

LCFF Budget Overview for Parents

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

CDS Code: 12768020000000

School Year: 2023-24

LEA contact information:

Jeff Northern

Superintendent

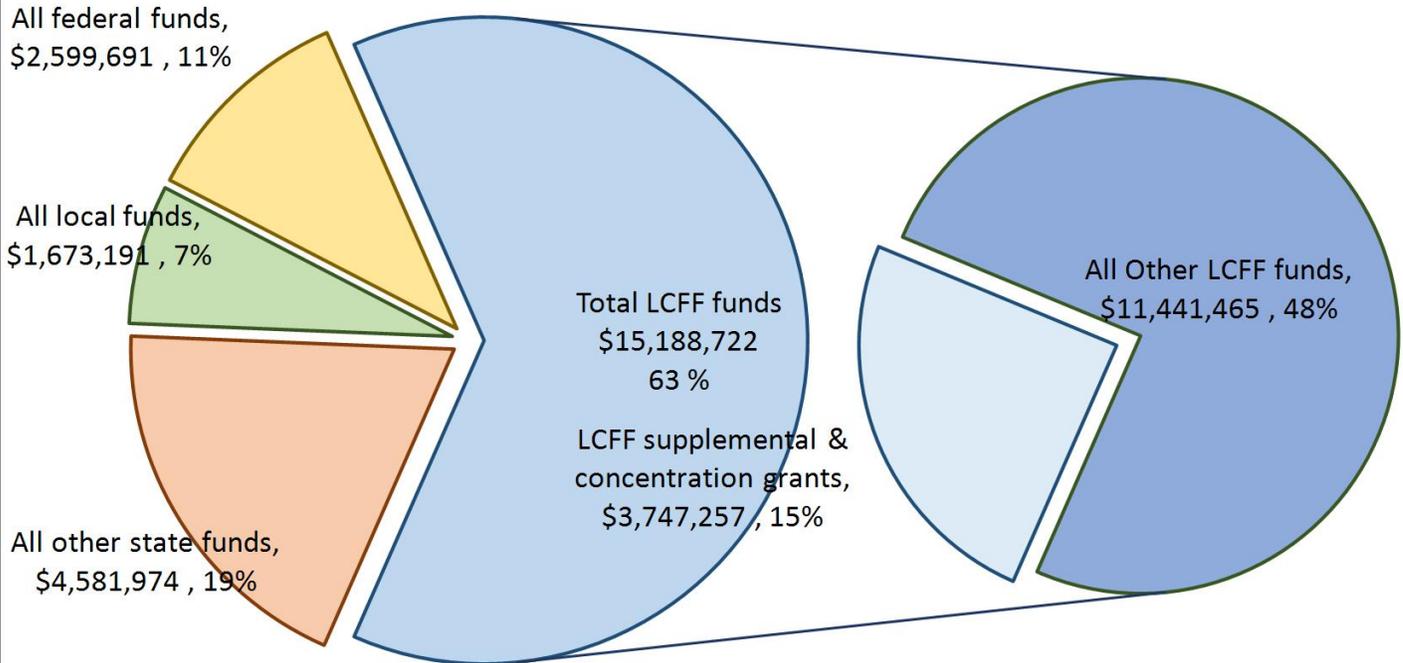
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707-725-2293

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

Budget Overview for the 2023-24 School Year

Projected Revenue by Fund Source

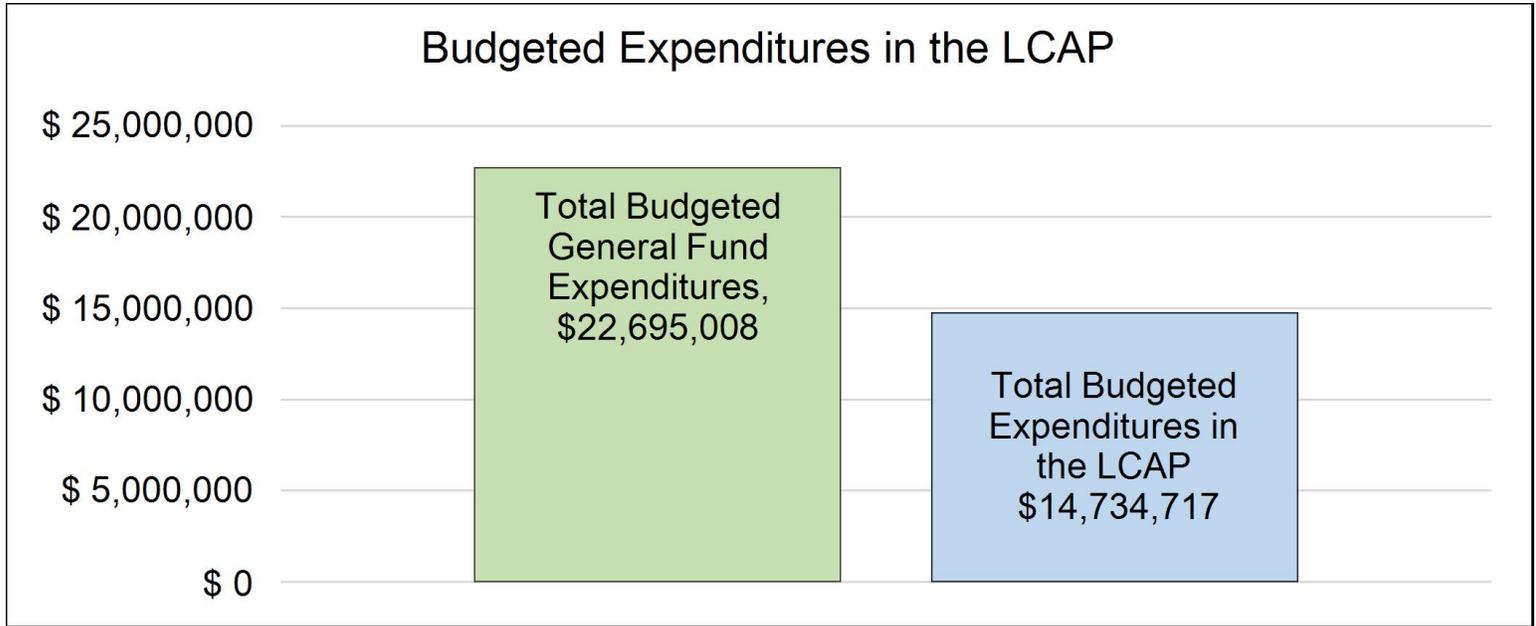


This chart shows the total general purpose revenue Fortuna Elementary School District expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Fortuna Elementary School District is \$24,043,578, of which \$15,188,722 is Local Control Funding Formula (LCFF), \$4,581,974 is other state funds, \$1,673,191 is local funds, and \$2,599,691 is federal funds. Of the \$15,188,722 in LCFF Funds, \$3,747,257 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 Fortuna Elementary School District plans to spend for 2023-24. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Fortuna Elementary School District plans to spend \$22,695,008 for the 2023-24 school year. Of that amount, \$14,734,717 is tied to actions/services in the LCAP and \$7,960,291 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

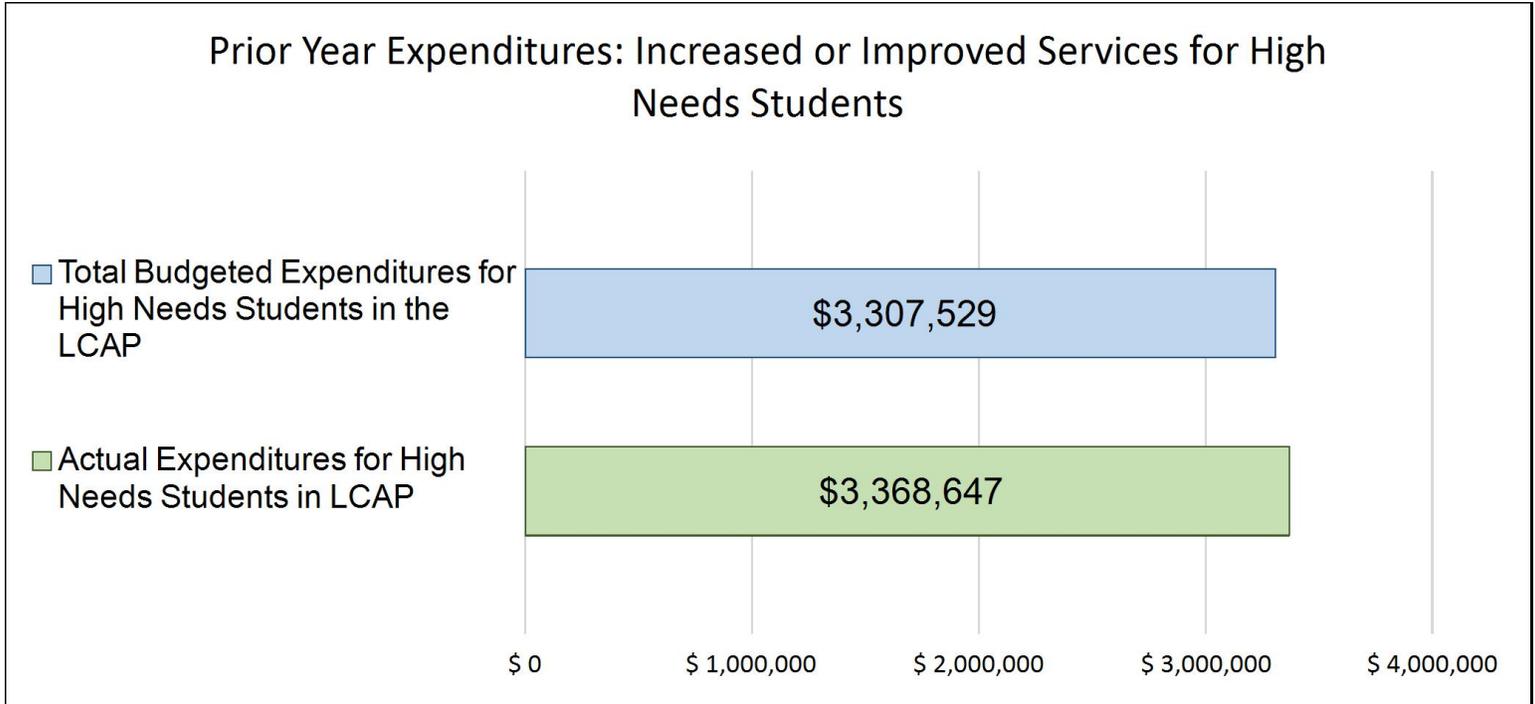
Administration, district and school office support staff, utilities, after school programs, athletics, annual audit & legal fees, copy machine agreements, MAA, GATE, deferred maintenance, lottery, Medi-Cal, materials and supplies, other insurance, other operating expenses, STRS on-behalf pension contributions, bond project expenditures, and DHHS.

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

In 2023-24, Fortuna Elementary School District is projecting it will receive \$3,747,257 based on the enrollment of foster youth, English learner, and low-income students. Fortuna Elementary School District must describe how it intends to increase or improve services for high needs students in the LCAP. Fortuna Elementary School District plans to spend \$4,058,521 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2022-23



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

The text description of the above chart is as follows: In 2022-23, Fortuna Elementary School District's LCAP budgeted \$3,307,529 for planned actions to increase or improve services for high needs students. Fortuna Elementary School District actually spent \$3,368,647 for actions to increase or improve services for high needs students in 2022-23.

Local Control and Accountability Plan

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Fortuna Elementary School District	Jeff Northern Superintendent	jnorthern@fortunaesd.com 707-725-2293

Plan Summary [2023-24]

General Information

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

The Fortuna Elementary School District (FESD) is located within the city of Fortuna in Humboldt County. It serves students in grades TK-8 who reside within the city limits of Fortuna and in a few adjacent unincorporated areas that border the city. The district is comprised of four schools: two elementary schools (Ambrosini Elementary and Walker Elementary) that serve students in grades TK--4, one upper elementary school (Toddy Thomas Middle School) that serves students in grades 5 and 6, and one middle school (Fortuna Middle School) that serves students in grades 7 and 8. Currently, there is a total enrollment of approximately 1,100 students served by one superintendent, one Director of Special Education, four site principals, 85 certificated staff members, and 115 classified staff members. The district maintains mild/moderate/severe Special Day Classes at each school that reflect the school’s grade levels. Both middle schools facilitate GATE programs for students identified as gifted and talented. In addition, the district supports 21st Century learning through 1:1 electronic devices (Chromebooks) for all students in grades TK-8. FESD’s unduplicated pupil count stands at approximately 83%. Districtwide, 82% of students qualify for the free/reduced meal program, and 16% of the student population is designated as English Learners. Race/ethnicity statistics districtwide are as follows: White--49%, Hispanic/Latino--37%, Multiracial--9%, American Indian/Alaska Native--3%, and 2% as other or multiple races/ethnicities. The Fortuna community is located in coastal Humboldt County in the heart of the redwoods. Fortuna is known as “The Friendly City” and has a population of approximately 12,000 residents.

Reflections: Successes

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

As the COVID-19 pandemic is mainly behind us now, the district opened its doors in August 2022 and has operated a full and regular schedule for all students grades TK-8 since that first day of school. Services for our English Learners, Unduplicated Students, students with disabilities, gifted and talented, as well as all of our general population have been in effect since August 2022. All district staff members have

continued to participate in professional development opportunities, but instead of mainly online offerings, the district is once again able to participate in site-based, county-based, and distance professional development opportunities where travel might be required. In collaboration with the Humboldt-Del Norte Special Education Local Planning Area (SELPA), the district continues to implement the actions and goals from its 2021 plan intended to support students with special needs formerly known as the Performance Indicator Review (PIR) plan, and now referred to as the Special Education Plan (SEP), and continues to verify that all IEP meetings are happening within established timeframes and that no meetings become overdue or go past meeting date deadlines. In what was previously identified as an area of need, the district has continued to successfully work to increase the percentage of time students identified with disabilities are active within the general education program. Although state assessment data shows a need for continued academic progress for all student groups, the district's local data indicators continue to reflect positive academic growth in all groups, as evidenced by student data gathered through Renaissance Learning's STAR Reading and Math assessments.

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.

As was previously mentioned, there is still great concern regarding the behavioral needs and social-emotional growth and development of many of the district's students. In general, classroom and school-wide discipline issues have continued to be significantly higher since the onset of COVID, with many situations of undesired student behaviors dominating day-to-day interactions among peers and staff members. District-wide, there has been an overall increase in the number of student suspensions, as evidenced by the California Dashboard, especially at the middle schools. All district schools have continued implementing PBIS and restorative justice practices to avoid suspending students whenever feasible and attempting alternative means of correction before ever suspending a student. But, even with the full implementation of these practices, we continue to have a disproportionate number of suspensions taking place at all schools--mainly due to harmful student behaviors that must be addressed. Both math and ELA performance at all schools needs to be improved. Efforts to continue to increase student performance will be put in place. In math district-wide, SWDs, homeless, and Hispanic student groups are continuing to perform at a low level. Efforts to provide additional support for these student groups are planned for 2022-24, added math instructional opportunities, math intervention programs, the addition of math intervention teachers at each school site, and an increase in small group instruction due to added personnel which has helped to lower average class size. The district has also committed to the implementation of new math programs for all students in grades TK-8 beginning at the start of the 2023-24 school year. Lower performance in ELA for all student groups will continue to be addressed through actions included in Goal 1. The district has also been dealing with a much higher proportion of chronic absenteeism (students absent more than 10% of scheduled school days) and is looking to implement procedures and practices to encourage all families to have their students attend school every day it is in session--except when students are ill.

LCAP Highlights

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

The FESD LCAP continues to highlight effective instructional practices and standards-aligned curricular materials in the core content areas for all student groups. Other priorities will be the continued implementation of appropriate interventions for students in need, the continuation

of PBIS and restorative justice practices incorporated into our school climate goals for all schools, including an intensified focus on restorative practices--especially at the middle school level, and the continued encouragement of parents and community members to become more involved at their neighborhood schools. All district LCAP actions align with site-level School Plan for Student Achievement (SPSA) goals. Ongoing monitoring of goals and actions takes place throughout the course of each school year in both the district's LCAP as well as each school's SPSA. The district will continue to implement the stakeholder's preferences for maintaining smaller class sizes at all schools, providing counselors at all school sites, recruiting highly qualified teachers, continuing to focus on meeting the needs of our unduplicated students, devoting additional resources toward after-school tutoring and extended learning opportunities each summer through the Extended Learning and Opportunities Program (ELO-P) grant. Health and safety practices and enhanced cleaning and disinfecting of facilities, enacted at the beginning of the pandemic, will continue, and the district will also continue to follow county and California Department of public health guidelines regarding maintaining safe and effective in-person instruction. Overall, the district's plan appears to be working well, and stakeholders have suggested mainly continuing with the plan as it was previously written for 2022-23 and carryover the main components into the 2023-24 school year as well.

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.

Our district's four schools hold monthly LCAP Stakeholder meetings in conjunction with monthly Site Council meetings. Each school's Site Council has also taken on the role of the schools' English Language Advisory Committees (ELACs), which are comprised of parents of Spanish-speaking students. Bargaining units, both certificated and classified, are included in LCAP stakeholder meetings and are offered the opportunity to directly provide input into the development of the district's LCAP. Student input related to Goal 3 was collected through the annual School Site Council surveys and was considered when metrics and actions were developed. The public is provided a 72-hour notice prior to the stakeholder meeting dates so that other parents/community members who are not necessarily members of School Site Councils still have the opportunity to provide input on the district's LCAP. SSC/Stakeholder members include administrators, certificated and classified staff, parents/guardians, and community members. In addition to the schools' monthly stakeholder meetings, the district reviews and discusses LCAP at a minimum of 3 board meetings per year. Board meeting agendas are also posted 72 hours before any scheduled meeting (in both English and Spanish) to allow any interested community members or parents to comment or offer suggestions for the LCAP. The following is a detailed list of stakeholder meetings that have taken place over the course of the 2022-23 school year: Ambrosini Elem.: 10/12/22, 12/14/22, 1/18/23, and 2/28/23. Walker Elem.: 11/09/22, 02/28/23, and 03/08/23. Toddy Thomas Middle School: 10/18/22, 11/01/22, 02/28/23, 3/2/22, and 4/5/22. Fortuna Middle School: 01/17/23, 02/15/23, and 03/15/23.

A summary of the feedback provided by specific educational partners.

LCAP Stakeholders are still very supportive of maintaining small class sizes for all elementary and middle schools in the district. There are also continued discussions of maintaining and increasing RTI services at all schools, especially middle schools. Stakeholders indicated a need to add another Special Day Class to our district to help support the increasing population of special education students and to accommodate the changes in grade levels at the two middle schools. It was also noted that additional staff might need to be hired to staff overcrowded SDCs. Stakeholders also mentioned the need for added technology at Ambrosini and to include more events at all schools to bring parents/guardians back onto our school campuses. It was also noted that the district needs to continue its focus on caring/kindness, continue the use of PBIS practices, and fully embrace restorative justice practices at all school sites. Other suggestions that were gathered from stakeholder meetings: consideration of adding classroom aides to all classes, maintaining two intervention teachers at each school site, adding aide support for intervention teachers, considering purchasing decodable books for elementary students that could be sent home on a regular basis, and consider purchasing additional reading intervention materials for the early grades. Stakeholder suggestions also included the possibility of adding more PD opportunities for teachers--especially in trauma-informed practices, additional support for students' social-emotional needs, and purchasing incentives for academic achievement. There were also discussions regarding restructuring the merit system for upper-grade students, increasing parent/guardian involvement opportunities, and including more school-wide events that include the entire family. Stakeholders are appreciative of the district-wide use of the Parent Square informative distribution platform. They would like to see increased and improved information through all schools' social media platforms and improved maintenance and updating of the districts' websites. As is typical each year, stakeholders indicated they would like to see current district counselors maintained with the addition of full-time counselors at all schools throughout the district. They would also like to see an ongoing budget in the LCAP for technology repair and upgrades, including a replacement for broken Chromebooks. They would like to maintain 1:1 devices for all students in grades TK through 8. Stakeholders would also like to see alternatives to suspension (other means of correction) implemented at all district

schools. They would like additional resources and materials to address student academic intervention. Stakeholders appreciate the welcome feeling they receive from principals and hope that will facilitate even more parent involvement in the schools. As noted in past years, there are quite a few similarities in the types of feedback that are provided by our district's stakeholders from year to year.

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

Small class sizes-addition of certificated staff and their salary and benefits (G2A3))

Additional counselors--(G3A3)

Additional Intervention Teachers--(G2A3)

Continued use of school-to-home communication program--"ParentSquare" enhances communication between school and home via simultaneous text, telephone, and email notices (G4A1)

Continued budgeting for technology device replacement and updates--"Chromebooks, iPads, etc." (G1A6)

Continuation of PBIS and full implementation of restorative practices--enhancement of school culture/climate and parent engagement (G3A1))

Goals and Actions

Goal

Goal #	Description
1	All students will be taught by using state standards-aligned practices and instructional materials for mathematics and English/Language Arts.

An explanation of why the LEA has developed this goal.

The measure for all students in ELA and math was in the low range as reported the CA Dashboard. The District's points below standard in ELA is 51.0 and 83.8 in math.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
1.1. Personnel records and SARC	1.1. 100% of teachers are properly credentialed and assigned, 2020-21	1.1. Not met. 99% complete. 1 newly hired teacher was identified as needing to complete CLAD authorization after being employed in the district.	1.1. Not met. 91% complete. Due to the reconfiguration of our middle schools, several teachers at FMS were provided CTCC-approved waivers while they worked on attaining their single subject credentials for the subject matter being taught.		Achieve 100%
1.2. Board Resolution, SARC	1.2. All students, all grades, including students with disabilities, have access to state standards-based	1.2. Met. 100% complete	1.2. Met. 100% of all students in all grades, including students with disabilities, have access to state standards-based		Maintain 100%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	instructional materials,, 2020-21		instructional materials in 2022-23.		
1.3. CAASPP ELA results as reported in the CA Dashboard	1.3. District average is 21.2 points below level 3 in E/LA, yellow performance indicator, 2018-19, 39.5% met or exceeded standard	1.3. 29% met/exceeded standards	1.3. Not met. 30% met/exceeded standards. 51.9 points below standard.		Achieve high level status on the CA Dashboard
1.4. CAASPP Math results as reported in the CA Dashboard	1.4. District average is 55.3 points below level 3 in math, yellow performance indicator, 2018-19. 29% met or exceeded the standard	1.4. 15% met/exceeded standards	1.4. Not met. 19% met/exceeded standards. 83.8 points below standard.		Achieve high level status on the CA Dashboard
1.5. Renaissance Learning's STAR ELA assessments	1.5. 41% of students showed growth in E/LA, 2020-21	1.5. Met. 76% of students showed growth in ELA	1.5. Met. 72% of students showed growth in ELA		Minimum of 50% of all students show growth
1.6. Renaissance Learning's STAR math assessments	1.6. 53% of students showed growth in math, 2020-21	1.6. Met. 73% of students showed growth in Math	1.6. Met. 82% of students showed growth in math		Minimum of 50% of all students show growth
1.7. Teacher lesson plans, ongoing assessments, and student progress reports	1.7. All students, all grades, including those with disabilities, low income, English Learners, and foster youth have access to a broad course of study which includes art music, science, social studies/history,	1.7. Met. 100% complete	1.7. Met. 100% complete		Maintain 100%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	and physical education, 2020-21				
1.8. Ratio of devices to students	1.8. A - 1:1 in all grades, 2020-21	1.8. Met. Maintained 1:1 devices in grades TK-8.	1.8. Met. Maintained. 100% of all students have access to individual devices.		Maintain 1:1 in grades TK-8
1.9. Teacher lesson plans and administrator observations of daily use of electronic devices	1.9. All schools, all grades, 2020-21	1.9. Met. Maintained daily use of 1:1 devices in grades TK-8.	1.9. Met. 100% of all students access devices daily.		Maintain 100%
1.10. Records of students honored at awards assemblies for academic, citizenship, and attendance achievements.	1.10. Students from all classes district-wide are acknowledged monthly, 2020-21	1.10. Met. Schools maintained monthly recognition for students from all classes at all sites.	1.10. Met. All schools maintained monthly recognition for identified students from all classes at all sites.		Maintain "students from all classes"
1.11. CA state science test	1.11. 20.65% met or exceeded standard, 2018-19	1.11. Data not available at date of 2022 LCAP. Results later indicated 16% met/exceeded in 2020-21	1.11. Not met. 15% met/exceeded standards in 2021-22.		40% meet or exceed standard
1.12. Results of teacher survey and administrator responses on the implementation of state academic standards.	1.12. See local indicator report on the CA Dashboard, 2020-21	1.12. Results available through data collected by teacher input on annual survey. (Spring 2022)	1.12. Met. See local indicator report on the CA Dashboard as well as results available through data collected by teacher input on annual survey.		Achieve fully implemented status for all subject areas in all components.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
1.13. Site Council review of program effectiveness for unduplicated and students with disabilities	1.13. Annual review of success based on school criteria, 2020-21	1.13. Met. SSC annual review of program effectiveness completed at all sites.	1.13. Met. Annual review of SSC Title I program effectiveness at all schools completed in November 2022.		Maintain annual review.

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Certificated Staff	All highly qualified gen. ed. and special ed. teachers will deliver a high quality instructional program based on individual student needs, best practices, and incorporate state standards-aligned instructional materials	\$5,473,119.00	No
1.2	Testing stipend	All teachers will use available formative and summative data to monitor student achievement and drive instruction and interventions.	\$0.00	No
1.3	Instructional materials purchase and replacement	Continue ongoing use and support in the implementation of standards-based instructional materials through replacement of consumables.	\$171,200.00	No
1.4	Library services	School librarians and library clerks will provide library services for all students as well as additional academic support for targeted students identified by teachers.	\$209,242.00	Yes
1.5	Technology staffing	The Director of Technology and Educational Technology Integration Teacher will provide the following: Assess the technology needs of the district	\$250,021.00	No

Action #	Title	Description	Total Funds	Contributing
		Support administrative use of technology Regularly communicate with staff regarding technology needs Update software and equipment Respond to requests from all staff for technology assistance Assist classroom teachers in developing strategies for integrating technology into instruction		
1.6	Technology devices	New Chromebooks will be purchased for all students	\$85,000.00	Yes
1.7	Instructional Assistants	Classroom instructional assistants and RTI Support Assistants provide additional academic support for targeted students at all school sites.	\$340,521.00	Yes
1.8	Special Education staffing	Special Ed. classroom assistants and SCIAAs provide additional academic support to students with disabilities. Severely disabled students are served through a regional program.	\$1,771,336.00	No
1.9	Transportation	Transportation will be provided to students in order to allow students' access to state standards-based curriculum.	\$157,188.00	No
1.10	Teacher collaboration	Grade level PLC teams at all school sites will closely analyze student progress and collaborate the effective use of data/information to help drive instruction.	\$0.00	No
1.11	Professional Development	Ongoing professional development for both certificated and classified staff including online instructional programs and travel/conference/registration fees.	\$104,247.00	No

Action #	Title	Description	Total Funds	Contributing
1.12	Summer School	A four-week summer school academic enhancement and enrichment program is planned for students in grades TK-6.	\$114,986.00	No
1.13	After School Program	The district's after school programs are designed to serve low income, English learners, and other lower achieving students at all schools. The program is aligned to support classroom instruction for all grades and serves students in grades TK-8.	\$517,524.00	No
1.14	Literacy Coach	The Literacy Coach will: conduct observations and provide appropriate coaching, modeling, and feedback on the instructional practices with an emphasis on literacy	\$112,605.00	Yes

Goal Analysis [2022-23]

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

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

There were some substantive differences in planned actions and actual implementation of actions within the following specific Actions:

- 1.1 Personnel--Fully credentialed staff
- 1.6 Purchase of Technology Devices

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.

- 1.1: Due to the reconfiguration of the district's middle schools, there was a greater need to employ teachers with single-subject credentials at the middle school. Even though all teachers had credentials, some needed a CTCC-approved waiver to teach single subjects.
- 1.3: The district adopted new math curriculum that wasn't originally budgeted for.
- 1.6: Technology Devices: In addition to the regular annual replacement of Chromebooks using LCFF funds, the district used Expanded Learning Opportunity Program (ELOP) funds to purchase additional devices for use in the summer program.
- 1.8: The district was unable to fill all of the SCIA positions budgeted.
- 1.11: Due to being awarded several grants, the district was able to increase their professional development budgets.

1.13: There was a large amount of prior-year carry over that was not included in the original budget.

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

1.1: All but one of the maintenance metrics were met.

1.3 and 1.4: Slight growth was reflected by students who showed improvement in ELA and math, but additional support is still needed. To address these needs, Instructional Coaches and Intervention Teachers will continue to be utilized by staff at all schools to address these needs.

1.12: Data for the metric is provided in Local Indicator #2.

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

As the goals appear to still be relevant to student progress, there are no significant changes being planned to alter the existing goals, metrics, and desired outcomes at this time. As always, these will be reviewed on an annual basis by all stakeholder groups, and if changes are recommended, they will be reflected in future LCAPs.

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	Provide Equitable Intervention support services for all students, including English Learners, foster/homeless youth, students with disabilities, SED students, and students in any other group who are performing below expected grade-level standards.

An explanation of why the LEA has developed this goal.

According to the CA Dashboard, all student subgroups are reported in the very low or low ranges in both ELA and math. In 2022 E/LA and math scores for students with disabilities were in the very low category. Hispanic students were 66 points below, SED students were 60.5 below, SWDs were 104.6 below standard, and white students were 39.2 below. These results indicated a need for additional support and intervention.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
2.1 - English Learner progress will be measured by year-to-year growth on ELPAC as defined on the CA Dashboard	2.1. English learner progress measured by year-to-year growth on ELPAC as defined by CA Dashboard. 62.3% made progress, high-performance level.	2.1. Met. 63% of ELs showed growth on the ELPAC from 19-20 to 2020-21.	2.1. Not met. 49.1% of ELs showed growth on the ELPAC from 2021-22 to 2022-23.		Maintain high performance level
2.2. The rate of redesignated EL students	2.2. 35% of EL students were reclassified RFEP (2020-21)	2.2. Not met. 9.3% of ELs were reclassified RFEP (2021-22).	2.2. Not met. 13% of ELs were reclassified RFEP (2022-23).		25% are reclassified annually

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
2.3. CAASPP results of EL students meeting or exceeding standards in ELA	2.3. 12.82% met or exceeded standards in ELA (2018-19)	2.3 Not met. 7.0% of ELs met or exceeded standards in ELA (2020-21)	2.3. Not met. 7.41% of ELs met/exceeded standards in ELA (2021-22).		25% meet or exceed
2.4. District Benchmark Assessments - EL students will show growth in midyear math assessments compared to winter assessments	2.4. 50% of students met or exceeded math proficiency standards at the mid-year STAR math assessments (2020-21)	2.4. Met. 41% of ELs met or exceeded math proficiency standards at midyear STAR math assessments (2021-22).	2.4. Not met. 17% of ELs met/exceeded math proficiency standards on midyear STAR assessments (2022-23).		30% meet or exceed
2.5. District Benchmark Assessments EL students will show growth in midyear E/LA assessments compared to winter assessments	2.5. 41% of students met or exceeded E/LA proficiency standards at the mid-year STAR E/LA assessments (2020-21)	2.5. Met. 45.9% of ELs met or exceeded E/LA proficiency standards at midyear STAR assessments (2021-22).	2.5. Not met. 7% of ELs met/exceeded ELA proficiency standards on midyear STAR assessments (2022-23).		30% meet or exceed
2.6. CAASPP results of EL students scoring at the proficient level in math	2.6. 7.63% met or exceeded standards in math (2018-19)	2.6. Not met. 4.27% of ELs met or exceeded standards in math (2020-21).	2.6. Not met. 3.48% of ELs met/exceeded math proficiency standards on midyear STAR assessments (2022-23).		15% meet or exceed
2.7. Dashboard rating distance from level 3 in ELA	2.7. 21.2 points below standard (level 3) (2018-19)	2.7. Data not available.	2.7. Not met. 51.9 points below standard (level 3). (2021-22).		Achieve Green level status on the CA Dashboard

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
2.8. Dashboard rating distance from level 3 in math	2.8. 55.3 points below standard (level 3) (2018-19)	2.8. Data not available.	2.8. Not met. 83.8 points below standard (level 3). (2021-22)		Achieve Green level status on the CA Dashboard
2.9. Records of ELD standards PD for certificated staff (registrations, meeting agendas, expenditures, etc.)	2.9. All teachers participate in district-wide ELD PD annually (2020-21)	2.9. Met. 100% of teachers participated in some form of PD in 2021-22.	2.9. Met. 100% of teachers participated in some form of PD in 2022-23.		Maintain 100%

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	Assessment materials, contracts	Teachers will use all available data such as DIBELS, STAR, CAASPP, and other local assessments to monitor student achievement, and identify appropriate interventions to help drive instruction.	\$3,461.00	No
2.2	English Learner, Foster Youth and Intervention Specialist staffing	EL and Intervention staff members and Foster Youth Liaison, will provide additional support for students in targeted groups.	\$1,418,459.00	Yes
2.3	Smaller class sizes	As requested by stakeholders, additional teachers will be employed to reduce student/teacher ratio to provide more learning support for targeted students at all schools and grade levels across the district.	\$1,033,623.00	Yes
2.4	English Learner Supports	Support for English Learners includes: Daily 30- minute targeted ELD instruction in addition to classroom push--in support. Additional curricular materials are provided. EL Aides provide additional support	\$188,305.00	Yes

Action #	Title	Description	Total Funds	Contributing
		at all district sites. Translation and interpretation services are provided by the district's Interpreter/Translator. ELPAC testing is administered by EL Coordinators and EL Aides. PD on ELD for certificated staff.		
2.5	Intervention materials and supplies	Intervention supplies and materials will be provided to additionally support academic needs of students in targeted groups	\$717.00	Yes
2.6	Food services	Provide a nutritious breakfast and lunch for students in targeted groups.	\$184,000.00	Yes

Goal Analysis [2022-23]

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

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

There were no substantive differences between planned and actual actions.

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.

- 2.1: The district added Multiple Measures to their testing supplies.
- 2.2: The cost of intervention specialists was lower than originally budgeted.
- 2.5: Intervention materials and supplies came in lower than anticipated.

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

The actions still appear to be in line with assisting the district in meeting this goal. EL supports are still in place at all school sites, and the district is doing what it can within budgetary restraints to maintain small class sizes. To work toward improved student outcomes, the district will maintain the use of Intervention Teachers and Instructional Coaches. These supports will remain in place this coming school year as well. Overall increased student achievement remains the top priority for the district for all student groups

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 implement a new online assessment system to facilitate ongoing progress monitoring of students' progress in reading. There are no other planned changes to actions.

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	Develop positive school climate which engages students and is based on school wide positive behavior practices

An explanation of why the LEA has developed this goal.

This is a maintenance goal. Since the pandemic, chronic absenteeism has shown a significant increase and measures have been planned to be put in place to help address this issue. The district will continue to work toward other means of correction prior to suspending students. There will be a continued focus on the implementation of restorative practices to help promote a positive school climate at all sites. The district has had difficulty maintaining counselors at all sites due to turnover and the lack of candidates for the positions but plans to have a counselor on site at each school in the beginning fall 2023. The main actions to support all these services will continue.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
3.1. School attendance rates	3.1. 93.53%	3.1. Met. 93.57%. Data retrieved from district's Student Information System (SIS) Aeries, in May 2022.	3.1. Not met. 93%. Data retrieved from district's Student Information System (SIS), Aeries, in March 2023.		95%
3.2. Chronic absenteeism rates	3.2. 12.6%	3.2. Met. 9.7%. Data retrieved from district's SIS in May 2022.	3.2. Not met. 26% of students identified as chronically absent as of March 2023. 22.4% was reported on the CA Dashboard for year-end 2021-2022		5%
3.3. Middle School Dropout rate	3.3 0%	3.3. Met. 0%. Data retrieved from	3.3. Met. 0% dropout rate.		Maintain 0%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		district's SIS in May 2022.			
3.4. Student data system (Aeries) reports of student discipline referrals	3.4 District-wide, 36% of the student population received some type of discipline referral.	3.4. Not Met. 29%. Data retrieved from district's SIS in May 2022.	3.4. Met. 21%. Data retrieved from district's SIS in March 2023.		25%
3.5. Annual results from CA Healthy Kids survey for students/parents/staff on school safety and connectedness.	3.5. To be established in 2021-22.	3.5. See results from annual site council surveys. Over 95% of students feel safe on school grounds and over 90% of parents feel welcome on school campuses (now that COVID restrictions have lifted).	3.5. Not met. 92%. Results obtained from all schools' SSC surveys		95% of students/parents/staff feel safe and connected to schools.
3.6. FIT (Facilities Inspection Tool)	3.6 District wide baseline of Fair to Good	3.6. Met. Data retrieved from reports generated by district's Director of Maintenance and Operations in September 2021.	3.6. Met. Data retrieved from reports generated by district's Director of Maintenance and Operations in September 2022.		Good overall rating
3.7. Suspension rate	3.7. .03%	3.7. Not met. .09%. Data retrieved from district's SIS in May 2022.	3.7. Not met. 3%. Data retrieved from reports generated by district's SIS in March 2023.		.03% or less
3.8. Expulsion rate	3.8. 0%	3.8. Met. 0%. Data retrieved from	3.8. Met. 0% of students expelled. (March 2023 data).		Maintain 0%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		district's SIS in May 2022.			

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	Professional Development	Provide ongoing PD opportunities for school climate and culture teams at all school sites. (Costs are included in Goal 1, Action 11).		No
3.2	Maintenance Operations	Maintain all facilities in fair to good repair	\$941,334.00	No
3.3	Counseling/Psych Services	Counselors and psychologists will address the behavioral and academic needs of targeted student groups to engage them more fully at their school sites and help to improve overall school climate. (This action is not for IEP assessments of students or for other Special Education services.)	\$914,304.00	Yes
3.4	Music	Music program will be offered to engage all students to increase attendance and improve school climate	\$220,454.00	Yes
3.5	Positive behavior practices	Promote awareness and full implementation of "other means of correction" practices designed to reduce suspension rate which include: 1. identify alternative steps (means) of correction to prevent behaviors leading to suspension 2. provide on-site corrective actions for students as needed 3. communicate new options with families in order to develop a more positive home--school connection (Costs are included in Goal 3, Action 3)		No

Action #	Title	Description	Total Funds	Contributing
3.6	Behavior Support Assistants (BSAs)	BSAs provide specific and intensive support to students who are experiencing behavioral issues.	\$78,176.00	No
3.7	Community Schools Grant Coordinator	Oversees implementation of Community Schools Grant.	\$111,241.00	No
3.8	Community Schools Grant Support Personnel	Community Schools Grant Culture and Climate Ambassadors, Social Worker, and Restorative Practices Coach will assist in building positive relationships with students, staff, and the community.	\$278,627.00	
3.9	Community Schools Grant Professional Development	Professional Development opportunities for district staff focused on restorative practices, social-emotional learning, and school culture and climate. Also inclusive of parent workshops and trainings.	\$26,601.00	No

Goal Analysis [2022-23]

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

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

Only minor changes occurred between planned and actual actions. PD was focused on Restorative Practices in place of PBIS. Counseling services were provided but positions were unfilled for some periods of time.

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.

With the exception of the addition of the services and personnel added by the implementation of the Community Schools grant, there were not any significant changes when comparing budgeted to actual expenditures within this goal.

3.3: The district was unable to hire two additional counselors that were budgeted.

3.4: A half-time music teacher moved to full-time.

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

In a review of the eight metrics in Goal 3, four were met. The high rate of student chronic absenteeism is likely attributed to changing the mindset of families to have their students in schools as often as possible post-pandemic. Student discipline referrals were reduced likely due to the focus on restorative practices implementation. The Very High rating is a concern the district will address in 2023-24. With the exception of issues with student daily attendance and chronic absenteeism, the metrics results indicate that other actions included in Goal 3 are effective, and FESD is progressing toward this goal.

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.

Community Schools grant actions have been added to the LCAP to reflect new funding and services to support community involvement, family engagement and building positive school climate and culture. These actions in Goal 3 also apply to Goal 4 where funds budgeted are shown. Administrative staff will implement increased communications with families and a more rigorous program to improve student attendance and reduce the chronic absenteeism rate. This will be accomplished within current staffing levels; no additional costs will be budgeted.

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
4	Parents and community will be welcomed and encouraged to become actively involved in the education of students.

An explanation of why the LEA has developed this goal.

This is a maintenance goal. Parent participation on school planning committees (SSC and Stakeholder meetings) has been consistent and productive. Parents have been active partners in their children's education and attendance at parent-teacher conferences is consistently above 95%. We have also maintained 100% participation for parents attending their students' IEP meetings. The practices in place that have led to these results will continue.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
4.1. Parent/Guardian participation rate at parent/teacher conferences	4.1. 94% participation rate	4.1. Met. 96%. Data retrieved from information gathered from site principals in March 2022.	4.1. Met. 96%. Data retrieved from information gathered from site principals in March 2023.		99%
4.2. Records of parent participation at scheduled LCAP/SSC stakeholder meetings	4.2. All 20 parent representatives participated in LCAP/SSC planning sessions	4.2. Met. 100% participation. Data retrieved from site principals September 2021 through May 2022.	4.2. Not met. 73% district-wide participation at all schools' SSC/LCAP stakeholder meetings.		Maintain 100% participation
4.3. Rate of return of annual Parent/Guardian surveys	4.4 District-wide, an average of 62% of parents returned the survey	4.3. Not met. 14% of surveys returned. Data retrieved from site principals in March 2022.	4.3. Not met. 17% of surveys returned. Data retrieved from site principals in March 2023.		70% return rate of surveys

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
4.4. Parent input at ELAC, DELAC, site council, and school board meetings where LCAP is discussed, including parents of English Learners, foster youth, SED, and SWD evidenced by agendas and agenda meeting minutes.	4.4. Input collected at all meetings.	4.4. Met. Input collected from all meetings. Data retrieved from site principals September 2021 through May 2022	4.4. Met. Input was collected from all meetings. Data retrieved from site principals September 2022--March 2023.		Maintain all
4.5. Parent/Guardian participation at IEP meetings	4.5. 100%	4.5. Met. Maintained 100% participation. Data retrieved from site principals in March 2022.	4.5. Met. 100% participation maintained at IEP meetings for all schools. Data retrieved from site principals in March 2023.		Maintain 100%
4.6. Percentage of parents/guardians who feel positively about their child's school climate	4.6. 96% of parents/guardians	4.6. Not met. District wide, 94% of parents/guardians feel positively about their child's school climate. Data retrieved from site principals in March 2022.	4.6. Not met. 92% of parents/guardians, district-wide, feel positively about their child's school climate. Data retrieved from site principals in March 2023.		Maintain 96%

Actions

Action #	Title	Description	Total Funds	Contributing
4.1	Home/school communications	Parents/Guardians and community members will be actively recruited to join SSC/LCAP stakeholder committees by notifications either sent	\$23,085.00	No

Action #	Title	Description	Total Funds	Contributing
		home via students or mailed to families. Implementation of enhanced school to home communication through ParentSquare.		
4.2	Parent Volunteers	Parents and community members will be actively recruited to volunteer in the schools, to work in classrooms, assist at school events, support school projects and help on field trips.	\$1,000.00	No
4.3	Admin Community activities	Administrators will participate in community events and service clubs to help inform community members of school events/activities, offer information on school progress, and request community assistance on designated projects.	\$235.00	No
4.4	Automated Parent Notification	In order to encourage parents/guardians to become more actively engaged in their child's education, the District will communicate with families through mailings, newsletters, flyers, social media, and computer generated phone calls.	\$4,106.00	No
4.5	Community Schools Grant Coordinator	Oversees implementation of Community Schools Grant.		No
4.6	Community Schools Grant Support Personnel	Community Schools Grant Culture and Climate Ambassadors, Social Worker, and Restorative Practices Coach will assist in building positive relationships with students, staff, and the community.		No
4.7	Community Schools Grant Professional Development	Professional Development opportunities for district staff focused on restorative practices, social-emotional learning, and school culture and climate. Also inclusive of parent workshops and trainings.		No

Goal Analysis [2022-23]

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

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

There are no substantive differences planned in actions or actual implementation of actions.

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.

New Community Schools funding provided additional PD opportunities to staff and parents and additional personnel added (Social Worker, Climate and Culture Ambassadors, and a Restorative Practices Coach).

4.1: Parent Square software was less than anticipated.

4.3: Our superintendent joined an additional community group.

4.4: The cost of School Loop was lower than anticipated at budget adoption.

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

In a review of the six metrics in Goal 4, three of them were met. In metric 4.3, a significantly lower number of parent surveys were returned to school sites than the district would like to see, but it was increased over the previous year. Metric 4.6 showed a slight decline in parents' feelings about the school climate at their child's school. It is hoped that now schools are once again fully open to having parent volunteers and visitors on campuses, parents' feelings about school climate will increase.

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.

In 2023-24 the Community Schools grant program will provide additional PD opportunities to staff and parents and additional personnel added (Social Worker, Climate and Culture Ambassadors, and a Restorative Practices Coach) to support the full implementation of this goal. There will also be additional outreach made to all families, encouraging them to once again partner with schools to join us in supporting their children's education by volunteering on school campuses, assisting on field trips, and inviting them to regularly work in their students' classrooms.

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
5	

An explanation of why the LEA has developed this goal.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24

Actions

Action #	Title	Description	Total Funds	Contributing

Goal Analysis [2022-23]

An analysis of how this goal was carried out in the previous year.
 A description of any substantive differences in planned actions and actual implementation of these actions.

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.

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

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.

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

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

Projected LCFF Supplemental and/or Concentration Grants	Projected Additional LCFF Concentration Grant (15 percent)
3,747,257	443,588.08

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
33.41%	0.95%	\$97,356.00	34.37%

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.

All students identified as socio-economically disadvantaged, English Learners and those identified as foster/homeless but not making sufficient progress on local assessments are provided additional academic support in both language arts and math. With the continued hiring of additional staff through the use of ESSER funds, smaller student-teacher ratios have resulted in more individualized attention for students, enabling teachers to target support daily to specific skills they observe, which are a struggle for low-performing students to master. This strategy was particularly rated as of high value by stakeholders who wished to see it continue. The majority of students identified within the various categories of the district's unduplicated student count who continue to perform below standard in English/Language Arts benefit from additional opportunities of exposure to literature found in school libraries. Librarians and library techs enhance classroom literacy opportunities for students whose families of origin might not be able to provide enhanced opportunities for exposure to literature due to a lack of resources. Unduplicated students living in poverty or who come from homes with very limited resources often lack exposure to technological devices (i.e., computers, laptops, iPads, Chromebooks, cell phones, basic internet connectivity, etc.) and benefit from the use of, and gain academic support, by accessing 1:1 devices that support classroom academic activities and programs. By providing internet access and 1:1 devices, students gain valuable exposure to modern technology and its uses, enhancing the overall academic program. Staff dedicated to serving ELs, versus a program that is solely delivered by classroom teachers, provides increased support for the needs of students learning a second language. Hiring an EL coordinator to increase ELD and provide translation and support in other academics is an increased level of support above a basic program. Counselors and psychologists will address targeted student groups' behavioral and

academic needs to engage them more fully at their school sites, promoting improved attendance and overall school success. (This action is not for IEP assessments of students or for other Special Education services.) Families in low-income situations often struggle to provide nutritious meals, including breakfast and lunch, for their children. The district's food services program will ensure that well-balanced meals meeting national requirements are provided to students daily, thus improving their attention to academic learning and improving their social/emotional well-being. There are numerous benefits associated with the discipline of learning music which carries over to academics and also motivates school attendance. Low-income families are also less likely to devote limited resources and time to music lessons or instruments. In addition, EL paraprofessionals have been offered additional work hours in order to provide increased services and interventions for all ELs (G1A7).

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

FESD's planned percentage to increase and improve services for low-income, foster youth, and English learners is nearly 42%, which far exceeds the 31.88% required minimum. This is accomplished through the LEA and school-wide actions described and justified in prompt 1. In addition, the following limited actions contribute to meeting the minimum 1:1 requirement. The following services provide an increased level of support designed to improve the learning and increase the performance of students in identified high-risk groups on both CAASPP and local assessments. Services for the district's foster youth, English learners, and economically disadvantaged students are being addressed in the following ways: The total full-time equivalent (FTE) of the district's English Language Development (ELD) teachers is continuing to be increased in order to provide added support for all identified English learner students in all schools (G2A2). Additionally, supplemental materials and a new program designed to provide EL help and support will again be purchased in designated daily 30-minute pull-out services to increase support (G2A4). To help support the district's lower-achieving low-income students, the district maintained four additional intervention teachers for the 2022-23 school year to help bolster academic achievement in core subject areas (G2A2). Our district's foster and homeless youth are tracked by our full-time Foster/Homeless Youth Liaison. That individual coordinates with classroom teachers to make sure those students are receiving the academic support needed and their physical needs are addressed. (G2A2). Our Foster Youth Liaison will also be working with families who are homeless and with foster parents to help ensure that students from those families have the proper support systems to help them succeed and assist in making ongoing academic progress. If there are indications that any student within these categories is not receiving adequate support or appears to be falling behind academically, the Foster Youth Liaison meets with teachers, counselors, parents, and foster parents in order to plot a course of action to assist the student(s) in getting back on track (G2A2). The district has seen increased results in district-administered assessments of students' ELA scores, likely attributed to a change in student-to-adult ratios, which has allowed for increased 1:1 support for foster youth, English learners, and low-income students. As previously mentioned, additional teachers have been hired to help lower class sizes across the district due to stakeholder input. Smaller class sizes allow for more individualized support for our unduplicated students, which in turn, leads to increased academic achievement.

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

The district plans to use its allocation of additional concentration grant add-on funding to maintain the employment of another full-time intervention teacher at the middle school level and another full-time intervention teacher at the elementary level. Both teachers will work with lower-performing students, as identified through local assessment data (Renaissance Learning's STAR math and STAR reading), and will initially concentrate on lower-performing unduplicated students. Those students who receive the additional academic intervention will continue to be periodically assessed so that individual progress data can be monitored in order to cycle as many students as possible (at least those showing adequate growth and progress) through the program (G2A2).

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

2023-24 Total Expenditures Table

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	\$9,521,502.00	\$3,257,528.00	\$1,293,897.00	\$661,790.00	\$14,734,717.00	\$12,571,776.00	\$2,162,941.00

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1.1	Certificated Staff	All	\$3,981,820.00	\$1,436,352.00		\$54,947.00	\$5,473,119.00
1	1.2	Testing stipend	All	\$0.00				\$0.00
1	1.3	Instructional materials purchase and replacement	All	\$371.00	\$158,329.00	\$12,500.00		\$171,200.00
1	1.4	Library services	English Learners Foster Youth Low Income	\$204,372.00			\$4,870.00	\$209,242.00
1	1.5	Technology staffing	All	\$250,021.00				\$250,021.00
1	1.6	Technology devices	English Learners Foster Youth Low Income		\$0.00	\$85,000.00		\$85,000.00
1	1.7	Instructional Assistants	English Learners Foster Youth Low Income	\$340,521.00				\$340,521.00
1	1.8	Special Education staffing	Students with Disabilities	\$0.00	\$509,667.00	\$1,059,596.00	\$202,073.00	\$1,771,336.00
1	1.9	Transportation	All	\$157,188.00				\$157,188.00
1	1.10	Teacher collaboration	All	\$0.00				\$0.00
1	1.11	Professional Development	All	\$22,184.00	\$29,101.00	\$6,509.00	\$46,453.00	\$104,247.00
1	1.12	Summer School	TK-6 All		\$114,986.00			\$114,986.00

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1.13	After School Program	All		\$474,046.00	\$43,478.00		\$517,524.00
1	1.14	Literacy Coach	English Learners Foster Youth Low Income		\$112,605.00			\$112,605.00
2	2.1	Assessment materials, contracts	All	\$3,461.00				\$3,461.00
2	2.2	English Learner, Foster Youth and Intervention Specialist staffing	English Learners Foster Youth Low Income	\$1,075,594.00	\$0.00	\$22,533.00	\$320,332.00	\$1,418,459.00
2	2.3	Smaller class sizes	English Learners Foster Youth Low Income	\$1,033,623.00				\$1,033,623.00
2	2.4	English Learner Supports	English Learners	\$149,728.00		\$5,462.00	\$33,115.00	\$188,305.00
2	2.5	Intervention materials and supplies	English Learners Foster Youth Low Income	\$717.00				\$717.00
2	2.6	Food services	Foster Youth Low Income	\$184,000.00				\$184,000.00
3	3.1	Professional Development	All					
3	3.2	Maintenance Operations	All	\$941,334.00				\$941,334.00
3	3.3	Counseling/Psych Services	Foster Youth Low Income	\$855,485.00		\$58,819.00		\$914,304.00
3	3.4	Music	English Learners Foster Youth Low Income	\$214,481.00	\$5,973.00			\$220,454.00
3	3.5	Positive behavior practices	All					
3	3.6	Behavior Support Assistants (BSAs)	All	\$78,176.00	\$0.00			\$78,176.00
3	3.7	Community Schools Grant Coordinator	All		\$111,241.00			\$111,241.00
3	3.8	Community Schools Grant Support Personnel			\$278,627.00			\$278,627.00

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
3	3.9	Community Schools Grant Professional Development	All		\$26,601.00			\$26,601.00
4	4.1	Home/school communications	All	\$23,085.00				\$23,085.00
4	4.2	Parent Volunteers	All	\$1,000.00				\$1,000.00
4	4.3	Admin Community activities	All	\$235.00				\$235.00
4	4.4	Automated Parent Notification	All	\$4,106.00				\$4,106.00
4	4.5	Community Schools Grant Coordinator	All					
4	4.6	Community Schools Grant Support Personnel	All					
4	4.7	Community Schools Grant Professional Development	All					

2023-24 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
11,214,460.00	3,747,257	33.41%	0.95%	34.37%	\$4,058,521.00	0.00%	36.19 %	Total:	\$4,058,521.00
								LEA-wide Total:	\$2,491,961.00
								Limited Total:	\$1,226,039.00
								Schoolwide Total:	\$340,521.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1.4	Library services	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$204,372.00	
1	1.6	Technology devices	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		
1	1.7	Instructional Assistants	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Ambrosini Elementary Walker Elementary TK-4	\$340,521.00	
1	1.14	Literacy Coach	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		
2	2.2	English Learner, Foster Youth and Intervention Specialist staffing	Yes	Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools	\$1,075,594.00	

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	2.3	Smaller class sizes	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$1,033,623.00	
2	2.4	English Learner Supports	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	\$149,728.00	
2	2.5	Intervention materials and supplies	Yes	Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools	\$717.00	
2	2.6	Food services	Yes	LEA-wide	Foster Youth Low Income	All Schools	\$184,000.00	
3	3.3	Counseling/Psych Services	Yes	LEA-wide	Foster Youth Low Income	All Schools	\$855,485.00	
3	3.4	Music	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$214,481.00	

2022-23 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	\$14,093,852.00	\$14,095,869.00

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	Certificated Staff	No	\$5,531,070.00	5,970,095
1	1.2	Testing stipend	No	\$0.00	0.00
1	1.3	Instructional materials purchase and replacement	Yes	\$70,206.00	138,914
1	1.4	Library services	Yes	\$206,824.00	202,898
1	1.5	Technology staffing	No	\$115,336.00	123,500
1	1.6	Technology devices	Yes	\$55,342.00	108,686
1	1.7	Instructional Assistants	Yes	\$330,457.00	302,227
1	1.8	Special Education staffing	No	\$1,946,780.00	1,521,574
1	1.9	Transportation	Yes	\$157,188.00	157,188
1	1.10	Teacher collaboration	No	\$0.00	0

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	1.11	Professional Development	No	\$42,002.00	113,055
1	1.12	Summer School	No	\$201,225.00	190,516
1	1.13	After School Program	No	\$505,558.00	577,678
2	2.1	Assessment materials, contracts	Yes	\$1,299.00	2,260
2	2.2	English Learner, Foster Youth and Reading Specialist staffing	Yes	\$1,539,079.00	1,379,888
2	2.3	Smaller class sizes	Yes	\$1,020,975.00	1,045,876
2	2.4	English Learner Supports	Yes	\$160,819.00	149,056
2	2.5	Intervention materials and supplies	Yes	\$9,710.00	707
2	2.6	Food services	Yes	\$396,872.00	396,872
3	3.1	Professional Development	No		
3	3.2	Maintenance Operations	No	\$916,390.00	891,229
3	3.3	Counseling/Psych Services	Yes	\$719,349.00	598,636
3	3.4	Music	Yes	\$155,425.00	216,447

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	3.5	Positive behavior practices	No		
4	4.1	Home/school communications	Yes	\$6,147.00	3,226
4	4.2	Parent Volunteers	No	\$1,000.00	1,000
4	4.3	Admin Community activities	No	\$120.00	235
4	4.4	Automated Parent Notification	No	\$4,679.00	4,106

2022-23 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
3,466,003	\$3,307,529.00	\$3,368,647.00	(\$61,118.00)	0.00%	0.00%	0.00%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.3	Instructional materials purchase and replacement	Yes		100,018		
1	1.4	Library services	Yes	\$206,824.00	194,374		
1	1.6	Technology devices	Yes	\$1,920.00	0		
1	1.7	Instructional Assistants	Yes	\$330,457.00	306,551		
1	1.9	Transportation	Yes	0	158,687		
2	2.1	Assessment materials, contracts	Yes	0	29,549		
2	2.2	English Learner, Foster Youth and Reading Specialist staffing	Yes	\$670,833.00	651,577		
2	2.3	Smaller class sizes	Yes	\$1,020,975.00	1,048,161		
2	2.4	English Learner Supports	Yes	\$122,206.00	129,292		
2	2.5	Intervention materials and supplies	Yes	\$9,710.00	707		
2	2.6	Food services	Yes	\$250,709.00	184,000		
3	3.3	Counseling/Psych Services	Yes	\$538,470.00	540,244		

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)
3	3.4	Music	Yes	\$155,425.00	22,261		
4	4.1	Home/school communications	Yes		3226		

2022-23 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
10,236,274	3,466,003	0.00%	33.86%	\$3,368,647.00	0.00%	32.91%	\$97,356.00	0.95%

Instructions

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[Engaging Educational Partners](#)

[Goals and Actions](#)

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

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

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).

California Department of Education
January 2022