified the need for a simpler LCAP. Synthesizing our mission for increasing student achievement and improving instruction, as well as maintaining a safe campus in physical and emotional capacity, we have two overarching goals. We believe this will allow school leaders, staff and board members to communicate progress in addressing the state's local priorities with families and community is an easy to follow format. We will be including all costs in our LCAP, as we see central office as an integral part of meeting Goals 1 &2. Supporting teachers in professional growth and instructional strategies will also be a key feature, as we dive deeply into the Science of Reading and best practices for curriculum design and assessment in multi-graded classrooms.

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.

Orick School has engaged with educational partners by sharing progress on our goals and surveying for areas of improvement. This process has generated meaningful input for the LCAP. We have hosted 3 community events during the 2021-22 school year, Back to School Night, Science Fair and an Awards Assembly all encouraging and allowing time for families to complete google forms and paper surveys. Parent Teacher conferences in the fall and spring of the 2021-22 school year provided opportunities to engage in meaningful conversations with families about our LCAP goals. We did not convene a Parent Advisory council but opted to have School Administration participate in fall and spring conferences with 80% of families, including families of homeless students and special education students, to ensure support and engagement for staff and our highest needs families. Staff meetings and board meetings have had standing agenda items to discuss goals and actions for the LCAP. A student school climate and instructional needs survey was administered in March 2022 to students in grades 4-8. Other surveys were administered as needed for funds received in the Budget Act and other funding outside of LCFF, like Educator Effectiveness, UTK, ESSER 3 and ELOP. Continuing to look for funding especially the California Community School Partnership Program will help us implement the feedback of all partners.

A summary of the feedback provided by specific educational partners.

Parent and community partner feedback indicated strong support for continuing the school meal program, reinforcing the importance of hot meals for our students. Increasing student achievement continues to be a priority identified by school staff, board and community partner groups. Additionally, interest in developing an athletics program and/or athletic opportunities was suggested as a strategy for engaging students which could lead to increased attendance and/or support for academics. Parents and students indicated a desire for after school expanded learning opportunities. Results from student surveys indicated desire for increased Physical Educations and Art, music and service learning to improve the overall quality of life in the Orick community. Attendance rates and chronic absenteeism continue to be a concern from staff and some educational partners.

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

Simplifying the LCAP into two goals is the synthesis of all our partner input, strategies for improving student achievement and support for student well being are the two aspects that guide our district. Including all costs for our school will allow for complete transparency to community partners. Educational partners would like expanded learning opportunities with a focus on physical fitness offered beyond the school day.

Goals and Actions

Goal

Goal #	Description
1	To increase learning and achievement for all students in order to prepare them for high school, college and careers using California State Standards aligned materials, research-based instructional practices and current technology.

An explanation of why the LEA has developed this goal.

While the small student population does not yield valid and reliable district-wide standardized achievement data, the review of individual student scores on past years' CAASPP and local classroom-based assessments indicates fewer than 40% of students met standard in ELA and less than 20% were at standard in Math. This need makes the continued emphasis on improving performance and providing support for instruction a priority.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Annual board resolution of sufficiency of materials, IM inventory and SARC.	100% of students have access to State standards-aligned instructional materials and supplemental materials.	100% - met			Maintain 100%
Student performance in ELA on CAASPP and local assessment results (Accelerated Reader, DIBELS San Diego Quick, Read Live, State adopted textbook assessments)	2020/21- Local assessments indicate 35% of all students were at standard or above in ELA 2018/19 CAASPP results indicated 45% of 3-8 grade students are proficient or above	2021/22 - Local Assessment indicate 50% of all students are at grade level standard or above 20/2021 CAASPP results indicated 47.37% of 3-8 grade students met or exceeded the standard			Student progress from prior year will show 50% of students made positive growth in both local and CAASPP assessments

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Student performance in Math on CAASPP and local assessment results (Accelerated Math, State adopted textbook assessments)	<p>2020/21 - Local Assessments indicate 17% of all students were at standard or above in math based on local assessments</p> <p>20218/19 CAASPP results indicated 9% of 3-8 grade students are proficient or above</p>	<p>2021/22 - Local Assessment indicate 35% of all students are at grade level standard or above</p> <p>2020/21 CAASPP Results indicated 5.56% of 3-8 grade students met or exceed the standard</p>			Student progress from prior year will show 50% of students made positive growth in both local and CAASPP assessments
Personnel records and SARC	100% of teachers are properly credentialed and assigned	100%- met			Maintain 100%
Class schedules and teacher lesson plans which document instruction in P.E., visual and performing arts, science and history/social science as well as ELA and Math and include learning experiences which integrate subject areas	100% of students including low income, foster/homeless youth and students with exceptional needs have access to a broad course of study,	100%- met			Maintain 100%
Breakfast/lunch count	100% of students	100% (TK/K late start)			100% of students will be offered meals
Annual technology inventory	1:1 ratio computer to student	1:1 met/exceeded			Maintain 1:1 ratio computer to student

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Annual software inventory	Up to date software in ELA and math are available	Met			Maintain Up to date software in ELA and math
Records of attendance of professional development in technology	One participant	Not Met			All certificated staff and classified staff
Records of attendance of professional development in ELA or Mathematics	2 participants	Met/Exceeded			All certificated and classified Paraprofessional Staff
Student performance in Science on CAST	No summary data is available 2018-19 due to small number tested and confidentiality concerns. Compare group performance over 3 years	no data yet			Increase from 2018-19
Classroom lesson plans and teacher self assessment results on CDE survey of implementation of CSS as reported on Dashboard Local Indicators	CSS are fully implemented in all subjects based on self-assessment. PD to support implementation varied by subject with greatest needs in Math and Science.	Not Met			Bring all components to "Fully Implemented"
Records showing participation in site, regional or county	Baseline to be set in 2021-22 of % of 4th-8th grade students	MET - 100% 4-8th grade participated in Science Fair			50% or more of 4-8th grade students will participate

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
student events demonstrating academic or VPA successes (such as Science Fair, History Day, Spelling Bee, Music Festival, art contests)	participating in one or more site, regional or county student event				

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Technology	All devices, software and equipment needed for connectivity will be maintained and purchased as needed annually based on an inventory of current technology hardware and software.	\$3,763.00	No
1.2	Professional Development in use of Technology	Training of certificated teachers and para-professionals in digital literacy will occur through Professional Development opportunities. Mileage for articulation and other PD meetings will be provided. *Costs included in Goal 1.5	\$0.00	No
1.3	Certificated Staff	District will employ 2.0 FTE certificated staff including resource program teacher who are appropriately credentialed and assigned to provide quality education for all students. [.4FTE of Lead Teacher cost in this action. 0.2 of salary in A9, 0.2 in A10 and .2 in A2.2]	\$153,998.00	No
1.4	Instructional Materials	Instructional materials, including software, instructional contracts and state adopted textbooks/supplemental materials will be purchased. (Science priority in 2022-23)	\$8,809.00	No

Action #	Title	Description	Total Funds	Contributing
1.5	PD - Improving Instructional Strategies	The district will fund professional development on best practices in multi-graded classrooms, across all curricular areas, and on instructional strategies for implementing CSS aligned curriculum including the integration of technology and collaboration with Special Education resources.	\$7,050.00	No
1.6	Field Trips	Field trips to a variety of venues, including swimming lessons, visual and performing arts opportunities and other curriculum related opportunities be scheduled to enhance the instructional program.	\$1,075.00	Yes
1.7	Special Education	The district will identify and serve students who qualify for Special Education by employing a .3 FTE Resource Teacher, purchasing special education software, materials, online intervention programs and HCOE services.	\$33,958.00	No
1.9	Student projects and events	Support student participation in site, regional or county events or competitions with supplies and materials, curriculum, instructional support and awards. .2 FTE lead teacher salary and classroom supplies. Goal 1.3	\$22,161.00	Yes
1.10	Enrichment Activities	The Lead teacher will schedule enrichment activities for students including Park Ranger presentations, LEAP activities, and volunteers in visual and performing arts. Any needed materials and supplies will be provided. (.2FTE Lead Teacher)	\$22,162.00	Yes

Action #	Title	Description	Total Funds	Contributing
1.11	Administrative Leadership	Superintendent/Principal will provide instructional leadership, support learning and coordinate services to enhance the social emotional well-being of all students.	\$66,177.00	No
1.12	Meal Program	The district will serve nutritious meals at both breakfast and lunch following federal nutritional guidelines. Kitchen Equipment will be updated and purchased as needed.	\$37,250.00	Yes
1.13	Backpack Program	Backpack program will utilize local resources to provide nutritious foods for students to take home on weekends.	\$500.00	Yes
1.14	Homeless/Foster Youth Liaison	The Administrator will serve as Homeless and FY Liaison to ensure school needs are provided and will coordinate services with community agencies for students. * Costs Included in Goal 1.11 Administrator Salary	\$0.00	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.

Orick School has been successful in carrying out the actions in this goal. A beginning teacher in our primary classroom influenced the implementation of these actions in a positive way. Both teachers embraced the call to participate in a school wide science fair, with several upper grade students participating in the county level competition. A new cafeteria manager was hired this year, which has improved the quality of our meal program. Partnerships with administration and the county homeless and foster youth program have resulted in support and access to resources for our students with the highest needs. The school administrator has focused on social and emotional needs for students and staff, and indicated by student surveys this effort is successful. Action 1.2 Professional development in the use of Technology was not needed and will be updated to reflect a need for Professional development on the science of learning to read and best practices for instruction in a multi-graded (2 or more grades) classroom and research based curriculum for CSS. Action 1.4 moved focus to supporting our new primary teacher in ELA and mathematics instructional materials, using a SFUSD curriculum designed for multi-grades, as well as support for our upper grade teacher in a new ELA curriculum for 6/7/8 grades. Action 1.13 Backpack program was supported by volunteers.

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

Action 1.3 material difference reflects increased FTE for the primary teacher position as well as appropriate split for lead teacher cost associated with Action 1.9 and Action 2.2.

Action 1.5 material difference reflects second interim projections, which at the time was inclusive of Educator Effectiveness Funds and LCFF contributions to the action. We do not anticipate using all funds allocated, partially due to COVID and a lack of opportunities for PD.

Action 1.7 material difference reflects increased FTE for the Special Education teacher position and higher than anticipated step and column placement for the new hire.

Action 1.9 material difference reflects the updated .2FTE for lead teacher costs, that was incorrectly split previously, related to 1.3 and 2.2.

Action 1.11 material difference reflects increased FTE for the Superintendent/Principal position.

Action 1.12 material difference reflects increase in cafeteria operations.

Action 1.15 was added to the 2021/2022 updated table and actions, COVID-19 relief and learning loss funds were used for paraprofessionals. We will not continue this action.

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

Goal 1 is essentially about student achievement and learning opportunities. The metrics listed use a combination of local assessment data as well as CAASPP performance data, this has allowed for a more authentic look at student achievement and success in progress towards the desired outcome. Analysis of the student assessment data locally and from the state standardized tests in ELA indicate strong support for our actions in Goal 1 see metrics above. Action 1.3 and 1.11, specifically provided the necessary support from the administration and collaboration between staff to focus on instructional strategies and professional learning to improve the quality of education all students receive. Action 1.5, provided the necessary funding and time for professional development for multi-graded classrooms with a focus on learning to read and supporting special education students in these diverse classrooms.

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

Action 1.2 and 1.5 will continue to focus on best practices for multi-graded classrooms and the science of reading, a smaller emphasis on technology is a result of our reflection on needs. A new teacher in our primary classroom, has influenced the direction of Professional Development.

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	To ensure the school is a safe, clean, welcoming environment for students, parents, community members and staff, and to provide for the social/emotional well-being of all students.

An explanation of why the LEA has developed this goal.

Supporting the well being of our students in every way possible is a core belief for Orick School District. Orick School is focused on improving attendance and chronic absenteeism by engaging families in their students academic achievements, as well as continuing to foster student connectedness to peers and staff.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
P1 and P2 Attendance reports and CALPADS	'18/19 schoolwide attendance was 86%.	21/22 P2 Attendance report- school-wide attendance 84.3%			90% based on 2022-23 full year data
Chronic absenteeism rate in CALPADS & reported on California Dashboard	58.3% reported in 2018-19	30.8% reported in 20/21			35% based on 2022-23 full year data
Annual facilities/safety inspection tool (FIT) ratings	Facilities/safety inspection Overall Rated as Good	Met - Good Rating			Good or better
Middle School Dropout rate	0%	Met - 0%			Maintain 0%
Suspension rate	5.6% reported in 2019-20	3.8% reported in 20/21			Maintain 10% or less
Expulsion Rate	0%	Met - 0%			Maintain 0%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Meeting minutes and sign-in data documenting stakeholder (parents, students and staff) participation at LCAP input sessions and school board meetings which includes parents of low-income students as well as parents of SWD	100% of stakeholder groups and parents of SED and SWD had representatives participate	Met - 100%			100%
% of families attending Parent Teacher Conferences	100%	Met- 100%			100%
% of parents attending school events	90% of parents attend all events based on attendance roster/sign-in	Met- 100%			Maintain 90% or better
Data from locally developed surveys of school safety and connectedness for students, parents, and staff	100% of students in grades 5-8 feel safe and connected to school based on 2020-21 surveys Note - Parent and Staff surveys not given in 2020-21	Met - 100% of students feel safe and connected based on 21/22 survey All parents who completed the survey felt included and connected to the school			Maintain 90% or better for all groups for both safety and connectedness

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	Parent/Teacher Communication	Teachers will communicate district goals as well as student progress at Parent-teacher conferences, progress reports/report cards will be provided every six weeks. * Costs included in Goal 1. 3 Certificated Salaries	\$0.00	No
2.2	Coordination of Instructional Services	The administrator and lead teacher will facilitate services for high needs students, will participate at staff meetings (SST, Intervention), and maintain all parent communications. .2 FTE lead teacher Admin Costs included in salaries]	\$44,982.00	Yes
2.3	Facilities Maintenance	Facilities will be well maintained and cleaned. All supplies, general repairs, and services, will be included for this purpose.	\$51,725.00	No
2.4	School/Community Events	The school will hold community building events such as Back to School Night, and community lunches and dinners approximately 4 times annually. (Food and materials will be purchased to support these events)	\$750.00	Yes
2.5	Home/School Communication	The school Administrator will communicate with families and inform parents of school engagement opportunities using digital media such as the website, mass phone communications via text, or voice through call 'em all', Facebook, and electronic signboard.	\$17,445.00	Yes
2.6	Athletics	Opportunities to participate in athletic programs and athletic enrichment activities will be organized and encouraged as a means to engage students in the school and promote attendance. * Costs included in Goals 1.3 and 1.11 Certificated and Administrative Salaries	\$0.00	No

Action #	Title	Description	Total Funds	Contributing
2.7	Attendance & Behavior Monitoring	Administrative Assistant and Superintendent/Principal will monitor and record attendance, discipline, suspension and expulsion rates. * Costs included in Goals 1.5 and 2.8 Administrator and Administrative Assistant Salaries	\$0.00	Yes
2.8	Administrative Support	Administrative Assistant will work with Administrator to prepare state and federal reports as well as all other required fiscal and operational documents and will ensure cumulative folders are maintained and filed.	\$69,775.00	No
2.9	Student Incentives & Recognition	Teachers and staff will provide recognition awards and incentives for attendance, behavior and academic performance through Cougar Bucks that can be earned and then spent at the student store.	\$1,570.00	No
2.10	Central Office	Supplies, fees and contracts to maintain continuity of school wide operations.	\$94,177.00	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.

Orick School carried out Goal 2 with success. Parent teacher conferences were attended with 100% of families participated. This continues to be an opportunity to share progress reporting and trimester grades. Orick School offered community events throughout the year, and were able to engage in educational partner dialogue and opportunities for input to our many plans. Student schoolwide behavior goals were defined and taught, with students being honored for consistently demonstrating these behaviors.

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

Action 2.2 material difference reflects updated lead teacher FTE split, evident in Actions 1.3 and `1.9.

Action 2.3 material difference reflects increased supplies and services for cleaning and COVID related needs.
Action 2.10 material difference reflects the need to include central office operations to our plan.

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

Goals and actions related to the coordination of services (2.2,2.7 and 2.8) all created a collaborative environment for staff, students and community. The resulting school climate surveys indicate successful implementation of those actions. Due to COVID-19 symptom screening and related protocols, attendance monitoring was challenging. The school administration was successful in working with the county level SARB agency to support student and families.

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.

Goal 2 Action 2 is updated to reflect a correction in prior year. This action is for instructional services and support for our highest needs student population (low-income) and now includes ELOP funds to carryover. The addition of Goal 2 Action 10 - central office support, is part of our continued effort to completely represent our budgeted expenses for educational partners.

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)
\$57,752	\$7,259.31

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
18.63%	0.00%	\$0.00	18.63%

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.

Orick School District does not have English Language learners at this time.

Low-Income and Homeless Youth Considerations:

*The demographics of our school community are: 80% Socioeconomically Disadvantaged, 10% Homeless Youth, Chronic Absenteeism rate from 20/21 was 30.8%%

*CAASPP data from 20/21 indicate 47.37% of students are at or above grade level standard in ELA and 5% of students are at or above grade level standard in Mathematics

*Low income students have additional needs related to health and wellness, nutrition, social-emotional well being and academic support.

Effective Actions:

Provide certificated and administrative staff dedicated to improving educational outcomes for struggling students, reducing K-8 class sizes, curriculum and assessment coordination of services, attendance and behavior monitoring, family/community engagement services. LCAP Goal 1.9, 1.10, Goal 2.2 and 2.4 and 2.7.

Provide additional enrichment opportunities for students who typically would not experience these opportunities outside of the school day. LCAP goals 1.6, 1.9 and 1.10

Utilize Administrator as Homeless/Foster Youth Liaison with the Humboldt County Office of Education. LCAP Goal 1.14

Provide hot breakfast and lunch meals to all students free of charge. LCAP Goal 1.12

Provide weekend take home food bags to students who otherwise may not have access to food when not in school. LCAP 1.13

Expected Outcomes

100% Parent participation in conferences

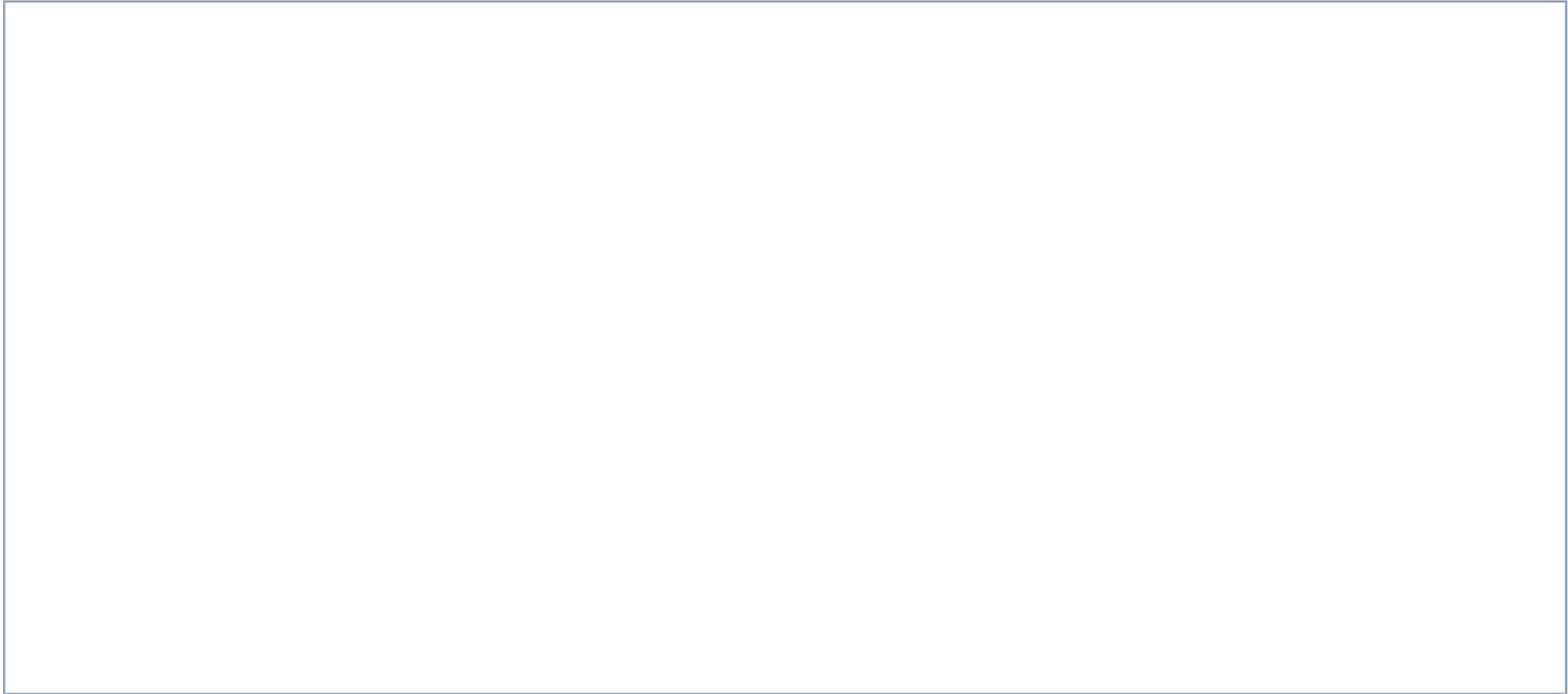
90% Parent attendance in school events

90% or better on Connectedness Survey to students

Increase School wide attendance - to meet 2023-24 goal

Reduce Chronic Absenteeism - to meet 2023-24 goal

50% of students show positive growth on CAASPP



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

Orick school plans to increase participation in enrichment activities and county events as way to improve the quality of the educational experience for our low income, foster/homeless and special education pupils. We will continue to support providing two hot meals a day to students who may have limited access to such meals away from school. The coordination of services will be of greatest impact to our special education, foster/homeless and low income youth as a to bridge for communication with families and instructional staff regarding their student's academic achievement.

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

The additional concentration grant add-on funding will allow Orick School to continue offering two classrooms with credentialed teachers, a primary tk-4th grades and upper 5-8th grades.

Staff-to-student ratios by type of school and concentration of unduplicated students	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of classified staff providing direct services to students	n/a	n/a
Staff-to-student ratio of certificated staff providing direct services to students	n/a	10:1

2022-23 Total Expenditures Table

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	\$399,546.00	\$159,349.00	\$9,725.00	\$68,707.00	\$637,327.00	\$409,131.00	\$228,196.00

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1.1	Technology	All	\$3,763.00				\$3,763.00
1	1.2	Professional Development in use of Technology	All					\$0.00
1	1.3	Certificated Staff	All Students with Disabilities	\$68,035.00	\$30,774.00		\$55,189.00	\$153,998.00
1	1.4	Instructional Materials	All	\$2,450.00	\$2,084.00	\$4,275.00		\$8,809.00
1	1.5	PD - Improving Instructional Strategies	All	\$3,550.00	\$3,500.00			\$7,050.00
1	1.6	Field Trips	Low Income	\$1,075.00				\$1,075.00
1	1.7	Special Education	Students with Disabilities		\$20,440.00		\$13,518.00	\$33,958.00
1	1.9	Student projects and events	Low Income	\$22,161.00				\$22,161.00
1	1.10	Enrichment Activities	Low Income	\$22,162.00				\$22,162.00
1	1.11	Administrative Leadership	All	\$61,399.00	\$4,778.00			\$66,177.00
1	1.12	Meal Program	Foster Youth Low Income	\$8,952.00	\$28,298.00			\$37,250.00
1	1.13	Backpack Program	Foster Youth Low Income	\$500.00				\$500.00

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1.14	Homeless/Foster Youth Liaison	Foster Youth Low Income					\$0.00
2	2.1	Parent/Teacher Communication	All					\$0.00
2	2.2	Coordination of Instructional Services	Foster Youth Low Income	\$7,500.00	\$32,032.00	\$5,450.00		\$44,982.00
2	2.3	Facilities Maintenance	All	\$23,003.00	\$28,722.00			\$51,725.00
2	2.4	School/Community Events	Low Income	\$750.00				\$750.00
2	2.5	Home/School Communication	Low Income	\$17,445.00				\$17,445.00
2	2.6	Athletics	All					\$0.00
2	2.7	Attendance & Behavior Monitoring	Foster Youth Low Income					\$0.00
2	2.8	Administrative Support	All	\$61,054.00	\$8,721.00			\$69,775.00
2	2.9	Student Incentives & Recognition	All	\$1,570.00				\$1,570.00
2	2.10	Central Office	All	\$94,177.00				\$94,177.00

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
\$309,995	\$57,752	18.63%	0.00%	18.63%	\$80,545.00	4.50%	30.48 %	Total:	\$80,545.00
								LEA-wide Total:	\$80,045.00
								Limited Total:	\$500.00
								Schoolwide Total:	\$80,045.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1.6	Field Trips	Yes	LEA-wide Schoolwide	Low Income		\$1,075.00	0
1	1.9	Student projects and events	Yes	LEA-wide Schoolwide	Low Income	4-8th	\$22,161.00	0
1	1.10	Enrichment Activities	Yes	LEA-wide Schoolwide	Low Income		\$22,162.00	0
1	1.12	Meal Program	Yes	LEA-wide Schoolwide	Foster Youth Low Income		\$8,952.00	0
1	1.13	Backpack Program	Yes	Limited to Unduplicated Student Group(s)	Foster Youth Low Income	All Schools	\$500.00	0
1	1.14	Homeless/Foster Youth Liaison	Yes	Limited to Unduplicated Student Group(s)	Foster Youth Low Income	All Schools		2%
2	2.2	Coordination of Instructional Services	Yes	LEA-wide Schoolwide	Foster Youth Low Income	All Schools	\$7,500.00	0
2	2.4	School/Community Events	Yes	LEA-wide Schoolwide	Low Income		\$750.00	0

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	2.5	Home/School Communication	Yes	LEA-wide Schoolwide	Low Income	All Schools	\$17,445.00	0
2	2.7	Attendance & Behavior Monitoring	Yes	LEA-wide Schoolwide	Foster Youth Low Income	All Schools		2.5%

2021-22 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	\$442,776.00	\$641,953.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1.1	Technology	No	\$3,763.00	\$3,804.00
1	1.2	Professional Development in use of Technology	No	\$0.00	\$0.00
1	1.3	Certificated Staff	No	\$114,415.00	\$154,924.00
1	1.4	Instructional Materials	No	\$21,440.00	\$23,313.00
1	1.5	PD - Improving Instructional Strategies	No	\$3,550.00	\$7050.00
1	1.6	Field Trips	Yes	\$1,075.00	\$1,075.00
1	1.7	Special Education	No	\$25,021.00	\$35,490.00
1	1.9	Student projects and events	Yes	\$10,784.00	\$21,463.50
1	1.10	Enrichment Activities	Yes	\$21,568.00	\$21,463.50
1	1.11	Administrative Leadership	No	\$65,181.00	\$88,565.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1.12	Meal Program	Yes	\$3,478.00	\$5,469.00
1	1.13	Backpack Program	Yes	\$500.00	\$500.00
1	1.14	Homeless/Foster Youth Liaison	Yes	\$0.00	\$0.00
1	1.15	Paraprofessional Expanded Learning Support	No	\$0.00	\$44,902.00
2	2.1	Parent/Teacher Communication	No	\$0.00	\$0.00
2	2.2	Coordination of Instructional Services	Yes	\$42,731.00	\$12,950.00
2	2.3	Facilities Maintenance	No	\$43,171.00	\$49,810.00
2	2.4	School/Community Events	Yes	\$750.00	\$750.00
2	2.5	Home/School Communication	No	\$15,863.00	\$16,328
2	2.6	Athletics	No	\$0.00	\$0.00
2	2.7	Attendance & Behavior Monitoring	Yes	\$0.00	\$0.00
2	2.8	Administrative Support	No	\$67,916.00	\$65,317.00
2	2.9	Student Incentives & Recognition	No	\$1,570.00	\$1,570.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
2	2.10	Central Office	No	\$0.00	\$87,209.00

2021-22 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
\$49,726	\$67,718.00	\$50,185.00	\$17,533.00	4.50%	4.50%	0.00%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.6	Field Trips	Yes	\$1,075.00	\$1,075.00		
1	1.9	Student projects and events	Yes	\$10,784.00	\$10,732.00		
1	1.10	Enrichment Activities	Yes	\$21,568.00	\$21,464.00		
1	1.12	Meal Program	Yes	\$3,478.00	\$5,469.00		
1	1.13	Backpack Program	Yes	\$500.00	\$500.00		
1	1.14	Homeless/Foster Youth Liaison	Yes			2%	2%
2	2.2	Coordination of Instructional Services	Yes	\$29,563.00	\$10195		
2	2.4	School/Community Events	Yes	\$750.00	\$750.00		
2	2.7	Attendance & Behavior Monitoring	Yes			2.5%	2.5%

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)
\$171,063.00	\$49,726	0.00	29.07%	\$50,185.00	4.50%	33.84%	\$0.00	0.00%

Instructions

[Plan Summary](#)

[Engaging Educational Partners](#)

[Goals and Actions](#)

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

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

Introduction and Instructions

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

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

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

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

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

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

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

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

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

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

Engaging Educational Partners

Purpose

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

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

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

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

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

Requirements and Instructions

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

Local Control and Accountability Plan:

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

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

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

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

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

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

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

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

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

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

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

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

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

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

Focus Goal(s)

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

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

Broad Goal

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

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

Maintenance of Progress Goal

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

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

Required Goals

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

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

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

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

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

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

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

Measuring and Reporting Results:

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

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

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

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

Complete the table as follows:

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

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

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

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

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

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

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

Goal Analysis:

Enter the LCAP Year.

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

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

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

Purpose

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

Requirements and Instructions

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

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

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

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

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

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

Required Descriptions:

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

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

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

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

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

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

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

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

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

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

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

For School Districts Only:

Actions Provided on an LEA-Wide Basis:

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

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

Actions Provided on a Schoolwide Basis:

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

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

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

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

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

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

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

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

Provide the following descriptions, as applicable to the LEA:

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

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

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

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

Complete the table as follows:

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

Action Tables

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

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

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

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

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

Data Entry Table

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

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

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

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

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

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

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

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

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

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

LCFF Carryover Table

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

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

Calculations in the Action Tables

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

Contributing Actions Table

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

Contributing Actions Annual Update Table

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

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

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

LCFF Carryover Table

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

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

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

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