

# LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Six Rivers Charter High School (CDS: 12626870107110)

CDS Code: 1267687 0107110

School Year: 2022-23

LEA contact information:

Ron Perry

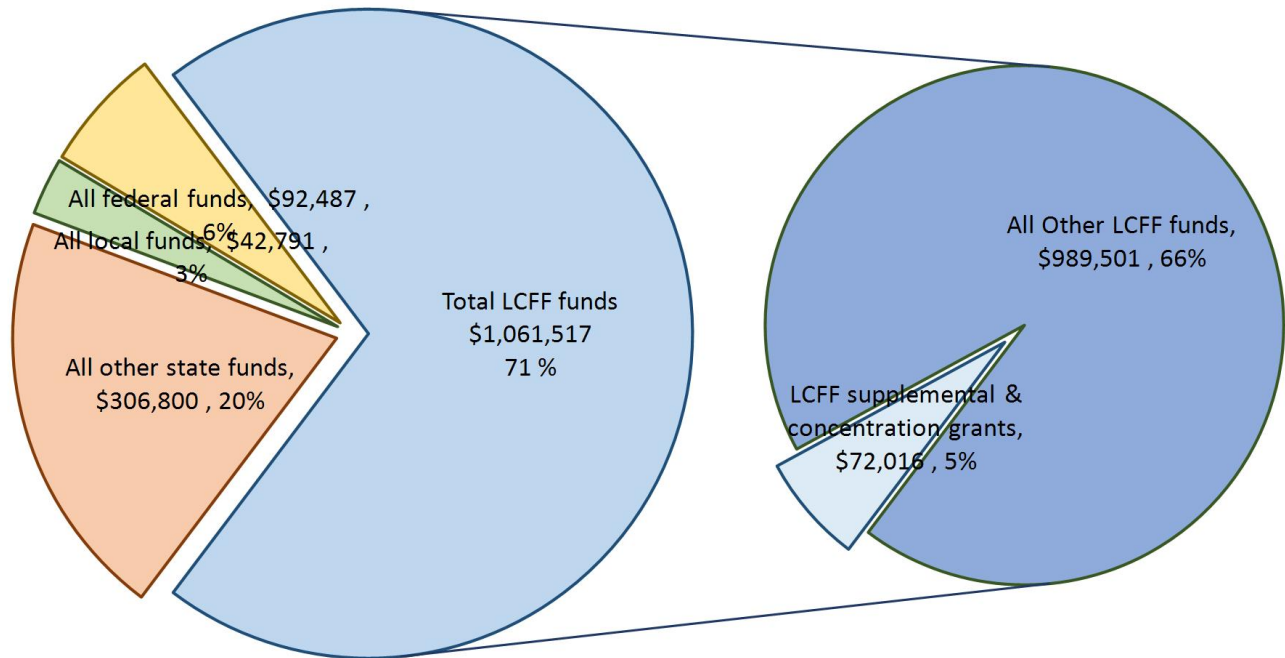
Principal

707--825--2428

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



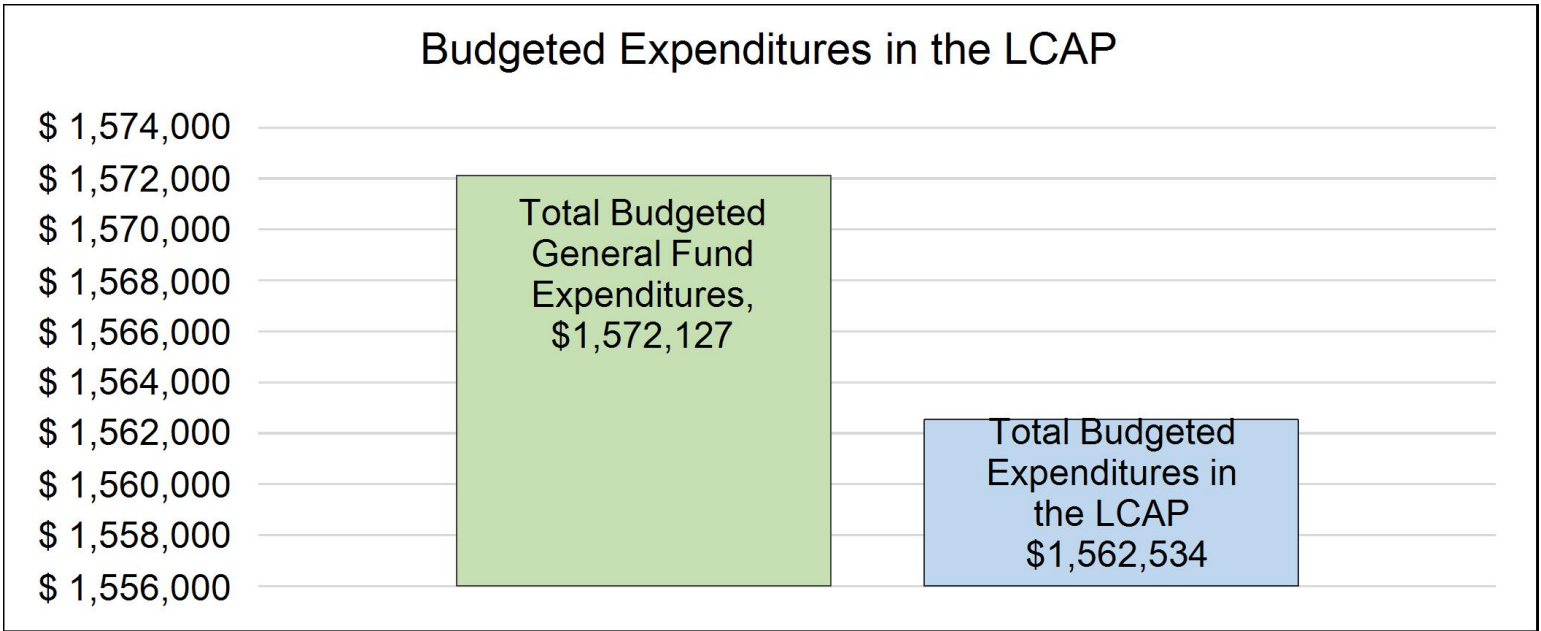
This chart shows the total general purpose revenue Six Rivers Charter High School (CDS: 12626870107110) expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Six Rivers Charter High School (CDS: 12626870107110) is \$1,503,595, of which \$1,061,517 is Local Control Funding Formula (LCFF),

\$306,800 is other state funds, \$42,791 is local funds, and \$92,487 is federal funds. Of the \$1,061,517 in LCFF Funds, \$72,016 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 Six Rivers Charter High School (CDS: 12626870107110) 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: Six Rivers Charter High School (CDS: 12626870107110) plans to spend \$1,572,127 for the 2022-23 school year. Of that amount, \$1,562,534 is tied to actions/services in the LCAP and \$9,593 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

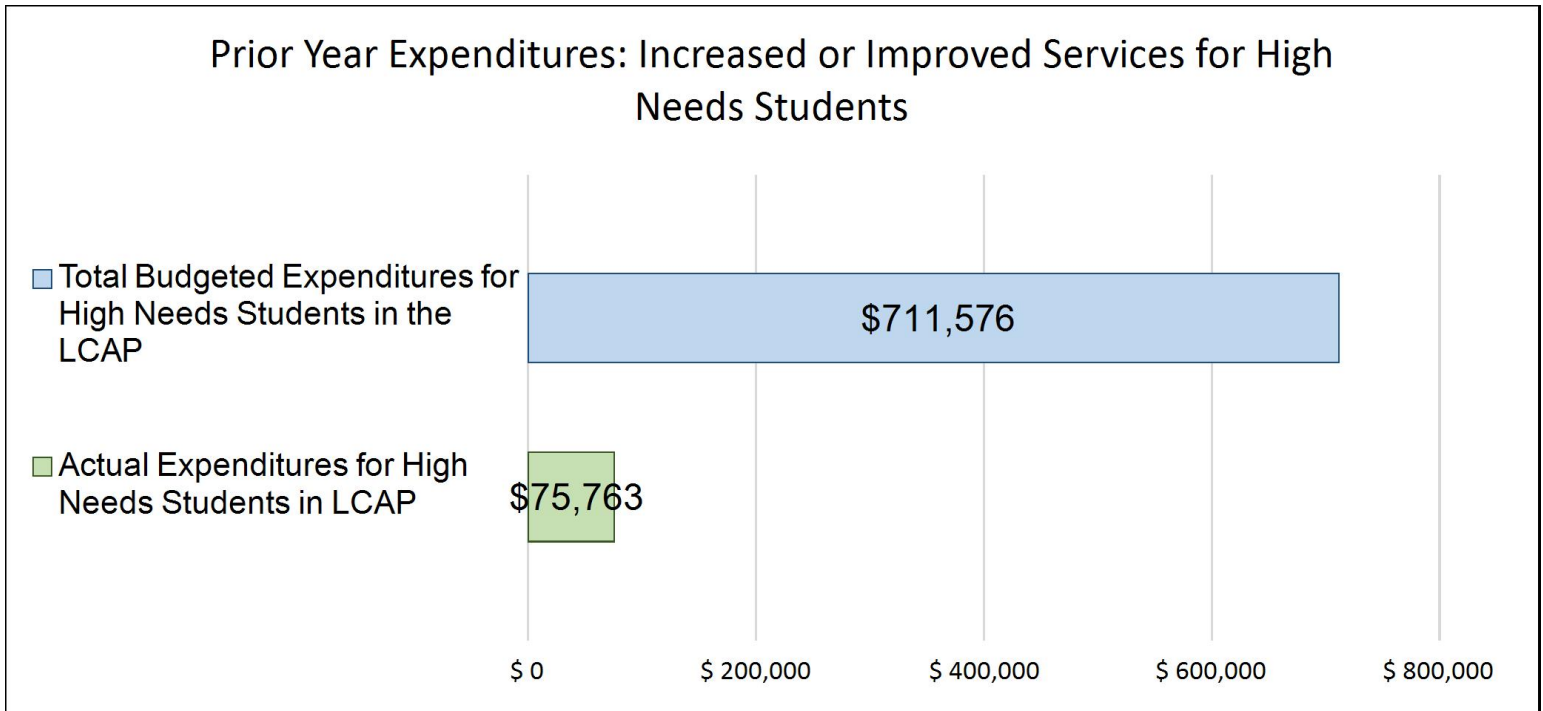
The expenditures not included in the plan are the Information Network Service contract and the Property & Liability insurance costs.

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

In 2022-23, Six Rivers Charter High School (CDS: 12626870107110) is projecting it will receive \$72,016 based on the enrollment of foster youth, English learner, and low-income students. Six Rivers Charter High School (CDS: 12626870107110) must describe how it intends to increase or improve services for high needs students in the LCAP. Six Rivers Charter High School (CDS: 12626870107110) plans to spend \$87,643 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 Six Rivers Charter High School (CDS: 12626870107110) budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what Six Rivers Charter High School (CDS: 12626870107110) 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, Six Rivers Charter High School (CDS: 12626870107110)'s LCAP budgeted \$711,576 for planned actions to increase or improve services for high needs students. Six Rivers Charter High School (CDS: 12626870107110) actually spent \$75,763 for actions to increase or improve services for high needs students in 2021-22.

The difference between the budgeted and actual expenditures of \$635,813 had the following impact on Six Rivers Charter High School (CDS: 12626870107110)'s ability to increase or improve services for high needs students:

The incorrect box was checked in the 2021/2022 LCAP. The correct action is Goal 1, Action 3. The expected expenditures will match the Supplemental/Concentration revenue for 2021-2022.

# 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
Six Rivers Charter High School (CDS: 12626870107110)	Ron Perry, Principal	rperry@nohum.k12.ca.us 707-825-2428

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

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

The district's educational partner's meetings and survey provide feedback for all our funding sources. The activities that have informed the district thus far include . . .

- March 2021: Learning Model Options Survey for students, families and staff (1515 participants)
- April 15, 2021: District Educational Partners Meeting (35 attended, 3 students, 8 parents, 2 board members, 5 teachers, 4 non-certificated staff, 9 administrators (including the Director of Student Services), 2 sign language interpreters, 2 unidentified with CSEA and CTA represented
- May 2021: Expanded Learning Opportunities Survey (166 participants)
- May 5, 2021: Two Expanded Learning Opportunities Educational Partners Meetings (19 attendees total)
- January 2022: NHUHSD LCAP Survey for students, families and staff (404 participants) and Student Focus Group Meetings
- January 31, 2022: Site WASC/LCAP/MTSS Educational Partner's Meetings
- Monthly Parent Advisory Committee (PAC) Meetings
- Board Meetings.

- In the future, engagement will be available through . . .
- April 2022: District LCAP/MTSS Educational Partner's Meeting
  - Spring LCAP Survey for students, families and staff
  - Board Meetings

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

Not applicable as the district does not receive this funding.

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

The district's educational partner's meetings and survey provide feedback for all our funding sources. The activities that have informed the district thus far include . . .

- March 2021: Learning Model Options Survey for students, families and staff (1515 participants)
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In the future, engagement will be available through . . .

- April 2022: District LCAP/MTSS Educational Partner's Meeting
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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.

Implementation of the American Rescue Plan Act and the federal ESSER expenditure plan include an increase in technology as Six Rivers

moved to 1:1 with each student assigned a school-issued Chromebook. This has assisted in allowing teachers to use Google Classroom more reliably which has been critical as the waves of the pandemic continue. Students have been able to move to short term independent study without the technological challenges that would have taken place if students were not assigned a Chromebook.

Food service was increased to include feeding students breakfast before school starts. It was challenging to find enough staff to work the longer days, but the number of students being served meals has increased.

A full time psychologist position was added to support our students at Six Rivers Charter High. This has been beneficial to students as they struggle with increased mental health issues as well as supporting the Special Education department with providing targeted interventions.

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

The 2021-22 fiscal resources have directly aligned with the district's and Six River's LCAP which is the same as the district's Multi-Tiered System of Support (MTSS) plan. The increase in access to technology made a direct positive impact to the first goal of the LCAP as it shifted options for delivering instruction. Teachers can now provide assignments online whereas prior to the funding being available, not all students had access to complete such assignments. Universal Design for Learning (Goal 1, Action A) is supported with the improved technology across the district.

Attendance is an important component of the second LCAP goal, social-emotional learning. Students are more engaged and likely to come to campus when they are receiving consistent food before school and at lunchtime. Though Fall 2021 chronic absenteeism rate has increased from Fall 2019, prior to the pandemic, it has greatly improved from Fall 2020. The food service program has grown with more students eating in the cafeterias.

The School Psychologist position has helped to create a more supportive and safe community for students. This position has a direct impact on Goal 2, Action A of the 2021-22 LCAP.

## **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](mailto:lcff@cde.ca.gov).*

## Introduction

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

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

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

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

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

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

## Instructions

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

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



a link to a web page), and where in the plan the information being referenced may be found.

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

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

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

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

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

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

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

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

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

**Prompt 4:** *“A description of how the LEA is implementing the federal American Rescue Plan Act and federal Elementary and Secondary*

School Emergency Relief expenditure plan, and the successes and challenges experienced during implementation.”

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

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

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

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

California Department of Education  
November 2021

# Local Control Accountability Plan

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Six Rivers Charter High School (CDS: 12626870107110)	Ron Perry Principal	rperry@nohum.k12.ca.us 707--825--2428

## 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.

Six Rivers Charter High School (SRCHS) is a small charter school located in Humboldt County in the City of Arcata, population 18,857 (2020 US Census Bureau). Humboldt County’s 4,052 sq. miles has a population of about 136,463 (2020 Census Bureau), who demographically are characterized as 83.2% white, 1.5% Black or African American, 6.4% American Indian, 2.9% Asian, 0.3% Native Hawaiian or Other Pacific Islander, 12.1% Hispanic or Latino, 5.7% Two or More Races, and 15.8% below the poverty line. The median household income is \$48,041. Humboldt County has 2 high school districts, 5 unified school districts, 1 county office district, and 24 elementary school districts. SRCHS falls within 1 of the 2 high school districts and is accessible from any of the 24 elementary schools.

SRCHS is nestled between Humboldt State University and College of the Redwoods. The student population at SRCHS has increased steadily since its inception in 2004 and enrollment currently stands at 112. Currently, 40.5% of our student population are socio-economically disadvantaged, 1% are English Language Learners, and 21.6% are students with disabilities. Further demographic breakdown shows 70.3% are White, 2.7% are American Indian, 1% are Filipino, 12.6% are Hispanic, and 5.4% are Two or More Races. In 2019, SRCHS collaborated with the Northern Humboldt Union High School District (NHUHSD), to renew the charter for five additional years.

Six Rivers shares a campus with Arcata High School. As part of the Northern Humboldt Union High School District, extracurricular opportunities available at Arcata High School and McKinleyville High School are also available for SRCHS students, depending on the residency of the student. In addition, this partnership with Arcata High includes AP course offerings in areas such as language and science, CTE pathways in Building and Construction Trade (Woodshop), Hospitality, Tourism, and Recreation (Culinary Arts), Agriculture and Natural Resources, Manufacturing and Product Development, and Arts, Media, and Entertainment (the Arcata Arts Institute, AAI). This partnership also provides for access to library services, crisis counseling, speech services, access to the nurse, and the Career and College Center. Through the Career and College Center, our students have opportunities for writing support with applications and scholarships, and opportunities to participate in career panels, job shadowing, and internships. In short, this partnership provides our students with access to all the services and opportunities of a larger traditional high school while maintaining the small learning community that is unique to Six Rivers.

107 students currently attend Six Rivers Charter High School in our classroom-based program, with the breakdown by grade level of 28 freshmen, 26 sophomores, 27 juniors, and 25 seniors. Currently, 5 students are on our independent study program, with the breakdown by grade level of two sophomores, one junior, and two seniors, bringing our total program enrollment to 112 students. Six Rivers has maintained a graduation rate of 100% over the past several years. Six Rivers hosted two exchange students this past year, though only one stayed for the entire year and one moved host families, causing a transition to a different school site at the semester. The presence of these global perspectives enriches the cultural fabric of Six Rivers.

Interest in joining the Six Rivers learning community has increased over the past few years, resulting in a lottery for our incoming Freshmen class for the 2022-23 school year. During the open enrollment period, nearly 60 registration forms were submitted for 28 available slots in the Freshmen class. As a result, there is an extensive waitlist for students wishing to attend Six Rivers in the fall.

## Reflections: Successes

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

Due to COVID-19, there is limited available data on the California Dashboard for the previous school year. Additionally, due to the small size of our school, in previous years Six Rivers did not have enough students within most given subgroups to provide data based on subgroups, with the exception of Socio-Economically Disadvantaged. Nevertheless, staff continues to examine local data from a variety of sources, including but not limited to D and F lists, UC a-g Readiness, Attendance Rates, Chronic Absenteeism, AP test participation, Suspensions, and more. Through the analysis of local data and dashboard data, we have found significant areas of success.

Our Socio-Economically Disadvantaged (SED) students showed significant improvements this past year. There was an increase in UC a-g readiness by 5.75% for this group while at the same time having a decrease of 12.8% of SED students behind credits at the end of the first semester. Successes in this area are attributed to our focus on Universal Design for Learning, Equity, and Social-Emotional Learning and Behavior supports. Both professional development district-wide, as well as optional Professional Learning Communities focused on equitable education and design has provided our staff with additional training that has allowed us to best support all of our students. Additionally, our suspension rate has decreased significantly over the past four years, falling to 0% this past year. Six Rivers focuses on the development of relationships with our students and fostering a safe learning environment that students want to be a part of. Six Rivers utilizes MTSS strategies to directly teach the school norms, recognize exemplary students, reward schoolwide benchmarks, and implement restorative practices to ensure safe and healthy learning environments and relationships. In 2018--19, the Behavior Intervention Form for monitoring student data for discipline was implemented. In addition to monitoring data, the BIF provides staff and students with access to Tier 1, 2, and 3 supports to best meet the individual needs of a student at varying times. The implementation of tiered support and restorative practices has successfully led to lower suspension rates and improved relationships. At the same time, our chronic absenteeism has significantly and continuously decreased over the past three years, down to 4.5%. This is a testament to the success of both the tiered behavior and

academic support provided to our students, as well as the foundational relationships that are built between students and staff, students and students, and staff and staff.

## Reflections: Identified Need

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

Due to COVID-19, there is limited available data on the California Dashboard for the previous school year. Additionally, due to the small size of our school, in previous years Six Rivers did not have enough students within most given subgroups to provide data based on subgroups, with the exception of Socio-Economically Disadvantaged. Six Rivers currently does not have any red or orange indicators on our state dashboard. Nevertheless, staff continues to examine local data from a variety of sources, including but not limited to D and F lists, UC a-g Readiness, Attendance Rates, Chronic Absenteeism, AP test participation, Suspensions, and more. Through the analysis of this local data and the input of our stakeholders, we have identified two areas for improvement.

One area where we have seen a decline is in our graduates being UC/CSU ready. Additionally, we have seen a decrease in the percentage of students who are both UC a-g ready and who are CTE completers. As UC a-g readiness has been an area in decline over the past four years, we have implemented a sustainable registration process that includes the reevaluation of four-year plans with every student who attends our school. Students are all counseled to take courses that will keep their doorways open in terms of college and are encouraged to take CTE pathway courses in their interests. We are hoping that the annual reevaluation of four-year plans through the lens of college readiness and CTE pathways will support more students being UC/CSU ready and CTE completers when they graduate. While academic counseling will provide the doorway to acceptance in the UC/CSU system, it is only the first step in addressing student readiness for college. In addition to providing more robust academic counseling for our students, we have identified the need to continue to reevaluate and redesign our curriculum using Universal Design for Learning and Culturally Relevant Teaching Strategies to ensure equitable access for all students to the curriculum. This plan to redesign our curriculum will not only provide all students with equitable access to the curriculum, but it will also help to address another identified area of need, improving our percentage of students who demonstrate improvement in the ELPAC. It is our hope that by designing our curriculum using UDL and culturally relevant practices that all of our students will find demonstrate an increase in language acquisition and will thus show improvement in the ELPAC.

## LCAP Highlights

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

The Six Rivers Charter High School LCAP is rooted in our school vision, which states “Through communication, collaboration, creativity and critical thinking, Six Rivers is a community that strengthens dependent learners into independent and interdependent learners. In valuing the

whole student, Six Rivers provides opportunities for success within and beyond school.” Our LCAP works to bring this vision to light, with three main goals that can be categorized as Academics, Social/Emotional, and Systems of Engagement. These three categories are consistent with the Multi-Tiered System of Support (MTSS) framework that works to support all students in their educational growth, both academically and holistically through Social/Emotional education and supports, while ensuring that systems exist to bring about these successes.

Our first goal that was lightly categorized as “Academics” in the previous paragraph is stated in full as, “Inclusive, effective, engaging and rigorous academic instruction and support for all students.” Our second goal that was lightly categorized as “Social/Emotional” in the previous paragraph is stated in full as, “Inclusive social, emotional, and behavioral support for all students.” Our third goal that was lightly categorized as “Systems of Engagement” in the previous paragraph is stated in full as, “Integrated educational framework that features inclusive policy and practice and fosters family and community engagement.”

These three goals not only support the Six Rivers vision, but are also aligned with the MTSS framework as defined by the California Department of Education, “MTSS is an integrated, comprehensive framework that focuses on CCSS, core instruction, differentiated learning, student-centered learning, individualized student needs, and the alignment of systems necessary for all students’ academic, behavioral, and social success.”

## 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.

The LCAP Action Plan has been updated based on current critical needs with active input by our Educational Partners. Our site has continually gathered feedback through surveys, such as the school climate survey, monthly Parent Advisory Committees, monthly Board Meetings, Cogenerative Dialogues with students, and district-wide Educational Partners meetings. Additionally, our site has continually analyzed schoolwide data to monitor the plan. The objective is that the LCAP Action Plan is a living document to be continually reviewed and updated in order to guide our educational objectives, which are currently in alignment with both the district LCAP goals and Six Rivers Charter High School's WASC goals. Our Educational Partners, which include staff, faculty, administrators, guardians, community members, board members, and students, have had ample invitations to partake in the LCAP goal-setting process.

The unification of the Western Association of Schools and Colleges (WASC) and LCAP plan into our Schoolwide Plan for Student Achievement (SPSA), has resulted in an ongoing systematic process of reflection, revision, and planning involving a multitude of Educational Partners. At Six Rivers, all staff members have had regular opportunities to provide input, share priorities, and revise the LCAP action plan during ongoing staff meetings. During this time, staff reflects on our progress by identifying Strengths, Weaknesses, and Areas for Growth with each goal. The staff gives feedback on actions that have been successful, actions we need more time to work with, and actions that are ready to be retired. The Student Success Coordinator (SSC) provides student data for analysis and the instructional coach provides professional development to support the LCAP Goals.

The revisions to the LCAP are then taken to our Parent Advisory Committee (PAC), an active set of parent/guardian leaders at Six Rivers, including student and faculty representation. This group takes part in monthly public meetings to provide oversight and input, with the LCAP being the foundation of each meeting. Feedback from the PAC is then taken back to the staff for analysis and synthesis.

At least once a year, a larger LCAP Educational Partners Meeting is held, which this past year included 4.5% of our student population, 6.25% of our guardian population, 20% of the school board, 100% of our FTE California Teachers Association (CTA) staff, 50% of our California School Employees Union (CSEA) staff, and two administrators (one site, one district level). We ask all Educational Partners involved to follow the same reflective process as the staff, by identifying strengths and areas for improvement through open-ended questions that vary by group. Intensive qualitative notes are taken during this session and the feedback is used to revise our LCAP Goals and Actions. A follow-up Cogenerative Dialogue was hosted with additional students during the school day to get the feedback of marginalized students and those who don't typically attend the after-school meetings. This feedback was included in the qualitative summary feedback that went to the staff and the PAC. Including this group of students brought our student engagement in the Educational Partners Meeting to 14.5% of our students.

Other methods of accessing Educational Partners input include student and guardian surveys initiated by SRCHS and the district, student input through student leadership, and input gathered by the district at ongoing School Board Meetings. Participation in our surveys includes 73% of our staff, 56% of our students, and 12% of our guardians. After synthesis and revision, the final LCAP is presented to the entire Staff, all eight CTA members, four CSEA members, and one site admin for any additional feedback before presenting it publicly at our PAC

meeting. Our PAC members at this year's presentation included our student government president, four guardians, with at least one guardian from each grade level, one CTA members, and our administrator. Once approved by our PAC, the LCAP is shared with the NHUHSD School Board for feedback and approval.

A summary of the feedback provided by specific educational partners.

Overall feedback was positive, and Educational Partners provided multiple areas of strengths for Six Rivers Charter High. Accolades included the sense of community that is provided at our school, and the multiple and varying supports that are given to our students. The vision was referenced in many groups, specifically in how well Six Rivers works towards achieving the vision, with a focus on the whole student (academics as well as social/emotional). Overall, all Interested Parties had positive feedback, and the analysis of areas for growth helped to guide our current LCAP.

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



# Goals and Actions

## Goal

Goal #	Description
1	By June of 2024, all instructional staff will develop and implement increasingly effective, engaging, equitable, and rigorous Universal Design for Learning (UDL) and culturally responsive instructional strategies, as measured by improved district-wide student data.

An explanation of why the LEA has developed this goal.

This goal reflects a Six Rivers Goal of many years: to improve inclusivity and engagement in order to support student learning and understanding for all students. Recent self-study findings continue to indicate a need to improve academic instruction and support for all students using methods such as Universal Design for Learning (UDL), multidisciplinary curriculum, and formative assessments. Student success is central to the Six Rivers Vision and Schoolwide Learner Outcomes. A focus on improving instruction to meet the needs of all students is supported by faculty surveys, the school climate survey, LCAP metrics, state assessment data, as well as discussions and recommendations from focus groups and departments. Specific data, based on our outcomes and metrics, is as follows. The percent of students who met or exceeded the 2021 SBAC ELA assessments has continued to drop from 73% to 63% to 55%. In addition, our percentage of students who are A-G eligible graduates has been in decline for the past four years, dropping from 57.7% in 2018, to 50% in 2019, 31.8% in 2020, and 25% in 2021. This drastic drop is alarming, and we would like to ensure all of our students have access to higher education. This starts with a focus on inclusive, effective, engaging, and rigorous academic instruction for all students.

## Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Graduation Rates (Priority 5)	2018-19: 100%  2019-20: 100%, adjusted from CALPADS error	100%			Maintain or Improve
Drop Out Rates (Priority 5)	2018-19: 0%	0%			Maintain or Improve

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	2019-20: 0%				
The distance from level 3 (met standard) in ELA SBAC and Math SBAC test Scores (Priority 4)	2018-19: +37.4 pts - ELA • 24.5 pts - Math  2019-20: N/A	+2.8 pts - ELA  N/A - Math (9 students tested, no data given for less than 10 students)			Improve
Students will meet or exceed standards on SBAC Tests (Priority 4)	2018-19: 62% - ELA 46% - Math  2019-20: N/A	54.54% - ELA (12 students tested)  No Data Given - Math (9 students tested, no data given for less than 10 tests)			Improve
UC/CSU eligible graduates (Priority 8)  Include SED Subgroup	2018-19: 50%  2019-20: 31.8%, adjusted from CALPADS error (CALPADS states 0%, but this was an error due to staff transition during COVID-19)  SED Subgroup 2019-20:	25% (7/28)  SED Subgroup: 20%  SWD 25%			Improve

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	14.3% of grade 12 SED students adjusted from CALPADS error (see above)				
Percent of 9th - 11th grade students who are cumulatively down 3 classes or more at the conclusion of the Fall and Spring Semesters  Include SED Subgroup	Need to establish baseline  SED Subgroup: Need to establish baseline	14.6% (12/82, entire year)  18.2% 8/44 (SED Subgroup, entire year)  Note the correlation during distance learning to credit deficiency and SED			Maintain or Improve
AP test participants (Priority 8)	2018-19: 50% of those enrolled in AP courses OR 4 out of 66, or 6% of the total 11th and 12th graders  2019-20: 28.6% of those enrolled in AP courses at SRCHS OR	22% of those enrolled in AP courses at SRCHS  OR 2 out of 54, or 3.7% of the total 11th and 12th graders (Spring 2021)			Maintain or Improve

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	2 out of 67, or 3.0% of the total 11th and 12th graders				
Dual Enrollment pass rate (Priority 8)	2018-19: N/A  2019-20: N/A	NA			Maintain or Improve
Reclassification rate of English Language Learners (Priority 4)	2018-19: No EL Students  2019-20: No EL Students	0%			Maintain or Improve
Properly credentialed teachers (Priority 1)	2018-19: 100%  2019-20: 100%	100%			100%
Provide a broad course of study that includes all the state required subject areas for all students, including unduplicated and exceptional needs students. (Priority 7)	2018-19: Yes  2019-20: Yes	Yes			Yes
Chronic Absenteeism (Priority 5)	2018-19: 20.2%	4.5%			Maintain or Improve

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	2019-20: 11.3%				
Percentage of students who have successfully completed both A-G and a CTE pathway  Include SED Subgroup	2018-19: NA  2019-20: 24% of grade 12 students.  SED Subgroup 2019-20: 14.3% of grade 12 SED students	10.7%  SED Subgroup 13.3%			Improve

## Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Universal Design for Learning (UDL)	UDL includes: 1) Engagement: Offers options and supports to stimulate motivation and sustained enthusiasm for learning 2) Representation: Presents information in different ways to support access and understanding. UDL reduces barriers to instruction so that all students can access the curriculum. 3) Action and Expression: Offers options and supports to all so everyone can create, learn, and share. Provides appropriate accommodations, supports, and challenges. 4) Utilizes culturally relevant and equitable materials and instructional strategies 5) Maintains equitable achievement expectations for all students including those with disabilities and students who are emerging bilinguals	\$883,735.00	Yes

Action #	Title	Description	Total Funds	Contributing
1.2	Multidisciplinary/Thematic Curriculum	<p>Develop curriculum that is Multidisciplinary/Thematic and infused with the following:</p> <ol style="list-style-type: none"> <li>1) School Norms &amp; Student Learning Outcomes</li> <li>2) Cultural Relevance and Equity</li> <li>3) Common Core State Standards (or appropriate standards)</li> <li>4) Summative &amp; Formative Assessment (common)</li> <li>5) UDL (four components)</li> <li>6) Equitable Grading Policies</li> <li>7) Social Emotional Learning Standards/Trauma Informed</li> <li>8) Multidisciplinary Alignment</li> </ol> <p>All funding for this action is included in Goal One, Action One.</p>	\$0.00	No
1.3	Robust Schoolwide Formative and Summative Assessments	<p>PD, Coaching, and Work Time - Provide training, coaching, and work time to ensure that:</p> <p>In each course, formative assessment:</p> <ol style="list-style-type: none"> <li>1) Monitors student learning</li> <li>2) Incorporates robust opportunities for self-reflection</li> <li>3) Provides detailed, actionable, and ongoing feedback</li> <li>4) Helps students identify their strengths and weaknesses and target areas that need work</li> <li>5) Helps faculty recognize where students are struggling in order to address learning gaps</li> <li>6) Provides multiple opportunities to close the gap between current and desired performance</li> <li>7) Leads up to summative assessments that are comprehensive, that provide an opportunity for students to review the content/goals of the entire unit or course, and demonstrate synthesized skills.</li> </ol>	\$87,643.00	No

Action #	Title	Description	Total Funds	Contributing
		<p>Schoolwide:</p> <p>8) Create and align common assessments for Schoolwide Learner Outcomes and set specific agreed upon learning criteria by grade level.</p> <p>9) Use information gathered from the results of common assessments to guide changes in teaching and curriculum</p> <p>10) Consider specific groups' (students with IEPs, emergent bilinguals students and BIPOC students) performance on assessments and use the information gathered to target the needs of specific groups of students</p>		
1.4	Improve Pathways to Post-Secondary Student Success	<p>1. Increase the number of students enrolled in A-G courses. Utilize UDL to promote academic equity and access, with a focus on our nonduplicated students.</p> <p>2. Explore options to increase the number of CTE pathways for students, including the Arts, Media, and Entertainment Sector. Make CTE classes A-G compliant wherever possible.</p> <p>3. Align 4 year plans for ALL students (ITP* for IEPs). Revisit &amp; refine 4 year plans at least once every year.</p> <p>*ITP = Individual Transition Plan</p> <p>THIS ACTION IS RETIRED AND REPHRASED IN ACTION 1.5 DELETE FUNDING ASSOCIATED WITH IT?</p>	\$0.00	No
1.5	Improve Pathways to Post-Secondary Student Success	<p>Increase the number of students enrolled in A-G courses</p> <p>Utilize UDL to promote academic equity</p> <p>Explopre CoTeaching and/or other evidence-based means of promoting inclusion while building the master schedules</p>	\$329,661.00	No

Action #	Title	Description	Total Funds	Contributing
		<p>Increase access to CTE pathways offered within our district.            Align 4 year plans for ALL students (ITP* for IEPs)            Revisit &amp; refine 4 year plans at least once every year.            Encourage all students to enroll in UC A-G courses</p> <p>*ITP = Individual Transition Plan</p>		

## 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.

For Action 1: District-wide PD in the 2021-22 school year focused on an introduction to UDL, equitable design and instruction, behavior norms, social-emotional learning, learner variability, block scheduling, and supporting English Language Learners. Ongoing PLCs over the past three years have focused on equity, culturally responsive teaching, and UDL. Our district is currently participating in a Root Cause Analysis with NYU Steinhardt University to explore disproportionality in our AP, CP, and CTE course. Mini PD sessions have supported staff in EL strategies for classroom talk, low-stakes writing, and vocabulary instruction.

For Action 2: We continue to meet as a staff bi-weekly to collaboratively plan. Our primary focus this year has been to rebuild our team and become familiar working with each other. We are just now beginning the exploration into cross-curricular projects and/or themes. We have had success in developing multi-disciplinary projects and activities that are relevant and timely. The English classes are all reading *The Anthropocene Reviewed* while the science classes discuss Henrietta Lacks and her contribution to science. While reading *The Hate U Give* in the freshman English class, the Integrated Math 1 class focused their data talks on police use of force by race from 2017 - present. Conversations have begun between the Integrated Math 1 instructor to work with the English teacher next year to support student writing in both classes.

For Action 3: We have a three year plan to fully implement this action. This year, our focus was on using formative assessments to monitor student learning, provide detailed, actionable, and ongoing feedback, and to help faculty recognize where students are struggling in order to address learning gaps. Schoolwide, our plan was to create and align common assessments for Schoolwide Learner Outcomes and set specific agreed-upon learning criteria by grade level. While we had begun the development of a schoolwide SLO rubric prior to the pandemic, the transition to distance and hybrid learning, and the transition in staffing, had tabled that action at the start of this year. We plan to address this in our common prep later this year, but have not yet. In terms of formative assessments, we have had more success in completing our actions. All faculty implement formative assessments within their courses as a means to guide instruction. There was no staff-wide PD offered in regards to types of feedback, however the instructional coach had ongoing conversations with staff about the benefits and



drawbacks of both evaluative and descriptive feedback in coaching conversations in the 2019-20 school year. Our focus during the pandemic and this year has been on providing actionable feedback and assets based feedback and instruction while using the assessments to guide differentiated instruction and our teaching.

For Action 4: To support our students pathways to postsecondary success, we have begun to actively use the SSC for student registration annually. During the registration process, the SSC works to ensure all students are UC a-g ready. SSC discusses summer school enrollment for courses that would exclude students, facilitates credit recovery courses for students who failed or received below a C- in UC a-g classes, and ensures that all students update their 4-year plans annually in February, with an eye towards maintaining UC a-g readiness. Each 4-year plan is reviewed by the SSC to verify all students are on a college path as much as possible. Additionally, this summer the board adopted a new course at SRCHS titled Intro to Tech Theatre. This is an introductory course for the Production and Managerial Arts CTE Pathway within the AME strand at Arcata High. We are currently working on UC a-g qualification for Fine Arts for this class, to be retroactive to this year.

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

Action 1 includes the negotiated salary and benefit increases for all staff, along with an increase in COVID funds totaling \$33,949 to be spent on staff development.

Action 4 expenditures increased as a result of increased Career Technical Education Grant funds.

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

The following data support the work we are doing with UDL and Action 1. We have maintained graduation rates at 100% and drop-out rates at 0%. Our UC/CSU eligibility for SED student subgroups increased by 5.7% between the 2020-21 and 2021-22 school years. Students behind 3 or more classes at the semester decreased by 8.7% overall, and for the SED subgroup by 12.8% between January 2021 and January 2022. Chronic absenteeism decreased by 15.7% from the year 2018-19 to 2020-21.

The impact of Action 2 is student engagement with the curriculum at a deeper level. The idea that education doesn't occur in a silo and it is interconnected has meant student conversations occur more often on the given subjects, and they develop more meaningful connections. This supports all of our SLOs, though communication and collaboration are the most prevalent areas where growth has been seen because of these actions.

In regards to Action 3, students and guardians spoke about the learning opportunities that our feedback provides students during our Educational Partners meeting. Both students and guardians felt the feedback they received supported the learning of the student, and many appreciated how positive the feedback was, focusing on what the students did correctly instead of pointing out all of the errors. This has led

to students feeling more welcome in classrooms, more comfortable asking questions, and more importantly, being open to learning from their mistakes. The positive data trends mentioned above also are due to the use of formative assessments and actionable feedback.

In regards to Action 4, more students than ever are moving forward each year with qualifications to be UC a-g ready. It is becoming a hallmark standard to keep the door open in case students decide to go to college as a senior. Data that supports these actions are the increased UC a-g readiness in SED students. Additionally, the Intro to Tech Theatre class has 9 students currently enrolled who now have an opportunity to go into the CTE Production and Managerial Design pathway if they are interested.

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

We made changes to the phrasing of the overall goal. Prior, our Goal 1 was a sentence fragment. We have now converted our goal to a SMARTIE Goal: Specific, Measurable, Ambitious, Relevant, Timely, Inclusive, and Equitable. The new phrasing reflects a move in the district to be more specific and measurable in our goals, as well as to ensure a focus on inclusivity and equity. Our metrics did not change, but we did begin disaggregating our data more, focusing on including not only SED but SWD. Our desired outcomes changed in a few locations after feedback was given from our governing board requesting that in those metrics where progress was lost we change the desired outcome to "improve" and not "maintain or improve." Our actions for the upcoming year have primarily stayed the same, but there were small changes to action 4. As the actions need to carry over by year, we wrote a new action to include the updated language in regards to Improving Pathways to Post-Secondary Success.

**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	By June of 2024, schools will increasingly meet the inclusive social, emotional, and behavioral needs of all students through aligning our instruction, student support systems, policies & procedures to the Multi-Tiered Systems of Support (MTSS) & Culturally Responsive Practice (CRP) research-based frameworks as measured by improved student data.

An explanation of why the LEA has developed this goal.

A safe respectful learning environment allows students to focus on the learning. The staff is proud that the supportive learning community provided by Six Rivers has become a hallmark. Educational Partners have identified that continued efforts to maintain and enhance the learning environment and the sense of community should continue to be a top priority. Best practices show that supporting students socially and emotionally leads to better behavior and greater academic success for all students. Teachers and staff will be trained to implement building relational capacity, restorative practices, and universal social/emotional supports and interventions. In order for students to meet acceptable standards of academic performance and college and career readiness, it is essential that students attend school and learn in a safe and nurturing environment. While our chronic absenteeism rate decreased from 11.3% to 4.5% in the 2020-21 school year, our attendance rate decreased by 1.2%, and is continuing on this declining trend, according to initial data from the 2021-22 school year. We would like to see both of these metrics improve. In addition, our site would like to continue to see the improvement in our suspension rate of unduplicated students dropping, as it did this past year to 0%.

## Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Suspension rate of unduplicated students (Priority 6)	2018-19: 5.8% of student body  2019-20: 1.7% of student body	0%			Maintain or Improve
Expulsion Rates (Priority 6)	2018-19: 0%  2019-20: 0%	0%			Maintain or Improve

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Attendance rates for excused, unexcused, cut and uncleared (Priority 5)	2018-19: 93.4%  2019-20: 95.23%	94.04%			Improve
Chronic Absenteeism (Priority 5)	2018-19: 20.2%  2019-20: 11.3%	4.5%			Maintain or Improve
Student perception of “feeling safe or very safe at school” (Priority 6)	2018-19: 30.2% average reporting “Strongly Agree”  72.75% reporting “Agree” or “Strongly Agree”  2019-20: The survey was not administered	NA These results are based on in-person instruction, and less than 10 students responded who were in person, so no data is available			Maintain or Improve
Overall school connectedness rating of high or moderate (Priority 6)	2018-19: 72.5%  2019-20: The survey was not administered	NA These results are based on in-person instruction, and less than 10 students responded who were			Maintain or Improve

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		in person, so no data is available			
Student Risk Screening Scale (SRSS)	NA	NA			Maintain or Improve
School Climate is Average or Above Average	NA				Maintain or Improve
Tiered Fidelity Inventory (TFI)	NA				Maintain or Improve

## Actions

Action #	Title	Description	Total Funds	Contributing
2.1	Community Building	A focus on building systems at all levels of the school to create a safe, equitable, and supportive community for every student and staff member, while working interdependently with our local communities.	\$0.00	No
2.2	Social/Emotional Well Being	Maintain an environment that focuses on student learning, as well as their social/emotional wellbeing, and provides universal social/emotional supports and interventions in all classrooms, including health and wellness support for the staff.	\$0.00	No
2.3	Restorative Practices	Utilize discipline practices that reflect a restorative mindset	\$0.00	No

Action #	Title	Description	Total Funds	Contributing
2.4	Community Building	<p>A focus on building systems at all levels of the school to create a safe, equitable, and supportive community for every student and staff member, while working interdependently with our local communities.</p> <p>In conjunction with the district, staff will be trained in Tier 1 supports that include the following:</p> <ul style="list-style-type: none"> <li>*Social-Emotional Learning (SEL) Standards</li> <li>*Collaborative for Academic and Social-Emotional Learning (CASEL) Three Signature Practices</li> <li>*Restorative Practices (RP)</li> <li>*Culturally Responsive Positive Behavior Interventions &amp; Supports (CRPBIS)</li> <li>*Universal Design for Learning (UDL)</li> <li>*Trauma-Informed Practices</li> </ul>	\$139,232.00	
2.5	CRPBIS Systems	<p>Sites will continue to develop and implement their CRPBIS by utilizing key features as outlined in their respective PBIS/MTSS handbooks, to include:</p> <ul style="list-style-type: none"> <li>*Schoolwide Norms and the alignment of classroom expectations &amp; routines with the schoolwide system</li> <li>*Positive recognition systems for students and staff</li> <li>*Districtwide discipline policies and procedures based on proactive, instructive and restorative approaches</li> <li>*Professional development for all certificated and classified staff to support Goal 2, including new staff orientation (onboarding)</li> <li>*Easily accessible request for assistance procedures for students, families, and staff to follow when students are not successful with Tier 1 supports alone.</li> </ul> <p>All students in the district will be screened using a Universal Screening tool (such as the SRSS) in the Fall, Winter and Spring</p> <p>Incident Reporting Form will be created and implemented school-wide.</p>	\$16,248.00	

Action #	Title	Description	Total Funds	Contributing
2.6	MTSS Tiered Support and Systems	<p>School climate, discipline, academic, attendance, and universal screening data will be gathered, disaggregated and analyzed using PDSA cycles by site and district MTSS leadership teams and shared with district and site staff to measure and determine:</p> <ul style="list-style-type: none"> <li>*Effectiveness of our systems</li> <li>*Measure of our school/district community climate and culture</li> <li>*Identifying students who need Tier 2 and 3 levels of support</li> <li>*Effectiveness of our efforts to reduce disproportionality</li> </ul> <p>Easily accessible request for assistance procedures for students, families, and staff to follow when students are not successful with Tier 1 supports alone.</p>		

## 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.

For Action 1, We did not host a community event at the start of the 2020 or 2021 school year due to COVID. Our back to school nights have been virtual. While the zoom format has some benefits, it does not provide for the community building that we have experienced in the past. In addition to these start of the year community events, Six Rivers staff members continue to host traditional community building activities, including a community building field trip at the start of the year. After much reflection on travel time, the staff decided to take the field trip to Redwood Park, where we have traveled to for the past two community field trips. We continue to reflect on the successes and areas to change after each community meeting in order to improve in our next version. As a community we reflected on the previous award ceremonies and schoolwide achievement acknowledgements every term. Student and staff feedback guided us towards holding the academic achievement awards at the end of the semester only, instead of each term. We continue, however, to hold end-of-term community events to come together as a schoolwide community, celebrate Pirates of the Term, and for students to share out about the electives. Additionally, our community events include a schoolwide Winter Performance, brought back after a three year hiatus, and a schoolwide field trip to the Minor Theatre to celebrate the schoolwide achievement of exceeding our goal for Food for People. We continue to focus on teaching our schoolwide norms in our start of year and term assemblies. The 2021-22 school year began by co-developing with students classroom expectations that support our schoolwide norms. Those classes that do not co-develop norms had class behavior norms aligned with the school norms. This year, we have focused heavily on positive behavior interventions and student recognition. Recognition occurs in

Bucaneers, Positive Post Cards, Pirates of the Term, and more. Staff recognition occurs at term assemblies and helps to build overall comradery.

For Action 2, our focus in the 2020-21 school year was on Tier 1 supports. In the past year, 2021-22, we focused on developing and implementing Tier 2 support. Our Tier 1 site team has been trained and has begun analyzing school wide data on attendance, grades, and the Student Risk Screening Scale (SRSS), a screening tool for social-emotional learning and support. Our Tier 2 team has been trained, and we began our Tier 2 meetings in March of 2022. We have developed a flowchart of protocols for student support that dovetails into our Behavior Intervention Form. We have also created our MTSS handbook so that these processes become systemic. Additional training in SEL was offered at the start of the 2020 and 2021 school year through our district PD, as well as additional training through UCLA Healing Arts and other external professional development sources. The majority of our staff implement the CASEL SEL 3 Signature Practices of: Welcoming/Inclusion Activities, Engaging Strategies, Brain Breaks, and Transitions, and Optimistic Closures. Additionally, some staff spend time discussing brain science, our nervous system and its effects, vagal tone, and ways to strengthen our bodies ability to return to our parasympathetic system after the introduction of a stressor.

For Action 3, behavior Intervention Forms (BIF) are currently being collected and tracked for data analysis of the effects of our current restorative practices. When a BIF is completed, students attend Rule School, a Tier 2 support for behavior. We continue to have ongoing conversations about students of concern for both academic and behavioral reasons. These conversations lead to identifying students who need Tier 3 support for behavior. All staff actively work to implement Tier 1 support in all classrooms for both academics and behavior. As such, the incidences of Rule School have been decreasing. Our district is beginning to implement a more accurate form of tracking student behavior intervention so that we can look for trends and best support our students.

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

Action 1 includes the negotiated salary and benefit increases for all staff, along with a system error for the Principal's Health and Welfare expense.

Action 2 includes the negotiated salary and benefit increases for all Certificated staff.

Action 3 expenses for Independent Study increased by \$25,700.

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

For Action 1, our community building is a hallmark of our school. It is the main feedback we get from students, guardians, and community members. Our students feel like they are a part of a community. They feel welcome. They feel safe. They feel acknowledged. The comments on perceptual data from our student CoGens and our Educational Partners meeting are a testament to the benefits of community



building. We look forward to bringing back our start of year community meetings so we can meet our community members in person and not just over zoom.

For Action 2, the most prominent data is the feedback from our Educational Partners, who applauded our use of SEL strategies in class and the teaching of the whole student. Specific data that supports the benefits of this action is a suspension rate of 0% for the past two years and a decrease in chronic absenteeism, dropping by 11.3%.

For Action 3, the biggest impact this has is the decrease in suspensions to 0%. Additionally, the reduction in the number of Rule Schools that occur are a testament to the success of Tier 1 behavioral support in the classrooms, as well as the use of classroom and schoolwide norms.

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

We made changes to the phrasing of the overall goal. Prior, our Goal 2 was a sentence fragment. We have now converted our goal to a SMARTIE Goal: Specific, Measurable, Ambitious, Relevant, Timely, Inclusive, and Equitable. The new phrasing reflects a move in the district to be more specific and measurable in our goals, as well as to ensure a focus on inclusivity and equity. We added three new metrics this year to reflect the work we are doing district-wide in regards to universal student screening using the SRSS, and our work with MTSS, including a TFI score and our school climate assessment. Our desired outcomes changed in a few locations after feedback was given from our governing board requesting that in those metrics where progress was lost we change the desired outcome to "improve" and not "maintain or improve." All three of our actions for the next school year have adjusted to be more specific and to reflect current actions and progress. While we still have an action focused on Community Building, the action elements themselves have changed, and as such we have a new action in regards to community building. A similar change took place in regards to our previous Action 2, which transitioned from Social-Emotional Well-Being to a more specific focus on Culturally Responsive Positive Behavior Interventions and Supports (CRPBIS), which includes more specific action items we are working towards. Finally, our third Action originally was focused on Restorative Practices. However, we have identified a need to expand these supports and to be more inclusive of the MTSS System as a whole. As such, we have a new action titled MTSS Tiered Systems and Supports. All of these changes reflect our increased work in our behavioral and Social-Emotional supports and systems for our students.

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

# Goals and Actions

## Goal

Goal #	Description
3	By June of 2024, schools and the District will foster equity and inclusivity across all campuses, by using educational partner feedback in improvement cycles to strengthen our Multi-Tiered System of Support (MTSS) and District policies and systems, as evidenced by multiple measures of student, family and community engagement.

An explanation of why the LEA has developed this goal.

An integrated framework is essential to focus the collective efforts of the school community toward increased student success. This is the foundation for the Multi-Tiered System of Support (MTSS). This is part of the larger framework of the school, which includes protocols for interventions and supports, family and community engagement, as well as several other features that support an inclusive student learning environment. The growth targets are addressed in our LCAP, but are also directly supported by the results of the School Climate Survey, self--study groups, as well as staff, community, and student informal feedback. As we move into full implementation of MTSS, we have the need for this goal in order to provide the foundation for the successful implementation of our first and second goals. In addition, we would like to see improvement in our SWIFT--FIA, as we showed a decline in our score this past year, which is attributed to a better understanding of where we should be as a school.

## Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
All students will have access to standards aligned materials as approved in the annual board resolution of sufficiently aligned materials, including ELD standards. (Priority 1)	2018-19: 100%  2019-20: 100%	100%			100%
*SWIFT-FIA Assessment (Fidelity)	2018-19: 61%	52%			Maintain or Improve

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Integrated Assessment)	2019-20: 71%				
*LEA Assessment	2018-19: 45.33%  2019-20: 29.33%	Installing			Maintain or Improve
The Facilities Inspection Tool (FIT) will have a “Good” rating (Priority 1)	2018-19: 94.2%  2019-20: 93%	97.55%			Maintain or Improve
Maintain the number of presentations to parent groups (e.g. LCAP Stakeholder meetings) (Priority 3)	2018-19: 8  2019-20: 8	8			Maintain or Improve

## Actions

Action #	Title	Description	Total Funds	Contributing
3.1	Data Analysis	<p>Staff will analyze data, including School Wide Information System (SWIS) or Behavior Intervention Form (BIF), Grades, Attendance and the Universal Screening tool to measure and determine:</p> <ol style="list-style-type: none"> <li>1. Effectiveness of our Systems</li> <li>2. Measure of our School Community</li> <li>3. Identifying students who need Tier 2 and 3 levels of support</li> </ol> <p>All funding for this action is included in Goal Three, Action Three.</p>	\$0.00	No

Action #	Title	Description	Total Funds	Contributing
3.2	Equity	<p>Formalize systems of change to include all stakeholders with a lens of racial equity, gender, LGBTQ+ and communicate progress.</p> <p>All funding for this action is included in Goal Three, Action Three.</p>	\$0.00	No
3.3	Communication and Engagement	<p>Consistent and regular communication and engagement with all stakeholders, including targeted outreach to under represented groups.</p>	\$0.00	No
3.4	CTE Advisory Committees	<p>Advisory Committees consisting of parents, students, business community members, and staff will meet regularly to help direct CTE programs including enhancing student work-based learning opportunities.</p> <p>All funding for this action is included in Goal Three, Action Three.</p>	\$0.00	No
3.5	Data Analysis	<p>5-1: Site leaders will adopt evidence-based interventions to improve practice and policy.</p> <p>5-2: Site leaders will use improvement science tools such as Driver Diagrams, PDSA (Plan, Do, Study, Act) Cycles, and Rounding to evaluate and refine practice and systems.</p> <p>5-3: Site MTSS Teams will analyze and provide guidance for updating school-wide systems based on fidelity data.</p>		

Action #	Title	Description	Total Funds	Contributing
3.6	Equity	Staff will align the New York University Metropolitan Center for Research on Equity and the Transformation of Schools with the LCAP and MTSS		
3.7	Communication and Engagement	<p>7-1: Site leaders will continue to develop, install, implement, and communicate tiered intervention systems.</p> <p>7-2: Site leaders will gather, utilize, and communicate educational partners' feedback when making decisions.</p> <p>7-3: All staff will work to improve school-to-home communications while including educational partners who have not formally been connected or involved.</p>	\$106,015.00	

## 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.

For Action 1, An effective system for data analysis and disaggregation has been developed. We use our Tier 1 team to analyze school-wide data to look for patterns or areas of concern to bring to the Tier 2 team. Our Tier 2 team then uses that data to identify Tier 2 supports and to discuss the effectiveness of the supports. Thus far, data analysis has included attendance, grades, credit deficiency, and the SRSS data. Our first Tier 2 meeting will take place in March, so we have not fully completed this cycle yet. Additionally, our Tier 2 team analyzes the D and F list when we discuss our students of concern. Our district is participating in a Root Cause Analysis with NYU Steinhardt University. SRCHS staff members are participating and looking both at district-wide data and site data that includes all subgroups, even those with less than 10 students who don't show on the dashboard. This data is fully inclusive and thus far has analyzed suspension rates by race. In the next month, we will analyze the makeup of CP classes, AP classes, and CTE courses by subgroups.

For Action 2, equity has been an ongoing process this past year. We are participating in the Root Cause Analysis mentioned above. Recently, students participated in a campus-wide Equity Audit of the Arcata High Site, which includes some SRCHS rooms. We have completed our own Equity Audit and continue to facilitate equity-focused work in each of our staff meetings. Staff members have been active members of PLCs on Designing for Equity and Anti-Racist Mathematics: Mathematics Instruction for All. Additional mini PD sessions have

been offered including Ally/Bystander Training and Managing Difficult Discussions. Staff have begun asking students to reflect on what works and doesn't work in the classroom, and whether their access needs are being met.

For Action 3, our communication to our educational partners includes weekly staff emails, weekly guardian/student emails, the website, our daily bulletin, robo-calls, text messages to check email when there is news, social media, and FLEX time. An area to improve is in diversifying and increasing our educational partners. Strategies to get more community involvement and differing voices should be explored.

For Action 4, CTE partners meetings, including local community members, CTE instructors, students, and guardians gather regionally/statewide to discuss opportunities for staff and student training, student internships, Communities of Practice, and work based learning opportunities. We have two CTE instructors who teach intro classes in Art and Drama for SRCHS. They actively participate in these meetings monthly.

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

Action 3 expenditures for the Indirect Cost paid to the General Fund increased to \$18,837.

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

For Action 1, the implementation of Tier 1 and 2 teams has allowed for data analysis to become an active part of our reflection each month, instead of a process that happens once or twice a year. As this is just starting out, we do not have any specific impact yet.

For Action 2, our focus on equitable access to curriculum and classes has increased the number of SED students who are UC a-g eligible. The focus on equity has caused teachers to adjust their curriculum and how they approach teaching, providing more equitable access to all of our students. This can be seen in the decrease in the number of students failing classes. Equity is an ongoing process, and hopefully, through our focus inequity, we are helping to bring an understanding of equity to our students as well.

For Action 3, in our educational partners meeting, guardians and students felt like they had timely access to information in a variety of locations. Guardians are aware of the locations they can get info from and feel that it is the appropriate amount of communication. Students agreed that they could find information readily available as needed.

For Action 4, we have shown success in providing our students with internships and work-based learning for partnerships with CTE programs, both locally and remotely.

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

We made changes to the phrasing of the overall goal. Prior, our Goal 3 was a sentence fragment. We have now converted our goal to a SMARTIE Goal: Specific, Measurable, Ambitious, Relevant, Timely, Inclusive, and Equitable. The new phrasing reflects a move in the district to be more specific and measurable in our goals, as well as to ensure a focus on inclusivity and equity. We did not change any metrics for Goal 3. Our desired outcomes did not change. Three of our four actions have changed for the next school year and have adjusted to be more specific and to reflect current actions and progress. While we still have an action focused on Data Analysis, the action elements themselves have changed, and as such we have a new action in regards to Data Analysis. A similar change took place in regards to our Action 2, Equity, and Action 3, Communication and Engagement. While these actions remained titled the same, the elements of each action have changed to best support our current needs. Action 4 remains unchanged and will carry forward.

**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)
\$72,016	0

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

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
7.28%	0.00%	\$0.00	7.28%

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.

After assessing the needs, conditions, and circumstances of our low income students, we learned that the UC a-g eligible graduate rate of our low income students is 17.5% lower than A-G eligible graduate rate for all other students.

In order to address this inequity within our low income students, we will train our staff and implement Universal Design for Learning (UDL), which should support the success of all students in their A-G required courses. When students find success in the entry level A-G courses, they will continue to complete the further requirements in order to be A-G eligible by the time they graduate. Goal 1, Action 1 provides training in UDL for all staff, so that all students can find success in our A-G courses, and will thus increase eligibility within our low income graduates. Additionally, this goal provides funding for additional support classes and staff, including study skills, Title 1 Math and Science Aide, and CALSoap Tutors. Our specific focus on math and science is because our analysis of the reasons students are not A-G eligible graduates are primarily due to lack of course completion in math, or poor grades in math and science.



This action is being provided on an LEA-wide basis, and we expect/hope that all students will benefit. However, because of the lower A-G eligible rate of low income students and the supports provided through our UDL plan, we expect the A-G eligible graduate rate to increase more with our low income students.

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

As part of the Universal Design for Learning (UDL) in Goal 1, Action 1, Six Rivers will implement study skills courses to support students enrolled in A-G courses. During the study skills courses, Six Rivers will provide a Resource Teacher as a co-teacher, an instructional aide, and CALSoap Tutors to support the educational needs of unduplicated pupils. In addition, a Title 1 Math and Science Aide will be available to support students specifically in regards to math and science. Unduplicated pupils will be served with the reduction of students to teacher ratio within study skills, Math, and Science courses.

In Goal 2, Action 2, Six Rivers will build staff capacity for social/emotional supports and interventions. The focus is to raise awareness regarding researched based best practices for interacting with students who have experienced trauma. Staff will be provided strategies that will be used to implement both Tier 1 and Tier 2 social, emotional, and behavioral practices, laying the foundation of a common understanding of Tier 1 supports and beginning implementation of Tier 2 supports.

Six Rivers is demonstrating increased or improved services of 8.31% (to be input once budget is complete) by offering four sections of Study Skills classes in our master schedule. We are implementing a Multi-Tiered System of Support (MTSS) that incorporates components of Response to Intervention (RTI) and Positive Behavior Intervention Strategies (PBIS). -

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.

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

## 2022-23 Total Expenditures Table

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	\$968,781.00	\$485,035.00		\$108,718.00	\$1,562,534.00	\$1,045,106.00	\$517,428.00

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1.1	Universal Design for Learning (UDL)	English Learners Foster Youth Low Income	\$602,808.00	\$172,209.00		\$108,718.00	\$883,735.00
1	1.2	Multidisciplinary/The matic Curriculum	All					\$0.00
1	1.3	Robust Schoolwide Formative and Summative Assessments	All	\$87,643.00				\$87,643.00
1	1.4	Improve Pathways to Post-Secondary Student Success	All					\$0.00
1	1.5	Improve Pathways to Post-Secondary Student Success	All	\$49,661.00	\$280,000.00			\$329,661.00
2	2.1	Community Building	All					\$0.00
2	2.2	Social/Emotional Well Being	All					\$0.00
2	2.3	Restorative Practices	All					\$0.00
2	2.4	Community Building		\$122,654.00	\$16,578.00			\$139,232.00
2	2.5	CRPBIS Systems			\$16,248.00			\$16,248.00
2	2.6	MTSS Tiered Support and Systems						
3	3.1	Data Analysis	All					\$0.00
3	3.2	Equity	All					\$0.00
3	3.3	Communication and Engagement	All					\$0.00
3	3.4	CTE Advisory Committees	All					\$0.00
3	3.5	Data Analysis						

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
3	3.6	Equity						
3	3.7	Communication and Engagement		\$106,015.00				\$106,015.00

## 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
\$989,501	\$72,016	7.28%	0.00%	7.28%	\$602,808.00	0.00%	60.92 %	<b>Total:</b>	\$602,808.00
								<b>LEA-wide Total:</b>	\$602,808.00
								<b>Limited Total:</b>	\$0.00
								<b>Schoolwide Total:</b>	\$0.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1.1	Universal Design for Learning (UDL)	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$602,808.00	

## 2021-22 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
<b>Totals</b>	\$1,210,262.00	\$1,661,276.00

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	Universal Design for Learning (UDL)	Yes	\$711,576.00	\$820,197
1	1.2	Multidisciplinary/Thematic Curriculum	No	\$0.00	
1	1.3	Robust Schoolwide Formative and Summative Assessments	No	\$0.00	
1	1.4	Improve Pathways to Post-Secondary Student Success	No	\$313,068.00	\$557,728
2	2.1	Community Building	No	\$101,871.00	\$148,336
2	2.2	Social/Emotional Well Being	No	\$16,146.00	\$19,983
2	2.3	Restorative Practices	No	\$48,659.00	\$75,763
3	3.1	Data Analysis	No	\$0.00	
3	3.2	Equity	No	\$0.00	
3	3.3	Communication and Engagement	No	\$18,942.00	\$39,269

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
3	3.4	CTE Advisory Committees	No	\$0.00	

**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)
\$71,852	\$536,455.00	\$0.00	\$0.00	0.00%	0.00%	0.00%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.1	Universal Design for Learning (UDL)	Yes	\$536,455.00			



**2021-22 LCFF Carryover Table**

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
	\$71,852		0.00%	\$0.00	0.00%	0.00%	\$0.00	0.00%

# Instructions

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[Engaging Educational Partners](#)

[Goals and Actions](#)

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

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

## Introduction and Instructions

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

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

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

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

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

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

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

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

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

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

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

## **Plan Summary**

### **Purpose**

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

## Requirements and Instructions

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

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

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

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

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

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

## Engaging Educational Partners

## Purpose

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

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

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

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

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

## Requirements and Instructions

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

### **Local Control and Accountability Plan:**

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

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

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

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

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

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

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

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

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

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

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

## Goals and Actions

### Purpose

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

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

### Requirements and Instructions

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

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

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

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

## **Focus Goal(s)**

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

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

## **Broad Goal**

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

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

## **Maintenance of Progress Goal**

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

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

## **Required Goals**

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

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

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



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

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

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

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

### **Measuring and Reporting Results:**

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

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

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

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

Complete the table as follows:

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

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

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

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

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

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

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

**Goal Analysis:**

Enter the LCAP Year.

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

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

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

### Purpose

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

### Requirements and Instructions

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

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

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

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

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

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

**Required Descriptions:**

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

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

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

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

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

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

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

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

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

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

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

## **For School Districts Only:**

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

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

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

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

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

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

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

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

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

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

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

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

Provide the following descriptions, as applicable to the LEA:

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

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

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

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

Complete the table as follows:

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

## Action Tables

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

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

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



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

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

## Data Entry Table

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

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

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

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

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

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

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

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

## Contributing Actions Table

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

## Annual Update Table

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

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

## Contributing Actions Annual Update Table

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

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

## LCFF Carryover Table

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

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

## Calculations in the Action Tables

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

### Contributing Actions Table

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

### Contributing Actions Annual Update Table

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

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

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

**LCFF Carryover Table**

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

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

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

California Department of Education  
January 2022