

LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Trinidad Union School District

CDS Code: 12630576008247

School Year: 2022-23

LEA contact information:

Alyse Nichols

Superintendent/Principal

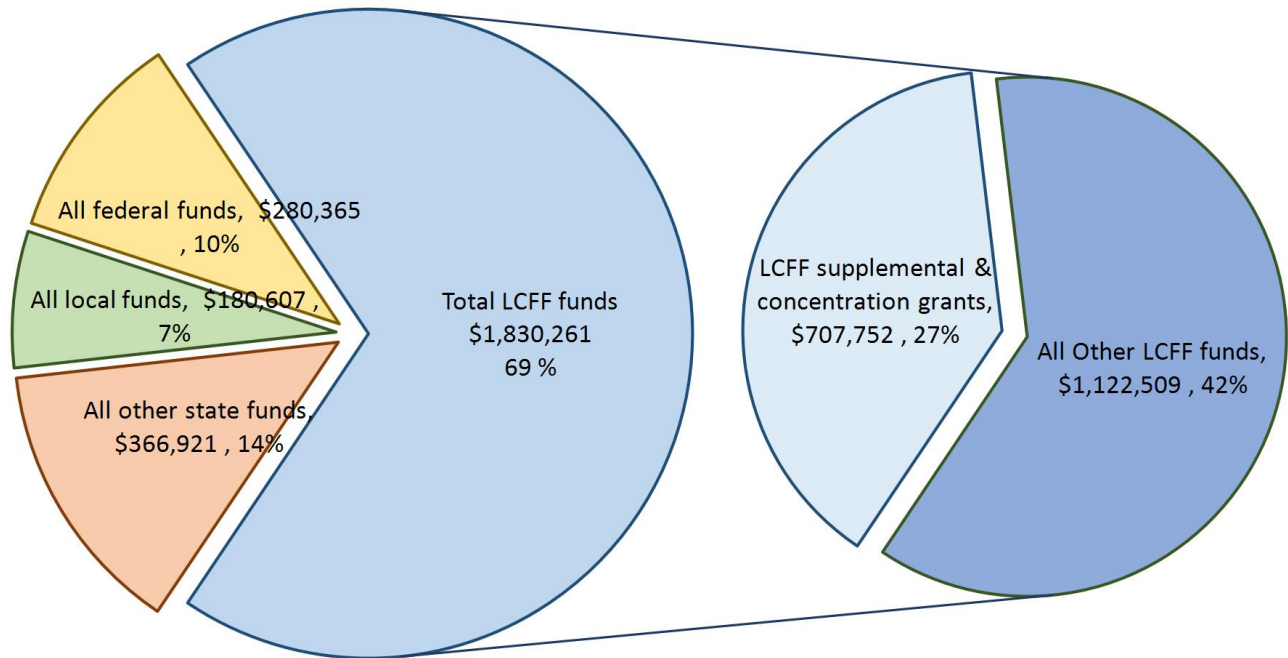
anichols@trinidadusd.net

(707) -677-- 3631

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



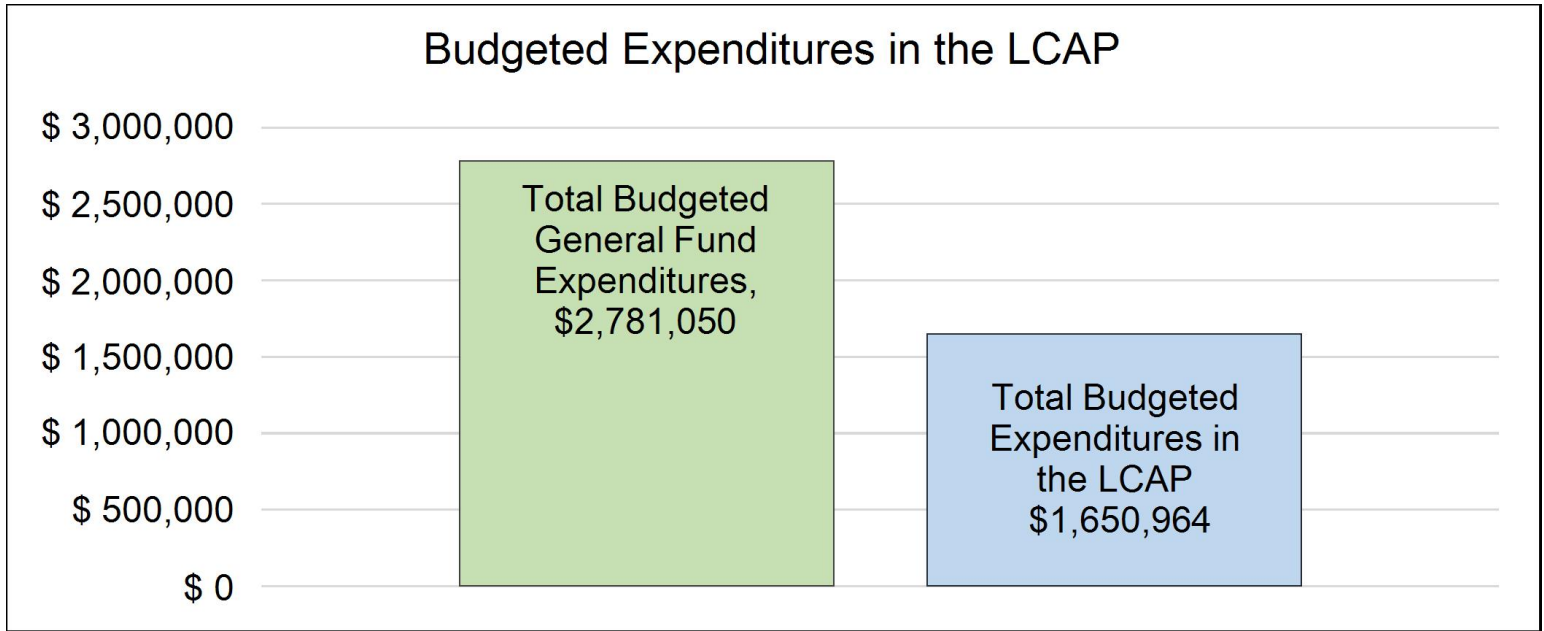
This chart shows the total general purpose revenue Trinidad Union School District expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Trinidad Union School District is \$2,658,154, of which \$1,830,261 is Local Control Funding Formula (LCFF), \$366,921 is other state

funds, \$180,607 is local funds, and \$280,365 is federal funds. Of the \$1,830,261 in LCFF Funds, \$707,752 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

The LCFF gives school districts more flexibility in deciding how to use state funds. In exchange, school districts must work with parents, educators, students, and the community to develop a Local Control and Accountability Plan (LCAP) that shows how they will use these funds to serve students.



This chart provides a quick summary of how much Trinidad Union School District plans to spend for 2022-23. It shows how much of the total is tied to planned actions and services in the LCAP.

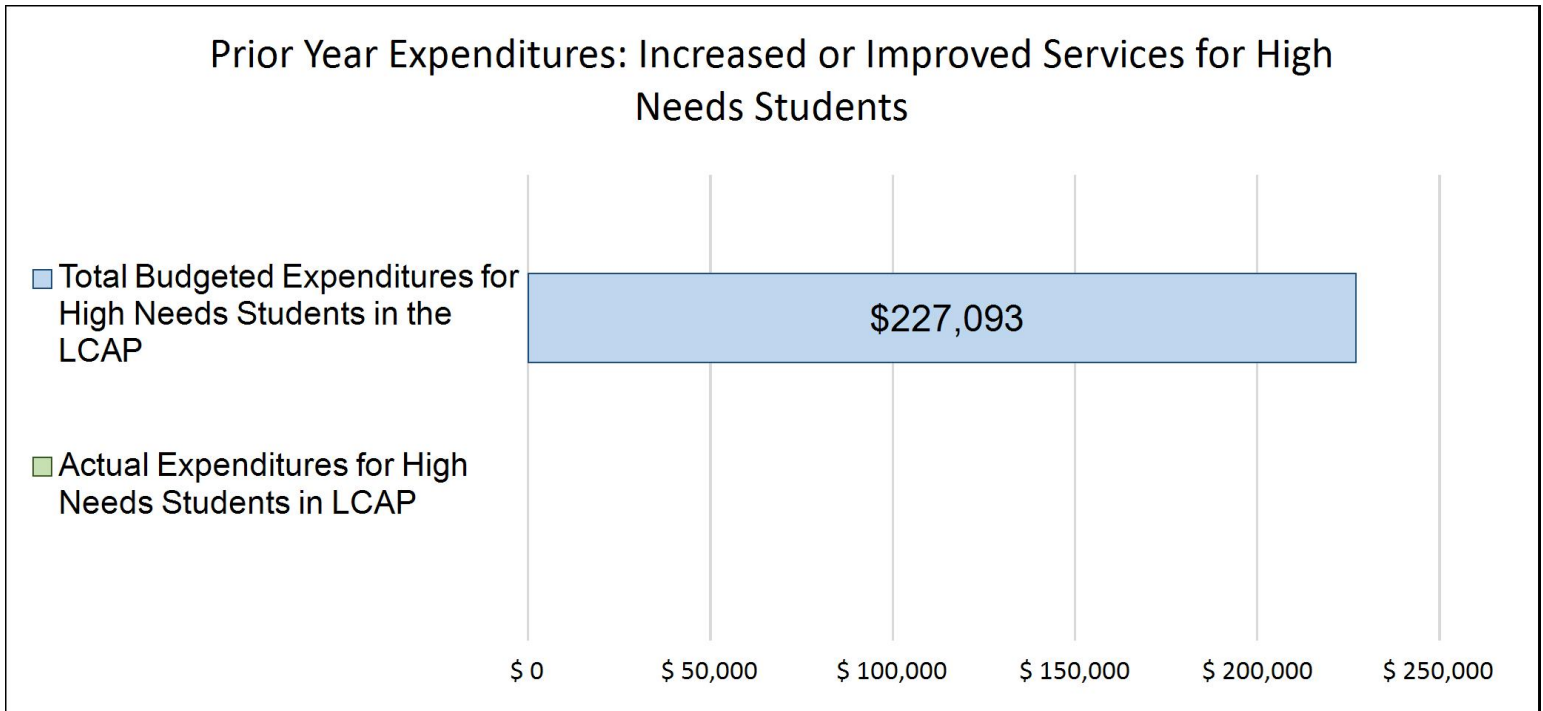
The text description of the above chart is as follows: Trinidad Union School District plans to spend \$2,781,050 for the 2022-23 school year. Of that amount, \$1,650,964 is tied to actions/services in the LCAP and \$ is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

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

In 2022-23, Trinidad Union School District is projecting it will receive \$707,752 based on the enrollment of foster youth, English learner, and low-income students. Trinidad Union School District must describe how it intends to increase or improve services for high needs students in the LCAP. Trinidad Union School District plans to spend \$82,141 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 Trinidad Union School District budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what Trinidad Union School District estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

The text description of the above chart is as follows: In 2021-22, Trinidad Union School District's LCAP budgeted \$227093 for planned actions to increase or improve services for high needs students. Trinidad Union School District actually spent \$ for actions to increase or improve services for high needs students in 2021-22.

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Trinidad Union School District	Alyse E Nichols	anichols@trinidadusd.net

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).

Trinidad Union School District (TUSD) received two grants through the Budget Act of 2021 that were not included in the 2021-2022 Local Control and Accountability Plan (LCAP).

1. Educator Effectiveness Block Grant
2. Expanded Learning Opportunities Program

The District meets regularly with educational partners (certificated and classified staff, special education staff, administration, students, and parents) to address all funding allocated through the Budget Act of 2021. These meetings review and identify areas of need beyond what was already accounted for in the 2021-22 Local Control and Accountability Plan (LCAP). These meetings serve as opportunities to assess the needs of the students, staff, and programs and identified as areas of need that the additional funding is and will be allocated to support. The needs identified in District meetings and plans include academic learning loss, social-emotional supports, and ensuring that COVID safety measures can be taken while students are learning in person.

The District created a comprehensive engagement process which solicited input from all educational partners in a variety of meaningful ways. This included:

- Staff meetings discussions: first Monday of each month
- Site Council meetings: at least twice per semester
- Board presentation and option of educational partner input: second Thursday of every month

The District intends to use these additional, supplemental funds to ensure Excellence in Education in the following manner:
 Professional Development/Buy Back Days for classified and certificated employees

Additional counseling and social emotional education support
Additional Support Staff

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

The District does not receive the concentration grant add-on 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 has elected to use its School Site Council to seek input on the expenditure of these funds to support both the mitigation of learning loss and to provide social and emotional support for students. Site Council is composed of certificated staff members, classified staff members, and parents/guardians of students in the District. This group reviews the needs of students, staff, educational programs, and provides input to the District administration as it develops plans for the expenditure of additional funds.

The District meets monthly with the certificated teaching staff to review student formative assessment data and plan enrichment and intervention services. The district also meets monthly with classified staff to examine interventions, determine what professional development is needed, and review student data. During these meetings, the District also reviews the LCAP and various supplemental funding plans. This supplement to the Annual Update, along with the Educator Effectiveness Block Grant and Expanded Learning Opportunities Program were addressed at various staff meetings throughout the year. Administration regularly reviews the additional time and effort that has been and continues to be implemented by teachers to provide students with individualized attention and to expand the learning opportunities to those students that need it. Teachers and support staff provide individualized intervention to students in their classes and the Independent Study teacher is providing additional time to students on Independent Study. These activities are supporting the individual needs of students to ensure mastery around the critical standards.

The District sent out its annual LCAP survey to staff members, parents, and community members in May of 2022. This survey seeks input from the various District and School community partners on the goals, actions, and progress focused on in the LCAP.

The District has determined that the approach to address the learning loss should be focused in a targeted manner on those students that have experienced the greatest loss. Furthermore, research supports the most effective learning method and supplemental support a student can receive comes from the classroom teacher and those closest to the student. The funding is structured to support targeted intervention for those students needing support.

The District has engaged all community partners in prioritizing the expenditure of one-time federal funds. The community partners were engaged through online surveys, public comment at board meetings, and through various District groups. These community partners have prioritized small class-size, instructional assistants to support student needs, reading intervention, additional counseling staff to help with social emotional needs, and a robust specialist program to meet the needs of the whole child. A strong emphasis is placed on teachers providing individualized attention and expanding the learning opportunities to those students that need it. Teachers have provided individualized intervention to students in their classes and have provided support to those students that are participating in short-term Independent Study.

All funding is being used to support all students in reducing learning loss, providing a safe and orderly environment, and providing greater student engagement in academics and enrichment activities. Maintaining small class-size, a robust specialist program, instructional assistants, and targeted intervention have been prioritized by our community partners.

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

The Board of Trustees approved the ESSER III plan on October 14, 2021. It can be found on the on the school's website here: <https://4.files.edl.io/2503/07/02/21/220101-b10d5d90-e1da-4e25-a238-82b7bef34ace.pdf>

The ESSER III plan and expenditures were developed in consultation with educational partners. Greater detail for involvement can be found under the first section of this update. The ideas and suggestions from the educational partners. These recommendations in many cases overlap and it was necessary to group keeping in mind that this is a three-year plan 2021-22, 2022-23, 2023-24:

The Trinidad Union Elementary School District received \$250,272 in Elementary and Secondary School Emergency Relief (ESSER) III funds. The funds are divided into three categories of expenditures: (1) Strategies for Continuous and Safe In-Person Learning; (2) Addressing Lost Instructional Time; and, (3) Use of Remaining Funds.

The District is focusing the majority of the ESSER funds received on addressing the impact of lost instructional time with four main action items.

1. Technology: The District will continue to update on-campus network servers to provide technology and internet access for on campus and independent study students.

The District is in the process of updating the server to provide more efficient internet on campus. The district has continued to provide hotspots for students who do not have internet access at home. Because the District has maintained its 1:1 Chromebook ratio for students, we are able to ensure that any student on short or long term independent study has access to their classwork, materials, and instructors at home.

The District is on track to achieving this goal and has experienced no notable challenges.

2. Independent study program: Hiring a credentialed teacher to oversee the TK-8th grade independent study program for students who have chosen Independent Study and providing standards-based curriculum to all students.

The District has partnered with Pacific Union School District to provide two credentialed teachers for the independent study. The district is contracting with Edgenuity to provide online courses and curriculum, and students meet regularly with a local teacher for support and synchronous instruction. Because Trinidad School is partnering with Pacific Union, we are able to offer our students a broader 'social' circle in their online learning classes, and the teachers are able to focus on a narrower age range of students, thus improving the quality of their instruction. The District's long term Independent Study program has been successful thus far. The District has had a greater challenge implementing independent study plans for students who are out on quarantine as these dates have not been consistent and the time periods not great enough to merit enrolling in the long term Independent Study program. This has necessitated the creation of a third category of shorter, long-term Independent Study contracts and programs to remain in compliance with the AB 130 legislation surrounding independent study programs.

3. Additional support staff for targeted instruction: Additional support staff will work with the RSP and intervention teacher to provide targeted instructional support for students who have experienced the greatest loss of instructional time.

The District has been able to provide additional hours for each classroom's existing paraprofessional. This has allowed for additional small group, targeted instruction to take place within the general education setting. The District has also provided the reading intervention teacher with a 5.5 hour/day aide. The aide has been trained and currently runs small Tier II intervention groups and pushes in to the 7th and 8th grade classrooms. The District has partnered with Cal Poly Humboldt to have two Social Work interns on campus this year who assist students with social and academic needs in the classroom. The RSP program utilizes a paraprofessional to help lead small groups for reading and math intervention.

The targeted small group instruction has been critical for addressing learning loss and helping students make progress. The greatest challenge the district has faced is staffing. It can often take over a month to fill a vacant position, which results in a reduction in services to students and an increased workload for staff.

4. Reading and math assessments and intervention curriculum: Standards based curriculum and assessments used for to supplement ELD, special education, and intervention programs. DIBELS and BAS will be used to assess students' learning loss and to place them in small groups for intervention.

The District has implemented a reading and math intervention program for students in grades TK-8 which currently serves over 50 students. All students were assessed at the beginning of the school year and again at the end of the first trimester, and will be assessed once more at the end of the second trimester. Students are being seen in small groups for short term targeted interventions in reading and mathematics. Groups are based on students' area of need, rather than their grades. The Reading Intervention teacher and the RSP Teacher are

implementing research based curriculum, primarily drawing on Heggerty, Seeing Stars, and Reading Rewards. This curriculum is systematic and phonics based and the District is seeing students' confidence increase as their reading scores increase. The greatest challenge to implementing this goal is the scope of need; the COVID pandemic has resulted in learning loss for a large number of our students.

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 Trinidad Union Elementary School District is reviewing the ESSER III Expenditure Plan and Safe Return to In-Person and Continuity of Services Plan and aligning the expenditure of those funds to the LCAP and its goals. The LCAP can be found here: https://www.trinidadusd.net/apps/pages/index.jsp?uREC_ID=1499906&type=d&pREC_ID=1645931

The District's LCAP goals are:

LCAP Goal 1: Trinidad Union School District will provide all students, including including EL (English Learners), GATE, Foster and Homeless youth, Students with Disabilities, and Socioeconomically Disadvantaged students, with a broad course of study which nurtures the whole child. The District will provide opportunities to learn about ecological literacy, Visual and Performing Arts, STEAM (science, technology, engineering, art, and math) TEK (traditional ecological knowledge), physical education, and 21st Century Learning.

LCAP Goal 2: Trinidad Union School District will provide all students, including including EL (English Learners), GATE, Foster and Homeless youth, Students with Disabilities, and Socioeconomically Disadvantaged students, with a safe, welcoming, positive learning environment that values parent/community engagement and is inclusive and culturally responsive to all students.

LCAP Goal 3: Trinidad Union School District will provide all students, including EL (English Learners), GATE, Foster and Homeless youth, Students with Disabilities, and Socioeconomically Disadvantaged students, with highly qualified staff, Common Core State Standards (CCSS) and Next Generation Science Standards (NGSS)-aligned curriculum, and educational supports to prepare them to be college and career ready.

Each new funding source must support and further the goals set forth in the LCAP. In many cases, the expenditure is included across multiple grants. The community has placed a strong emphasis on safe in-person instruction in a small class environment. The educational partners have also expressed a strong desire to implement the robust specialist program (STEAM, Art, Music, and Gardening). The District is looking at each new funding source in light of educational partners' priorities and ensuring that the actions and services it creates as a part of each of those plans is consistent with those of the 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.

Introduction

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

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

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

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

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

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

Instructions

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

California Department of Education
November 2021

Local Control Accountability Plan

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Trinidad Union School District	Alyse Nichols Superintendent/Principal	anichols@trinidadusd.net (707) -677-- 3631

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.

Trinidad Union School District's mission is to prepare children academically and socially by providing a nurturing community school environment with extensive enrichment opportunities to help students live responsibly and to envision and achieve their goals in life.

Trinidad Elementary School enjoys tremendous support from our parents and local community. The Trinidad School Educational Foundation (TSEF) promotes fundraising for the district enrichment programs, and our Parent-Teacher Organization (PTO) is involved in many schoolwide activities as well as fundraising events. The School Site Council (SSC) is a forum for parents, staff, students, and administration to voice opinions and guide the decision-making process at the school. In addition, parents assist in the classroom, drive on field trips, help at school events and provide expertise in subject-area studies. Trinidad School also enjoys tremendous support from the local community and collaborates with the Trinidad Lions Club, Trinidad Civic Club, and the Trinidad Chamber of Commerce.

The Trinidad Union School District consists of a single, recently modernized elementary school with an enrollment of approximately 200 students in grades TK--8. Trinidad Elementary School has 13 full-time teachers in addition to part-time personnel who serve in music, art, speech, counseling and other programs. The district participates in the Class Size Reduction program in grades TK- - 3, and provides instructional aides in every class.

Trinidad Elementary School is known for its high academic standards and the California Department of Education has recognized it as a California Distinguished School. Trinidad School's student body is 65% White, with another 5% Native American, 13% Hispanic, and 16% identifying as two or more races. Trinidad School is a Title 1 School, as 59% of the student population is eligible for free and reduced lunch.

The district is committed to providing enrichment education for all students. All classes receive music instruction, and students in the upper grades may enroll in instrumental music or choir as well. An artist-in-residence guides our visual arts program and assists students in building extensive portfolios. Drama instruction is also offered to students in all grades. All classes participate in Marine Activities and

Resources Education (MARE), an annual month-long study of specific ocean habitats developed by the Lawrence Hall of Science. In addition, students participate in our gardening curriculum which is an extension of our nutrition, wellness and fitness programs.

Students enjoy a warm and welcoming culture led by a creative and devoted staff. Trinidad School offers a supportive community and a very personal educational environment. Community members are encouraged to give input and feedback to the district through surveys and community forum events. This type of community input is essential toward determining district goals and priorities for our Local Control and Accountability Plan (LCAP) and budget expenditures in meeting the eight state priorities for our district.

Reflections: Successes

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

The impacts of COVID are clear. Students have not progressed the same academically as they would have without the pandemic. As expected, academic proficiency scores have dropped due to COVID-19. Spring 2022 CAASPP scores will be a better indicator of student progress coming out of COVID than the Spring 2021 scores, as those tests were taken while students were either just returning from distance learning, or still learning from home. While it is disappointing to see student academic progress impacted by COVID, the decrease in scores is consistent with statewide results.

Investments in reading intervention and lower staff to student ratios seem to be working. It is a credit to both our special education and general education staff that our special education students are increasingly meeting their goals.

The District conducted the Parent Survey knowing that many parents had not had the opportunity to take part in on campus events or committees, and that most classrooms were not hosting parent volunteers. It makes sense that some of the metrics regarding parent engagement declined.

The District has increased its PBIS implementation and its counseling staff, adding a Tier 1 Intervention Specialist and two social work interns to the counseling services staff this year. The support services team's (counselor, interns, resource teacher, and speech pathologist) efforts were commended by staff and parents. The District offers Title 1 reading support, RSP services, speech services, and individual and small group counseling services. The support service team also works with teachers and classified staff for consultation and support on an as needed basis.

Despite staffing shortages in maintenance and custodial, the District's facilities continue to be well maintained and inviting.

The District continues to make strides in providing modern, technology enhanced, instruction for students. Although many enrichment activities were limited during 2021/2022 due to COVID - fewer field trips and community events, Trinidad students went on several local field trips, participated in the Blessing of the Fleet, hosted a Battle of the Books event, partnered with the Constitution center, and the hosted its annual MARE ocean studies month, culminating in an open house and spring concert event.

Overall, the District has done an incredible job of navigating staffing shortages, expanding its long-term independent study program, and coordinating the strategic use of ongoing and one-time funding in order to best support students.

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.

School climate improvement and the reduction of chronic absenteeism remains one of the District's top priorities. The District plans to leverage ESSER 3 funds combined with the Community Schools Grant to shift some of our counselors time to oversee an expanded counseling department. The community schools grant will add a part time social worker and a potential behaviorist to allow for more behavioral support in classrooms over the next two years. The social worker will connect students and their families with community resources. The district will continue to reach out to families to provide support with school attendance through counseling services, connecting students and families to community services, and holding regular Student Attendance Review Team meetings to determine what supports families will benefit most from.

The District's PBIS leadership team will work on clarifying school wide expectations and empowering all members of the staff to help students meet these expectations. The PBIS team began implementing the SWIS data tracking program and hopes to share this data with staff next year. The District will focus on maintaining our PBIS (positive behavior intervention supports) program, strengthening restorative practices, and searching for alternate means of correction for offenses where suspension would not be either required by Ed Code or in the best interest of all involved.

The District is also remains concerned about performance gaps identified by the 2019 Dashboard. Socioeconomically disadvantaged students and students with disabilities were all identified as performing below the general population in English language arts and math. To address these performance gaps the district will continue implementing a number of measures. It is hoped that the staffing of the additional 1.0 FTE Reading Intervention teacher will continue to increase ELA success for all students, but especially those that are socioeconomically disadvantaged and or those that have a learning disability. It is also hoped that the continued investment in e-learning intervention programs such as IXL and MobyMax will help close the gap for students in mathematics and ELA. Early intervention for these subgroups is critical and one of the reasons additional instruction aide time will continue to be supported in every classroom.

The staff will continue to review math curriculum in the coming year to determine whether they wish to adopt a new curriculum or continue with MyMath and Big Ideas.

LCAP Highlights

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

The 2022/2023 LCAP consists of three goals to address the 8 state priorities and support recovery from the pandemic. This LCAP will highlight the ways in which Trinidad USD will serve all students, including EL (English Learners), GATE, Foster and Homeless youth, Students with Disabilities, and Socioeconomically Disadvantaged students.

The goals and actions will show how the District ensure that students will have access to the following:

- + A broad course of study which nurtures the whole child, providing opportunities to learn about ecological literacy, Visual and Performing Arts, Science, STEM/STEAM, physical education, and 21st Century Learning;
- + A safe, welcoming, positive learning environment that values parent/community engagement and is inclusive and culturally responsive to all students; and
- + Highly qualified staff, Common Core State Standards and Next Generation Science Standards-aligned curriculum, and educational supports to prepare them to be college and career ready.

Some modest changes directly related to improving academic instruction (state standards implementation), include considering curriculum options that better engage students post-pandemic, restructuring homework support time at ASES, and increasing paraprofessional staffing. One important change is incorporating the implementation of Universal Transitional Kindergarten (UTK). While an important step, this implementation will not initially require any structural or staffing change - those changes are likely to take place during the 2024/2025 school year.

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.

Because of the pandemic, in-person stakeholder meetings were not possible. Instead, Zoom meetings and parent surveys were used to garner feedback. Surveys were completed by parents/guardians, teachers, and school staff. Various meetings have been held regularly to gather input and feedback regarding learning conditions, long term visions for the school, and areas of success and growth for the District. Staff and families have participated and offered feedback through the following forums:

- + School Site Council Meetings involving teachers, parents, and students
- + Monthly School Board Meetings with opportunity for comment from parents and community members
- + Twice Monthly Staff Meetings, including the Trinidad Teacher's Association, our local bargaining unit (no classified unions exist in the district).
- + Parent-Teacher Conferences in September and March
- + Monthly Grade Level Meetings
- + Weekly Support Service Team Meetings
- + Student Study Team, IEP, and 504 Meetings - at a minimum, held annually for each student receiving services

A summary of the feedback provided by specific educational partners.

Students, parents, and staff members were asked what skills they thought a Trinidad graduate should be equipped with, how TUSD equips its graduates with these skills, and what place Trinidad holds in the community at large. These questions were the basis of Site Council (parent and student advisory committee) and whole-staff meetings, as well as deeper discussion at certificated staff meetings.

The top priorities were:

- + Environmental awareness/stewardship through programs such as MARE, gardening, and harvesting food through the garden;
- + Real world job skills and education through technology, critical thinking and source evaluation skills;
- + A sense of place, empathy, and belonging in the community through community service;
- + Strong academic foundation with effective communication skills, rigorous expectations, and collaborative learning opportunities;
- + Physical, emotional and social well being through mindfulness, healthy coping strategies, healthy eating and activities, self advocacy;
- + A sense of their own passions and interests, with confidence in themselves and their voices; and
- + A connection with the indigenous knowledge and history of the area.

The Site Council administered a survey to all TUSD families, including those of EL, foster, and homeless youth. Families who had been a part of the Trinidad community before COVID reported that they felt welcome and connected to the campus, while those who were newer reported not knowing how to get involved. Respondents reported that they hoped there would be more opportunities for community involvement in the next school year.

One area for growth is school-home communication. The majority of families said that they receive enough regular communication to know what is happening on campus via teacher emails, Friday newsletters, and text messages. The District can also improve its communication

with families in regards to how to be involved as a volunteer, either through classroom support or through joining an organization such as the Parent-Teacher Organization, Trinidad School Educational Foundation, or Site Council.

When families were asked what changes or improvements they would like to see at Trinidad School, the primary area for improvement was lifting restrictions put in place due to COVID-19 and “getting back to the regular schedule. Families would like to see more sports, and increased before and after school programs.

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

The District’s first goal in this LCAP is to maintain the programs students, families, staff, and the community value most. The District believes that continuing to offer art, music, gardening, after school enrichment, field trips, sports, and theater contributes to helping our students become well rounded individuals. The actions in this goal are directly based on what programs stakeholders valued about the District (extracurricular activities such as art, music, and gardening). The actions in this goal will ensure all students have access to these programs during the course of their school day.

The District’s second goal in this LCAP is to maintain a safe, welcoming environment for all students. This welcoming environment and inclusive community is something that stakeholders have emphasized as one of the most positive aspects of the school, and the District hopes to improve this by continuing to improve our social emotional learning efforts in the classroom and by improving our home-school communication regarding ways for family members to be involved and volunteer on campus or serve on committees. Stakeholders stressed the importance of Trinidad School providing a safe, nurturing environment for all our students and staff. The District has included an action item to increase parent communication opportunities and improve communication protocol.

The District’s third goal in this LCAP is to provide all students with a rigorous, standards-based curriculum that will prepare them for college and careers. This goal reflects the importance stakeholders saw in equipping students with real world job skills and education through technology, critical thinking and source evaluation skills. This goal was crafted with the acknowledgement that stakeholders valued rigorous curriculum for all students, including foster, homeless, and English Learners. The goals for this action are directly related to stakeholder's requests for more enrichment and targeted interventions and support for learning loss that occurred during the COVID-19 pandemic.

Goals and Actions

Goal

Goal #	Description
1	Trinidad Union School District will provide all students, including EL (English Learners), GATE, Foster and Homeless youth, Students with Disabilities, and Socioeconomically Disadvantaged students, with a broad course of study which nurtures the whole child. The District will provide opportunities to learn about ecological literacy, Visual and Performing Arts, STEAM (science, technology, engineering, art, and math) TEK (traditional ecological knowledge), physical education, and 21st Century Learning.

An explanation of why the LEA has developed this goal.

The District’s first goal in this LCAP is to maintain the extracurricular programs students, families, staff, and the community value most. The District believes that continuing to offer art, music, gardening, after school enrichment, field trips, sports, and theater contributes to helping our students become well rounded individuals. Core academic subject offerings and progress monitoring (ELA, math, science, and social studies) are addressed in Goal 3.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Number of students participating in gardening, art and music classes.	100% of students have access to weekly art and music classes, with a priority being to create a schedule which allows EL students, students with exceptional needs, low income, homeless and foster youth to participate fully.	100% of students have access to weekly art and music classes, with a priority being to create a schedule which allows EL students, students with exceptional needs, low income, homeless and foster youth to participate fully.			Maintain 100% participation rate.
Number of students participating in M.A.R.E.(Marine	100% of students participate in M.A.R.E. activities during	100% of students participate in M.A.R.E. activities during			Maintain 100% participation rate.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Activities, Research, and Education) Science Month.	Ocean Month, with opportunities for support from the RSP staff to support student learning and participation.	Ocean Month, with opportunities for support from the RSP staff to support student learning and participation.			
Student Participation in GATE activities and History Day.	25% of eligible students participated in enrichment activities with opportunities for support from the RSP staff to support student learning and participation.	50% of eligible students participated in enrichment activities with opportunities for support from the RSP staff to support student learning and participation.			Increase participation rate by 1% annually.
Number of students meeting minimal instructional minutes for physical education and health education curriculum.	100% of students meet the minimal instructional minutes for Physical education, with a priority being to create a schedule which allows EL students, students with exceptional needs, low income, homeless and foster youth to participate fully.	100% of students meet the minimal instructional minutes for Physical education, with a priority being to create a schedule which allows EL students, students with exceptional needs, low income, homeless and foster youth to participate fully.			Maintain 100% participation rate.
Technology ratio in class	1:1 ratio of computers to students in grades TK-8, with additional tech support available to homeless, foster, low income, EL, and	1:1 ratio of computers to students in grades TK-8, with additional tech support available to homeless, foster, low income, EL, and			Continue to replace sets of computers annually to maintain 1:1 ratio,

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	students with disabilities to be able to access the technology at home and at school.	students with disabilities to be able to access the technology at home and at school.			
STEAM and TEK	75% of teachersTeachers trained in STEAM and TEK integration, with an emphasis on integrating this throughout the curriculum for all students.	75% of teachersTeachers trained in STEAM and TEK integration, with an emphasis on integrating this throughout the curriculum for all students.			100% of teachers trained in STEAM and TEK integration.
Visual and Performing Arts	1 large play per year, with roles for interested students in 5th-8th grade, ensuring support staff available for students who need additional support so participate.	1 large play per year, with roles for interested students in 5th-8th grade, ensuring support staff available for students who need additional support so participate.			Maintain access to theater productions each year.

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Gardening, Music and Arts Instruction	The music, art, and garden teachers will provide weekly whole-class instruction to all students, including in TK-8th grade, as well as small group instruction for older students.	\$52,374.00	No
1.2	STEAM/TEK Integration	The District will deepen our partnership with the Trinidad Rancheria and Humboldt County Office of Education to provide opportunities for	\$1,000.00	No

Action #	Title	Description	Total Funds	Contributing
		coaching, resource sharing, professional development, and guest presenters and field trips in the STEAM/TEK fields.		
1.3	Gifted and Talented Education Program	Gifted and Talented Education (GATE) teacher will administer district approved assessments and provide qualifying students with extended learning opportunities.	\$651.00	No
1.5	Technology	The network administrator provides technology support to staff and students and maintains the district's network of servers, hardware, and software. The District will provide students with up to date technology, maintaining a 1:1 student:Chromebook ratio. The District will continue to purchase wireless bandwidth, hardware, software, and licensing to support the implementation of the Common Core State Standards and student achievement on the SBAC.	\$62,970.00	No
1.6	Transportation	The District will provide transportation to support students in getting to and from school and in participating in school fieldtrips.	\$2,144.00	No
1.8	After School Sports	The District will fund opportunities for students to have access to qualified coaches and equipment for any sports open to the North Coast Athletic League.	\$3,000.00	No
1.9	After School Enrichment	District will continue to provide an ASES (After School Education and Safety) program in order to support after school education, theater, enrichment, and academic support opportunities. The District focuses on providing these services to Foster and Homeless youth, Students with Disabilities, and Socioeconomically Disadvantaged students, as these students typically do not have access to support while their parents/guardians are working.	\$106,432.00	No

Action #	Title	Description	Total Funds	Contributing

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.

Goal 1 actions/services were generally implemented as planned. As students returned to in-person instruction, programs such as the garden, arts, music, sports, and drama returned to campus as well. A greater proportion of students were able to receive intensive support in Battle of the Books and History day, allowing them to participate on a deeper level. District staff and families were happy to see the return of the traditional MARE activities after a two year COVID break.

The District did not participate in as much staff development around STEAM and TEK as anticipated. This will be an area of focus for the upcoming school year.

The District will continue to explore options to provide transportation to our students. This may mean partnering with Northern Humboldt USD again, but we are also looking at other districts with available transportation options.

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 1.6, The transportation expenditure went from \$18,934 to \$2144. The District contracted with Northern Humboldt High School District (NoHum). Due to the lack of bus drivers, NoHum dissolved the MOU for transportation early in the school year. The District investigated other transportation options but there were none.

Action 1.8, The after school sports expenditure went from \$8328 to \$3000 this year. Due to COVID, the District's sports offerings were very limited. The District did not need to purchase uniforms or pay as many coaches as anticipated.

Action 1.9, The after school enrichment expenditure went from \$81,322 to \$106,432 due to the funding rollover from the 2020-2021 school year and not having students on campus during COVID. The ASES program invested in STEAM activities and supplies to provide a more enriching program.

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

The actions listed for Goal 1 were broadly successful in ensuring that all students had access to a broad course of study. While COVID limited the amount of field trips, community events, and external partnerships available to Trinidad students, all students had the opportunity

to participate in music, art, and gardening classes. The After School program enrollment remained steady this year, with between 60-80 students per day having the opportunity to participate in after school sports, theater, homework help, and academic enrichment.

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.

With the easing of COVID restrictions and the anticipated availability of substitute teachers next year, the District hopes to provide more opportunities for certificated and classified staff to attend professional development in areas, with a focus on STEAM/TEK. The District is in the process of updating on-site network infrastructure and hopes to have it completed by the beginning of the 2022-23 school year.

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	Trinidad Union School District will provide all students, including EL (English Learners), GATE, Foster and Homeless youth, Students with Disabilities, and Socioeconomically Disadvantaged students, with a safe, welcoming, positive learning environment that values parent/community engagement and is inclusive and culturally responsive to all students.

An explanation of why the LEA has developed this goal.

The District’s second goal in this LCAP is to maintain a safe, welcoming environment for all students. This community is something that stakeholders have emphasized as one of the most positive aspects of the school, and the District hopes to improve this by continuing to improve our social emotional learning efforts in the classroom and by improving our home-school communication regarding ways for family members to be involved and volunteer on campus or serve on committees.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Percentage of Schools in good or exemplary repair. (FIT Rating)	The District has an average rating of Good on the 2020-21 FIT, with ratings of Fair in Interior Surfaces, Restrooms/Fountains, and External categories.	The District has an average rating of Good on the 2021-22 FIT, with a rating of Fair in Interior Surfaces, categories.			Improve facilities to a minimum rating of Good in all categories.
Parent participation in IEP Meetings	100% of parents currently participate in IEPs.	100% of parents currently participate in IEPs.			Maintain high participation rate through individual contact with families to ensure they are aware of all meetings and events.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
CA Healthy Kids Survey measurement of students who feel connected to campus. CA Healthy Kids Survey, measure of staff connectedness.	90% of 8th grade students and 79% of 5th grade students reported feeling connected to the school. The staff survey was not administered in 2020-21. This metric will be set using 2021-22 data.	CA Healthy Kids Survey data not available yet			Maintain or improve 8th grade sense of connectedness and improve the 5th grade sense of connectedness by at least 1% each year.
Percentage of parents who express knowing how to participate in school process and groups such as Site Council, PTO, and TSEF, as a measure of connectedness to the school.	88% of parents reported that they were aware or somewhat aware of opportunities to participate.	81% parents reported that they were aware or somewhat aware of opportunities to participate.			Increase awareness of opportunities for parent participation by 1% annually, through multiple means of parent contact such as email, text, weekly newsletters, and paper copies of notes going home with students. Staff will reach out individually to families of EL, homeless, foster, low income, and students with disabilities to ensure that they are receiving all communications.
Percentage of students, staff, and parents reporting that	91% of 8th grade students, 93% of 6th grade students, and	CA Healthy Kids Survey data not available yet			Maintain over 90% for grades 6 and 8,

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
they feel safe at school in the California Healthy Kids Survey	86% of 5th grade students reported that they felt safe at school all or most of the time, based on the 2020-21 CA Healthy Kids Survey. 97% to TK-8th grade parents reported that their child feels safe while on campus. Staff survey was not administered.				increase grade 5 by at least 1% each year.
Parent Participation at Back to School nights and other evening events	The baseline for this metric will be set using 2021-22 data.	The District held one open house event which was attended by approximately 75% of families.			Maintain or increase percentage of families attending evening events, adding at least one additional event per year.
Teacher implementation of district-adopted social emotional curriculum.	Currently not implemented.	Curriculum was adopted and previewed, but not implemented with fidelity.			100% implementation of social emotional curriculum in all grade levels.
Suspension Rate CA Dashboard	2018-19 School Year data shows a 2.3% suspension rate, with a 3.1% suspension rate among Socioeconomically Disadvantaged students.	Dashboard Data not available yet, school CALPADS data still being processed.			Decrease suspension rate of Socioeconomically Disadvantaged students by .5% per year.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Pupil Expulsion Rate	Current dashboard data is 0% expulsion rate.	0% expulsion rate for 2022-23.			Maintain 0% expulsion rate
Parent Contact Rate - based on Support Services contact logs	Classroom teachers or members of the Support Services Team individually contacts 100% of families of unduplicated students a minimum of four times per year.	Classroom teachers or members of the Support Services Team individually contacts 100% of families of unduplicated students a minimum of four times per year.			Maintain or increase parent/guardian communication rates.

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	Facility Improvements	The District will upgrade and maintain the school facilities regularly, prioritizing flooring and playground areas.		No
2.2	Custodial and Maintenance Staff	The District will continue to employ a maintenance worker and a custodian to ensure school facilities and grounds are safe and welcoming.	\$69,705.68	No
2.3	Community Partner Communication	Communication with District and community partners, including families will be improved utilizing a variety of methods including but not limited to emails, Automated (Robo) calls and texts, FaceBook page, web site and calendar, weekly newsletters, surveys, and Stakeholder Community Forum events. The District will provide staff with training on Student/Parent Portal implementation for the Student Information System. The district will continue to seek stakeholder input through surveys and community meetings.	\$8,605.50	No

Action #	Title	Description	Total Funds	Contributing
		Support Services (special education, counseling, reading/math intervention teachers and administration) Team members will reach out regularly to connect and check in with families of EL, foster and homeless, and socioeconomically disadvantaged students as well as students with disabilities.		
2.4	Social Emotional Learning Curriculum and Supports	The district will employ an additional counselor to implement Tier 1 support in the classrooms. This counselor will work with classroom teachers and classified staff to help with the implementation of the PBIS and Social Emotional Learning curriculum in the classroom and on the playground.	\$19,924.18	No
2.5	Classified Staff Training	Classified staff will receive training in supervision, social emotional learning, and academic support.	\$0.00	No
2.7	Counseling Services	A .6 FTE counselor will provide Tier 2 and 3 individual and group counseling and academic support in a multi- tiered system of supports. They will collaborate with administration in the school climate discipline and restorative justice interventions.	\$44,141.06	No Yes
2.8	Cafeteria Contribution	The District will provide additional funding for the cafeteria budget in order to provide healthy, organic Seamless Summer-compliant lunches to all students, with a priority on providing these options to EL, Foster, Homeless, and Low Income students.	\$0.00	No Yes
2.9	Front Office Communication	TUSD will employ a school secretary to facilitate parent involvement, monitor student attendance, and enhance communication between TUSD and families.	\$23,728.00	No

Action #	Title	Description	Total Funds	Contributing
2.10	Transportation	The District will contract with Northern Humboldt USD to provide bus transportation to all students, with a priority on EL, Foster, Homeless, and Low Income students.	\$0.00	Yes

Goal Analysis [2021-22]

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

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

Goal 2 actions and services were primarily implemented as planned. Our physical grounds continue to have a Good rating on the FIT, even though we did not hire a maintenance person until the year was under way. The District implemented monthly classified training sessions, but hopes to bring in outside trainers or send paraprofessionals to more in depth trainings next 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 2.2, The maintenance and custodial staff expenditures were greater than anticipated (from \$62,386.00 to \$69,705.68) because the District's maintenance person resigned and we were unable to hire a replacement until November. The District's custodial staff expenditures were much higher because we hired a professional cleaning company to assist the existing custodian with deep cleaning and sanitation.

Action 2.4, The District spent less money than anticipated because we hired a graduate student as a work-based intern rather than a fully licensed LCSW for our Tier 1 Intervention Specialist position.

Action 2.5, The cafeteria budget did not need support from the general fund this year. The previous year, it required a \$19,150 contribution.

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

Goal 2 actions continue to have mixed results in terms of helping the district make progress toward the goal. However, many of these mixed results seem to be directly linked to COVID. Because parents were not allowed on campus on campus for a large part of the year, it makes sense that some of the metrics regarding parent engagement declined. On a positive note, many of the District's school climate improvement measures seem to be having a positive impact. Students, staff, and family views regarding school safety have held relatively steady. The District has increased its counseling department staff through ESSER funding and through partnerships with Cal Poly Humboldt, but students are still struggling with the transition to in-person learning, and staff are requesting more behavioral and social emotional supports. School staff generally consider district facilities to be well maintained despite staffing shortages.

Transportation continues to be a struggle county-wide, and the District was unable to meet its transportation goals this year. We will continue to investigate options for transportation for the upcoming school year.

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.

School climate will continue to be an area of focus for the District. The District is looking to use the Community Schools grant to help fund a school social worker as well as additional support for students who need it. The District's PBIS team has begun partnering with the Humboldt County Office of Education's Prevention and Intervention Department, and has scheduled bimonthly trainings to support the implementation of Tier 1 and 2 PBIS interventions.

The District will focus on teacher professional development for based on individual goals using funding from the Educator Effectiveness Grant to provide individual coaching and reflection opportunities for teachers every 6 weeks. The coach will also work with classified staff to provide training in trauma informed practices.

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	Trinidad Union School District will provide all students, including EL (English Learners), GATE, Foster and Homeless youth, Students with Disabilities, and Socioeconomically Disadvantaged students, with highly qualified staff, Common Core State Standards (CCSS) and Next Generation Science Standards (NGSS)-aligned curriculum, and educational supports to prepare them to be college and career ready.

An explanation of why the LEA has developed this goal.

The District’s third goal in this LCAP is to provide all students with a rigorous, standards-based curriculum that will prepare them for college and careers. This goal reflects the importance stakeholders saw in equipping students with real world job skills and education through technology, critical thinking and source evaluation skills.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Rate of compliance with teacher credential and assignment requirement (SARC)	All TUSD teachers are appropriately assigned and fully credentialed in the subject areas and for the pupils they are teaching. All teachers will maintain current CLAD certification.	All TUSD teachers are appropriately assigned and fully credentialed in the subject areas and for the pupils they are teaching. All teachers will maintain current CLAD certification.			Maintain 100% highly qualified rate for teacher credentials.
Professional Development for Teachers	Teachers receive a minimum of two days' professional development before	Teachers receive a minimum of two days' professional development before			Maintain pre service duty days and monthly professional

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	the school year begins and one afternoon per month at whole group collaboration meetings.	the school year begins and one afternoon per month at whole group collaboration meetings.			development opportunities.
Rate of compliance with instructional materials requirements. (Resolution on Sufficiency of Textbooks)	All students currently have access to District-adopted CCSS curriculum in English language arts, mathematics, and social studies. Sixth - eighth grade students currently use an NGSS aligned science curriculum and TK-fifth grade is in the adoption process.	All students currently have access to District-adopted CCSS curriculum in English language arts, mathematics, and social studies. Sixth - eighth grade students currently use an NGSS aligned science curriculum and TK-fifth grade is using Mystery Science, which is aligned but not adopted.			TK - 8th grade students will have access to a board-adopted NGSS-aligned science curriculum. The district will maintain 100% access to English language arts, math, and social studies.
Chronic Absenteeism Rate	The District's Chronic Absenteeism rate for the 2018-19 school year was 10.4%. The Chronic absenteeism rate for Socioeconomically Disadvantaged students was 13.5%.	Chronic absenteeism rate has not been calculated yet.			Maintain the District's overall Chronic Absenteeism rate at 10% or less, and decrease the Chronic Absenteeism Rate for Socioeconomically Disadvantaged students by 1% per year.
English Language Arts CAASPP Data	The District's dashboard rating is Green for the 2018-19 school year, with	CDE does not have a dashboard rating for CAASPP. The District is using MMARS' data			Maintain or increase ELA scores annually, including for EL, foster, homeless, low

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	students scoring an average of 15.1 points above the standard in English Language Arts.	aggregation. 56% of students met or exceeded the ELA standards in 2021, compared with 58% in 2019.			income, and students with disabilities.
Mathematics CAASPP Data	The District's dashboard rating is Green for the 2018-19 school year, with students scoring an average of 17.9 points below the standard in mathematics.	CDE does not have a dashboard rating for CAASPP. The District is using MMARS' data aggregation. 41% of students met or exceeded the math standards in 2021, compared with 45% in 2019.			Increase math scores by two points annually, including for EL, foster, homeless, low income, and students with disabilities.
English Language Proficiency ELPAC	Enrollment is too small to report.	All Level 4 students were reclassified.			All Level 4 EL students will improve by one or more levels each year and all level 4 EL students will be reclassified within one year.
Science CAASPP Data	In 2018-19, 20.51% of the students met or exceeded the standards and 58.97% nearly met them.	The District did not participate in the science test in 2021.			Increase CAASPP science scores by 2% annually.
EL Access to the CCSS and ELD standards	All teachers participate in PD related to curriculum for EL students, ensuring access to the	All teachers participate in PD related to curriculum for EL students, ensuring access to the			Maintain 100% participation rate for teacher participation in PD related to

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	CCSS and ELD Standards	CCSS and ELD Standards			curriculum for EL students.

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	Professional Development	Certificated professional development will be available at in-service trainings and staff collaborations throughout the year, Teachers will be provided with Math CCSS and NGSS professional development opportunities, with an emphasis on providing increased and improved access to EL, homeless, foster, low income, and students with disabilities. This professional development will focus on literacy skills development, specifically on improving access to the curriculum for EL students, ensuring access to the CCSS and ELD standards.	\$6,442.83	No
3.2	General Education Instructional Support	Students in grades TK - 8 will have access to classroom aides for increased academic support and small group instruction.	\$123,285.00	No
3.3	Targeted Instructional Support	EL, Foster and Homeless youth, Students with Disabilities, and Socioeconomically Disadvantaged students will have access to targeted academic support through additional classroom aide staff. The District will employ a Title 1 Aide to provide additional support to students who need intensive remediation.	\$77,402.00	No Yes
3.4	Curriculum	TUSD will move forward with the adoption NGSS-aligned science curriculum for grades TK-5. The District will update curriculum as needed to ensure it is current and relevant and accessible to EL, homeless, foster, low income, and students with disabilities.	\$0.00	No

Action #	Title	Description	Total Funds	Contributing
3.5	English Learner Support	The District will continue to contract with Humboldt County Office of Education for ELPAC testing and for support in addressing our EL students' needs.	\$0.00	No Yes
3.6	Summer School Program	The District will implement a summer school program targeted at EL (English Learners), GATE, Foster and Homeless youth, Students with Disabilities, and Socioeconomically Disadvantaged students. The summer school program will target learning loss and social emotional skills.	\$41,045.00	No
3.7	Intervention Teacher Position	The district will hire a certificated teacher to run a reading and math intervention program. This program will provide targeted intervention and support to students who are below grade level. This teacher will provide targeted support to EL, homeless, foster, and low income students.	\$82,763.20	No
3.8	Highly Qualified Teachers	The district will hire highly qualified teachers with the appropriate credentials.	\$769,339.00	No
3.9	Special Education Teacher (RST)	The district will employ a highly qualified appropriately credentialed Special Education and speech teachers	\$118,012.00	No
3.10	Class size reduction	The District will maintain low class sizes to ensure that all students, specifically EL, Foster, Homeless, and Low Income students, have access to Common Core curriculum and teacher support.	\$38,000.00	No Yes

Goal Analysis [2021-22]

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

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

Goal 1 actions/services were largely implemented as planned. The District had planned to support more professional development for staff related to state standards implementation, but that training has now been delayed until the 2022/2023 school year. The District will postpone the adoption of a TK-5th grade science curriculum and continue using the Mystery Science supplements to align with the NGSS.

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 3.3, The Title 1 aide budget decreased from \$212923 to \$77402. This is because the intervention staff was paid for through ESSER funding, not through LCFF funding. The district was unable to hire all anticipated staff.

Action 3.4, The NGSS curriculum adoption money budgeted did not get spend because the District has not adopted and purchased new TK-5th grade science curriculum yet.

Action 3.5, The ELL support budget was not spent because the District had no ELL students.

Action 3.6, The summer school program budget increased from \$31562 to \$41045 because more students signed up and attended than the District had previously anticipated.

Action 3.8, The highly qualified teachers budget increased from \$590566 to \$769339 due to the addition of benefits to the base cost as well as a negotiated increase in salary.

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

Despite the lower CAASPP scores in the 2020-21 school year, the district is noticing that the extra investment in adult support through a reading intervention teacher, expanded aide time, and increased access to tutoring has been beneficial. The reading intervention program has seen some TK-3rd grade students make one to two years' progress, and the support has boosted the confidence and competence of students in the upper and middle grades. It is a credit to both our special education and general education staff that our special education students are increasingly meeting their goals.

The District experienced an exceptionally high rate of independent study requests, tardies greater than 30 minutes, and absences this year. These had an adverse effect on student participation and achievement.

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.

The District will continue with actions and services related to Goal 3 for the 2022-2023 school year as well as increasing social emotional supports (Goal 2) for all students. Students will be able to better access academic instruction when better supported emotionally. Some modest changes to Goal 3 will include increasing PD related to academic instruction, considering curriculum options that better engage

students post-pandemic, and increasing paraprofessional staffing, and ensuring that the summer program is fully staffed and organized to provide enrichment opportunities. The District will increase the frequency of SART (school attendance review team) meetings during the 2022-2023 school year, and ensure that a member of the school counseling team is present to offer support and connect families to services they may need. If the SART process is not effective, the District will utilize the Humboldt County SARB (school attendance review board) process more regularly in order to address chronic absenteeism.

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)
211581	3689.31

Required Percentage to Increase or Improve Services for the LCAP Year

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

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

Required Descriptions

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

Counseling Services

Counseling services are part of TUSD’s holistic approach to wellness. Counselors not only reach out to Low-income students, English learners, and foster youth (particularly those who have been disengaged during distance learning), but also identify the social-emotional resources that they and their parents need. Additional adult-to-student connections are critical for low-income students, English learners, and foster youth. These students’ sense of belonging in school has historically been lower than their peers and affected their academic performance. The emphasis on increasing adult-to-student connections principally benefits unduplicated pupils, who are experiencing a sense of belonging at lower rates than their peers.

Transportation

Low-income students, English Learners, and foster youth often rely on school-based transportation to get to and from school safely and on time. By providing this option, the District is giving Low-income students, English Learners, and foster youth a safe, secure way to get to school.

Bus transportation for field trips gives these students the opportunity to have common experiences with their classmates and establish deeper social connections. It also gives them hands on experiences that connect the curriculum to the real world. Low-income students, English Learners, and foster youth's families frequently lack the resources to provide these experiences to their children, and taking them on field trips helps the District ensure a broad, well rounded school experience for these students.

Cafeteria

Unduplicated students often experience greater levels of food insecurity at home than their peers. This can lead to behavioral challenges, decreased academic focus, and an inability to engage in the general school day. Providing students with a healthy, organic breakfast and lunch allows TUSD students to have their nutritional needs met at school, thereby increasing their chances to have a successful academic and social school experience.

Targeted Instructional Support

In general, TUSD's achievement gap has negatively impacted low-income students, English learners, and foster youth. This gap has been exacerbated by the pandemic. Learning opportunities during standard instruction are insufficient in closing the gap. Extended, targeted supports are necessary. In stakeholder surveys, committee meetings, and community forums, the services provided by Instructional Aides and other in-class staff members have been identified as important resources principally for impacted low-income students, English learners, and foster youth and other high-need students.

Instructional Aides help provide more individualized instruction and targeted interventions to low-income students, English learners, foster youth, and others who are struggling and require additional attention. The placement of Instructional Aides and other instruction-related staff members in classrooms with substantial academic needs and high concentrations of low-income students, English learners, and foster youth ensures that the supports are individualized and targeted. The enhanced instruction that their contributions unlock helps accelerate learning for low-income students, English Learners, foster youth, and others who are struggling.

Class Size Reduction

TUSD continues to follow class size reduction guidance in grades 4-8. Low income students, English learners, and foster youth have generally fallen behind their peers in English Language Arts and Mathematics. Low-income students, English Learners, and foster youth require not just additional time to achieve grade-level standards, but also individualized support from highly trained teachers. Keeping class sizes small ensures that students can get the support they need and establish caring relationships with the adults on campus, thereby increasing their sense of connectedness and their academic success.

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

All of the LEA-wide actions listed in the previous narrative, along with the following action specifically directed to English Learners clearly show that services provided for low income, English Learners and foster youth are well above the required 13.58% above the base program provided to all students.

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

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

2022-23 Total Expenditures Table

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	\$1,159,922.07	\$152,621.00	\$79,753.00	\$258,668.38	\$1,650,964.45	\$1,576,847.14	\$74,117.31

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1.1	Gardening, Music and Arts Instruction	0000 and 9012 All	\$31,374.00		\$21,000.00		\$52,374.00
1	1.2	STEAM/TEK Integration	0000 All	\$1,000.00				\$1,000.00
1	1.3	Gifted and Talented Education Program	GATE All	\$651.00				\$651.00
1	1.5	Technology	0001 for staff and 0000 for computers All	\$62,970.00				\$62,970.00
1	1.6	Transportation	0210 All		\$2,144.00			\$2,144.00
1	1.8	After School Sports	6010 All		\$3,000.00			\$3,000.00
1	1.9	After School Enrichment	6010 All		\$106,432.00			\$106,432.00
2	2.1	Facility Improvements	All					
2	2.2	Custodial and Maintenance Staff	0000 for staff and OB 5800 and OB 4000 All	\$69,705.68				\$69,705.68
2	2.3	Community Partner Communication	Aeries and Blackboard All	\$8,605.50				\$8,605.50
2	2.4	Social Emotional Learning Curriculum and Supports	Paid out of COVID funds All				\$19,924.18	\$19,924.18
2	2.5	Classified Staff Training	Paid from 0000 and ESSER All					\$0.00
2	2.7	Counseling Services	0001 with mandated ben. Foster Youth Low Income	\$44,141.06				\$44,141.06

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
2	2.8	Cafeteria Contribution	No longer needed English Learners Foster Youth Low Income					\$0.00
2	2.9	Front Office Communication	0000 All	\$23,728.00				\$23,728.00
2	2.10	Transportation	English Learners Foster Youth Low Income					\$0.00
3	3.1	Professional Development	All	\$6,442.83				\$6,442.83
3	3.2	General Education Instructional Support	0001 other aides are in ESSER funds All	\$123,285.00				\$123,285.00
3	3.3	Targeted Instructional Support	Title 1 aide 3010 and SCIA's 6500 and 3310 English Learners Foster Youth			\$26,555.00	\$50,847.00	\$77,402.00
3	3.4	Curriculum	6300 and 0212 All					\$0.00
3	3.5	English Learner Support	No EL students at this time English Learners					\$0.00
3	3.6	Summer School Program	Paid from 2600 ELOP All		\$41,045.00			\$41,045.00
3	3.7	Intervention Teacher Position	Strasser All				\$82,763.20	\$82,763.20
3	3.8	Highly Qualified Teachers	0000, 1400,5820 All	\$750,019.00			\$19,320.00	\$769,339.00
3	3.9	Special Education Teacher (RST)	3310,3010,6500 All			\$32,198.00	\$85,814.00	\$118,012.00
3	3.10	Class size reduction	from 0001 to 0000 English Learners Foster Youth Low Income	\$38,000.00				\$38,000.00

2022-23 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds	
	211581		0.00%		\$82,141.06	0.00%	0.00 %	Total:	\$82,141.06	
									LEA-wide Total:	\$82,141.06
									Limited Total:	\$0.00
									Schoolwide Total:	\$0.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
2	2.7	Counseling Services	Yes	LEA-wide	Foster Youth Low Income		\$44,141.06	
2	2.8	Cafeteria Contribution	Yes	LEA-wide	English Learners Foster Youth Low Income			
2	2.10	Transportation	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		
3	3.3	Targeted Instructional Support	Yes	LEA-wide	English Learners Foster Youth	All Schools		
3	3.5	English Learner Support	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools		
3	3.10	Class size reduction	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$38,000.00	

2021-22 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	\$1,689,467.20	\$0.00

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	Gardening, Music and Arts Instruction	No	\$52,804.00	
1	1.2	STEAM/TEK Integration	No	\$1,000.00	
1	1.3	Gifted and Talented Education Program	No	\$300.00	
1	1.5	Technology	No	\$65,502.00	
1	1.6	Transportation	No	\$18,934.00	
1	1.8	After School Sports	No	\$8,328.00	
1	1.9	After School Enrichment	No	\$81,322.00	
2	2.1	Facility Improvements	No		
2	2.2	Custodial and Maintenance Staff	No	\$62,386.00	
2	2.3	Stakeholder Communication	No	\$10,375.00	

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
2	2.4	Social Emotional Learning Curriculum and Supports	No	\$37,223.00	
2	2.5	Classified Staff Training	No	\$12,502.00	
2	2.7	Counseling Services	Yes	\$39,983.00	
2	2.8	Cafeteria Contribution	Yes	\$19,150.00	
2	2.9	Front Office Communication	No	\$28,225.00	
2	2.10	Transportation	Yes	\$4,890.00	
3	3.1	Professional Development	No	\$11,500.00	
3	3.2	General Education Instructional Support	No	\$123,285.00	
3	3.3	Targeted Instructional Support	Yes	\$212,923.00	
3	3.4	Curriculum	No	\$41,729.00	
3	3.5	English Learner Support	Yes	\$500.00	
3	3.6	Summer School Program	No	\$31,562.00	
3	3.7	Intervention Teacher Position	No	\$82,763.20	

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	3.8	Highly Qualified Teachers	No	\$590,566.00	
3	3.9	Special Education Teacher (RST)	No	\$113,715.00	
3	3.10	Class size reduction	Yes	\$38,000.00	

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)
	\$227,093.00	\$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)
2	2.7	Counseling Services	Yes	\$39,983.00			
2	2.8	Cafeteria Contribution	Yes	\$19,150.00			
2	2.10	Transportation	Yes	\$4,890.00			
3	3.3	Targeted Instructional Support	Yes	\$124,570.00			
3	3.5	English Learner Support	Yes	\$500.00			
3	3.10	Class size reduction	Yes	\$38,000.00			

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)
			0.00%	\$0.00	0.00%	0.00%	\$0.00	0.00%

Instructions

[Plan Summary](#)

[Engaging Educational Partners](#)

[Goals and Actions](#)

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

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

Introduction and Instructions

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

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

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

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

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

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

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

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

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

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

Engaging Educational Partners

Purpose

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

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

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

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

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

Requirements and Instructions

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

Local Control and Accountability Plan:

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

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

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

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

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

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

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

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

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

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

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

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

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

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

Focus Goal(s)

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

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

Broad Goal

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

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

Maintenance of Progress Goal

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

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

Required Goals

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

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

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

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

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

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

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

Measuring and Reporting Results:

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

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

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

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

Complete the table as follows:

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

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

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

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

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

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

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

Goal Analysis:

Enter the LCAP Year.

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

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

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

Purpose

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

Requirements and Instructions

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

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

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

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

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

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

Required Descriptions:

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

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

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

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

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

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

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

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

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

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

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

For School Districts Only:

Actions Provided on an LEA-Wide Basis:

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

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

Actions Provided on a Schoolwide Basis:

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

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

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

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

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

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

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

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

Provide the following descriptions, as applicable to the LEA:

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

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

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

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

Complete the table as follows:

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

Action Tables

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

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

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

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

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

Data Entry Table

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

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

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

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

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

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

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

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

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

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

LCFF Carryover Table

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

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

Calculations in the Action Tables

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

Contributing Actions Table

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

Contributing Actions Annual Update Table

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

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

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

LCFF Carryover Table

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

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

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

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