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
Little Lake City Elementary	Monica Johnson Assistant Superintendent of Educational Services	mjohnson@llcsd.net 562-868-8241

Plan Summary 2023-2024

General Information

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

The Little Lake City School District, established in 1871, is a suburban elementary school district located in the southeastern portion of Los Angeles County. The district lies within the municipalities of Santa Fe Springs, Norwalk, and Downey. The nine schools, seven elementary and two middle, serve a diverse student population of 3,779.

The student population in Little Lake is relatively stable in terms of mobility, and is ethnically homogeneous. The ethnic distribution of the student body is approximately 89% Latino, 3.6% White/non-Hispanic, 1.5% African-American, and 6% other. English learners account for 10.4% of the student population, and 94% of English learners identify their primary language as Spanish. Approximately 71% of students districtwide qualify for free/reduced lunch.

The district operates a variety of programs to enhance student achievement. All nine schools receive federal Title I, and state Local Control Funds (including supplemental and concentration funds for English learners, socioeconomically disadvantaged, and foster students). In addition, GATE, English learner services (i.e., structured English immersion, designated/integrated ELD), and special education programs are offered at all sites. The district offers a full-day transitional kindergarten and kindergarten program at all seven elementary sites. Elementary students receive specialized instruction in art, music and physical education. The middle schools offer elective classes in vocal and instrumental music. Both middle schools host an AVID Program and are organized in interdisciplinary teams. An after school program is available at all school sites offering free, extended learning opportunities to all students.

The Professional Learning Communities model has been embraced by the Little Lake City School District. An emphasis on learning, collaboration, and results is reflected in many of the practices at all sites. Pacing guides and curriculum alignment documents outline what our students are expected to learn. Common assessments, district benchmarks, and state tests provide formative and summative data on student learning. All elementary schools implement a Response to Intervention (RtI) model in language arts and mathematics that is systematic, directive, and timely. Both middle schools implement an intervention/acceleration model that addresses students' needs in language arts, mathematics, English Language Development, history/social science, and science.

In the Little Lake City School District, where our beliefs are Students First, Results Matter and Whatever it Takes, student achievement is the primary focus of the school district. The following recognitions have been earned by district schools:

-Six elementary schools have been named California Distinguished Schools
-All nine schools have received recognition as California Gold Ribbon Schools

-All nine schools have received recognition as Title I Academic Achievement Schools
-Both middle schools have been named a National School to Watch and have both redesignated in the National School to Watch program
-One middle school has been recognized as an AVID School-wide Site of Distinction
-One elementary school received recognition as a National Blue Ribbon School
-Two elementary schools received the CSBA Golded Bell Award
-All nine schools have been named Honor Roll Schools by the Campaign for Business and Education Excellence
-7 of 9 schools received the PBIS implementation Award
-Recognized as one of twenty districts "On the Go" by Michael Fullan

Reflections: Successes

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

The following demonstrates Little Lake's successes based on local data and local assessment tools:

The 2022-2023 LCAP Parent Survey provides us with valuable feedback used to monitor program effectiveness and guide our future decisions. This survey was distributed to all parents via email on April 3, 2023. The survey results, based on the four goals within the 2022-2023 LCAP are listed below. The percentage noted is the percentage of parents who either "Agree" or "Strongly Agree" to the following statements:

STUDENT ACHIEVEMENT
- My school provides my child with strong academic instruction. 96%
- My child has learned new skills and improved this year. 96%
- My child's school is preparing them for future college or career paths. 91%
- I am pleased with the progress my child is making toward meeting state standards. 93%

CONDITIONS FOR LEARNING
- My child's school facilities are clean, safe, and in good condition. 94%
- My child's school provides them with the materials and technology needed to help them learn. 97%

EDUCATIONAL PARTNER ENGAGEMENT
- I am adequately informed about my child's learning progress. 92%
-There is good school-parent communication. 93%
- I am aware of school events and meetings. 96%
- I attend school events and meetings. 94%
- I am aware of parent education and parent leadership opportunities. 95%
- I participate in parent education and parent leadership meetings and workshops. 53%

SCHOOL CLIMATE
- The school provides a safe environment for students. 95%
- The school-wide PBIS/discipline policy is effective. 91%
- My child enjoys attending school each day. 94%
- I have a positive relationship with staff at my child's school. 96%

OVERALL
 - In general, I am satisfied with my child's school. 96%

These results, which directly reflect the feedback of our educational partners, indicate a high level of satisfaction not only overall, but across the actions and services provided under the four goals of the LCAP. We are proud of our ratings and also proud of the increased participation rate that we observed with the 2022-2023 survey of

58%, up from 33% the previous school year.

The 2022 California School Dashboard also indicated areas of success. In the area of English Language Arts, the district was at the "Medium" level and for Suspension Rate, the district was at the "Low Level." All local indicators on the dashboard were also identified as "Standard Met" including Implementation of Academic Standards, Access to a Broad Course of Study, Basics, Parent and Family Engagement, and Local Climate Survey.

As indicated by the dashboard, English Language Arts was an area of overall success for the LLCSD. During the 2018-2019 school year, which was the last year of state testing prior to COVID-19, the district had 56% of students scoring exceeded or met in ELA on SBAC. On the 2021-2022 SBAC, which was our first post-COVID state test, the district remained at 56% scoring met or exceeded. Our students did not demonstrate the anticipated learning loss due to COVID, school closures, and distance learning that one might have expected and scores were maintained.

In addition, the Little Lake City School District administers the California Kids Healthy Survey annually to fifth and seventh grade students. For LCAP purposes, students are asked to rate their perception of school connectedness and school safety. Results show that students feel safe at school, with percentages over the 85% goal, as shown below:

Safety: Do you feel safe at school? 5th grade: 91%, 7th grade: 86%

This data is a result of the supports and services put in place for students and families during the 2022-2023 school year and are a true testament to the hard work put forth by all staff members of the Little Lake City School District. We are proud of our students' successes this year and we will continue to build upon this success in the upcoming school year in the following ways:

-Student Achievement: We will continue to provide students with rigorous, standards based instruction and intervention to ensure student academic progress. We will strengthened our intervention model to include more specific and targeted Tier 2 intervention with research-based support and materials. We will streamline the SST process and strengthen Tier 3 intervention including the use of general education instructional assistants. We will provide increased training for our interventionists and instructional assistants with oversight from our site TOSAs. Tutoring services will be available both in person and virtually. State data continues to guide professional development, with an increased focus on the area of math. We will continue to partner with the UCLA Curtis Center and utilize our math TOSAs to provide math training for teachers. Elementary teachers will receive reading assessment training and middle school teachers will receive integrated ELD training from our ELA/ELD TOSAs. Newly adopted elementary NGSS science textbooks and our partnership with UCLA and Notre Dame in the SPIRAL project will further support students in the area of science. Student progress will be communicated to parents through trimester progress reports, trimester report cards, and parent conferences and meetings.

-Conditions for Learning: We will continue to ensure maintenance of our facilities keeping them safe and in good condition as measured by the Facilities Inspection Tool. We will continue to make facility improvements among all nine campuses and the district office including painting, concrete and asphalt work, and construction of new playgrounds. We will continue to provide students with materials and technology for learning. We will continue with the implementation of a 1:1 Chromebook program for 4th - 8th grade students, and provide hotspots to our families in need.

-Educational Partner Engagement: We will continue to maintain effective parent-school communication by keeping parents informed using a variety of communication tools. We are working with a new platform, Parent Square, to call, text, and email parents from the school and district levels. We will continue to organize and invite parents to school events and meetings, and make them aware of parent education and parent leadership opportunities. We will increase services offered to families though the Family Resource Center to assist in removing barriers and sustaining stability.

-School Climate: We will continue to nurture a safe learning environment for all students by building positive relationships with students and families. The PBIS framework will continue to be followed at each of our school sites. All nine schools will continue to have full time counselors on site, and continue to implement Second Step, our SEL program. Allocated funding will be available for student motivation and incentives for students.

Reflections: Identified Need

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

A review of Dashboard and local data indicated one area of low performance as well as two areas of significant performance gaps among student groups.

Low Performance
- Dashboard Indicator: Chronic Absenteeism

While we recognize that the COVID-19 pandemic continues to have an effect on both staff and students, particularly in the area of attendance, the District is committed to improving student attendance overall, and that is supported by the LCAP Central Committee. Attendance is an area of need not only in Little Lake ("Very High" on the California School Dashboard), but across the county and state, however, we know that student academics and success are negatively impacted when students are not in school. To continue to address the attendance needs of students, the LCAP Central Committee made a recommendation to increase an existing action/service by increasing the hours of our district attendance clerk from 3.0 to 6.0 hours per day. This increase will allow the necessary time for the clerk to be proactive in addition to being reactive to attendance issues. Parent information, notification, and training in this area are essential, and time must be dedicated directly toward improving attendance.

An additional step taken by the LEA will be to establish a district Student Attendance Review Board (SARB) and a process for referral. The local SARB board in the area is no longer operating. The newLLCSD SARB board will be comprised of district administrators, counselors, social worker, and family outreach liaisons. The board will work to assist in meeting the needs of students and families who have not responded to previous interventions and only once all other supports have been exhausted. In establishing a process for referral, school sites will have worked directly with families and attempted interventions including home visits, attendance incentives, parent conferences, and wrap around services if needed.

Significant Performance Gaps
- Dashboard Indicator: ELA - Students with Disabilities

In the area of English Language Arts, the overall student population was "Medium" on the California School Dashboard, while students with disabilities were in the "Very Low" level. This identified learning gap is an area of concern and focus. To strengthen instruction and improve academic achievement for students with disabilities we will focus on core English language arts instruction through updating and modifying pacing guides and assessments that give students access to general education strategies and grade level content. Our students who take the SBAC with accommodations need multiple opportunities to practice whether it be through the administration of the IABs, FIABs, or district benchmarks through the Illuminate platform. The also need experiences with the tools and designated supports to ensure that the supports are being used correctly by students. This work will be a collaborative effort between special education teachers and district TOSAs.

The LCAP Central Committee is committed to improving outcomes for students with disabilities and has recommended that a Special Education TOSA be added to the LCAP. This relatively new position will allow for direct support of special education teachers, particularly our newest teachers. The TOSA will provide direct assistance to all special education teachers regarding instruction, goal setting and goal work, behavior intervention, the IEP process, and student support. The TOSA will also work collaboratively with the District content area TOSAs to support instruction of our special education students and assist in ensuring access to grade level content standards and curriculum.

- Dashboard Indicator: Suspension - Foster Students

In the area of Suspension, the overall student population was "Low" on the California School Dashboard, while foster students were at the "High" level. Our foster youth need additional supports, particularly social-emotional support and support to increase positive behavior. This group will be closely supported by our school counselors, family liaisons, and social worker. Upon enrollment at a school site, school counselors are immediately informed so that supports and any needed interventions can start early. At the school site level, foster students will receive check in check out monitoring and be provided direct support by working in a small group with our counselors.

The LCAP Central Committee is committed to supporting our foster students and has recommended that one social worker be added as an action/service to the LCAP. At the district level, the social worker will build positive relationships with foster students at both middle schools through a monthly gathering called Foster All Stars. This group will allow our social worker to have direct contact with students in a fun and stress free environment. There are monthly themed activities for the group to do allowing for relationship building among the students and with the social worker, giving her the opportunity to build trust and connections with students so that further outreach and support can take place.

LCAP Highlights

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

Each year we work closely with our educational partners throughout the district and our LCAP Central Committee, which consists of 34 members, to review student data and identify our strengths and needs. Through this process, we reached consensus on the 4 goals for this year's LCAP which serve as the frame for our program to support students' academic and social emotional needs.

Goal 1 Student Achievement
All K-8 students will demonstrate growth toward proficiency in core content areas (e.g., California State Standards, ELD), as measured by:
1. Smarter Balanced Assessments in ELA and Mathematics in grades 3-8 (Dashboard Data)
2. District Assessments in grades K-2
3. CAST: Grades 5 and 8
4. District Assessments in history/social science in grades 7-8
5. EL Progress Indicator (Dashboard Data)
6. ELs: ELA Proficiency Level on SBAC (Dashboard Data)
7. Reclassification rates for ELs
8. Pupil Academic Indicators
9. Physical Fitness Tests in grades 5 and 7
10. Self Reflection Tool - Implementation of State Standards (Priority #2)
11. Broad Course of Study Local Indicator (Priority #7)

To improve student achievement:
-We will continue to provide students with supplemental materials based on the California State Standards to address their academic needs. -We will continue to provide professional development in ELA, CELL/ExLL, ELD, and NGSS (e.g., conferences, district and site professional development, collaboration sessions) for all instructional staff to support targeted students, in addition to supporting the school SLT (Student Leadership Team).
-We will maintain targeted students' access to, and use of, classroom technology devices (e.g., Chromebooks) for instructional purposes, as well as provide professional development on the effective use of instructional technology to all teachers of targeted students.
-We will continue to schedule and facilitate periodic data reflection sessions (DRS/ILC) for each grade level and/or subject area team in order to address students' academic needs.
-We will continue to provide additional Tier 3 proactive academic support to targeted students who are at risk in core academic areas.
-We will maintain itinerant elementary physical education credentialed teachers to provide additional planning time for grade level teachers to design lessons to meet the needs of targeted students.
-We will continue to schedule and coordinate common grade level/subject specific planning days annually for all teachers and site administrators.
-We will continue to offer a summer school program to build the academic proficiency of targeted underperforming students.
-We will maintain additional TK-3rd grade classroom teachers to reduce the student: teacher ratio to an average of 24: 1 for K-3rd grade and a student : adult/teacher to12:1 for TK.
-We will continue to provide intervention/enrichment learning opportunities beyond the core program for targeted students in grades TK-8th. -We will maintain two Math Coaches to support classroom teachers in the implementation of effective math strategies and instruction aligned with the California Mathematics Framework.
-We will continue to provide library services to all students in grades TK-8.
-We will continue to provide and expand extended day enrichment opportunities for identified targeted students.
-We will maintain two ELA/ELD Specialists to support classroom teachers in the implementation of ELA/ELD instruction in line with the California State Standards and Framework.
-We will will maintain a STEM Specialist to support classroom teachers in the implementation of science instruction aligned with the Next Generation Science Standards and Framework.
-We will continue to purchase additional Chromebooks and internet access for targeted students.
-We will continue to provide instructional platforms to support instruction and increase student engagement for targeted TK-8 students.
-We will continue to provide online tutoring services to support students' academic needs.

-We will provide Instructional Assistants distributed to school sites by enrollment to support identified students and student groups based on need in the general education setting.
-We will maintain a total of eight Academic Support TOSAs to support intervention and instruction. Seven TOSAs will support elementary school sites with the implementation of effective and systematic intervention and one TOSAs will be identified to provide on-going support to special education teachers.
-We will maintain two bilingual instructional assistants (6.0 hours) to provide language acquisition support to newcomer English language learner students in grades 4-8.

Goal 2 Conditions for Learning
Conditions for Learning will support growth toward proficiency in content areas (e.g., new California State Standards) standards, as measured by:
1. 100% of facilities will continue to be in good to excellent repair as measured by the Office of School Construction Facilities Inspection Tool (FIT)
2. Rates of appropriately qualified, credentialed and assigned certificated, classified and administrative and instructional staff.
3. Sufficiency of standards-aligned instructional materials (board resolution)
4. Student transportation, as required by IEPs and safety criteria (allocated funds)
5. Basic Supplies and Services

To improve conditions for learning:
-We will continue to select, adopt, and purchase standards aligned instructional materials for grades TK-8.
-We will continue to complete facilities maintenance projects according to the Five-Year Deferred Maintenance Plan.
-We will continue to attract and retain qualified general and special education teachers, administrators, and classified staff to provide research-based instruction, monitor growth, and provide differentiated support and enrichment to all TK-8 students, as appropriate. -We will continue to provide sufficient supplies to support daily operations and instruction.
-We will continue to provide busing services for selected groups of general and special education students.

Goal 3 School Climate
School Climate will be conducive to effective teaching and learning, as measured by:
1. Suspension Rate
2. Expulsion Rate
3. Student School Safety Survey Rates (HKS Grades 5 and 7)
4. Parent Safety Survey Rate
5. Teacher Safety Survey Rate

To improve school climate:
-We will continue to provide PBIS for all school sites.
-We will will maintain itinerant elementary/middle school counselors and add additional counselors to support targeted students at all sites and continue to purchase social emotional learning supplemental materials to further support students' social emotional needs.
-We will continue to provide student motivational activities before school, during school, and/or after school activities designed to encourage and support school connectedness and a positive school climate.
-We will maintain four behavior trained instructional assistants (6.0 hours) to provide support for students with behavior needs across the district.

Goal 4 Educational Partner Engagement
Educational Partner Engagement will be inclusive, strategic and purposeful, as measured by:
1. Parent Survey Response Rate
2. Parent Satisfaction Survey Results
3. Student School Connectedness Rate (HKS Grades 5 and 7)
4. Priority 3: Parent Decision Making and Participation
5. Attendance Rate
6. Chronic Absenteeism Rate
7. Middle School Dropout Rate
8. Teacher School Connectedness Survey Rate
9. Parent Survey Results - Parent Decision Making
10. Parent Survey Results - Parent Participation

To improve educational partner engagement:
-We will continue to maintain a tiered plan to increase parent involvement, participation and leadership regarding strategies to promote the success of targeted students.
-We will continue to provide direct support to families through our family outreach liaisons in the Family Resource Center including food distribution and resource referrals.
-We will continue to include programs designed to increase educational partner engagement and to reinforce positive school climate, such as WEB implementation at both middle schools and the District elementary attendance clerk services for TK-5 schools.
-We will continue to develop parent engagement and leadership through educational courses such as Technology, GED, ELD, Parent Project, and Civic Leadership offered throughout the school year.
 -We will continue to provide parent and family engagement activities such as Science Night, Reading on the Green, Moms and Muffins, Dads and Donuts, Back to School Night, and Open House.
-We will maintain one social worker to provide support for students and families across the district including mental health services, connections to community resources, and provided one to one and small group counseling.

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.

Support for Identified Schools

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

Monitoring and Evaluating Effectiveness

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

Engaging Educational Partners

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

The Little Lake City School District prides itself on the inclusive and ongoing engagement of educational partners throughout the development of the LCAP and annual review and this year was no different. The LCAP Central Committee was first convened in October 2022 and included representative teachers, bargaining unit officers, parents, community members, a SELPA representative, board members, Assistant Superintendents of Business, Educational Services and Personnel, the Directors of Special Education/Pupil Services, Fiscal Services, and Curriculum, principals, and the Superintendent.

The LLCSD LCAP Central Committee held three meetings to make recommendations for the 2023-2024 LCAP. The Central Committee met on October 17, 2022, February 6, 2023, and March 20, 2023. To engage all of our educational partners both consultations and a survey took place. Principals at each site held consult meetings with both certificated and classified staff members. In addition, consults occurred with the administrative team, bargaining units (LLEA and CSEA), students, and parent representative groups (DAC/DELAC). Following the consults, the annual parent LCAP survey was delivered by email to all LLCSD parents the week of April 3, 2023 asking questions from the parent perspective aligned with the four LCAP Goals; Student Achievement, Conditions for Learning, School Climate, and Educational Partner Engagement. The annual staff LCAP survey was also sent out to staff (certificated, classified, and administrative) the week of April 3, 2023 asking questions that align to the four LCAP goals. Finally, the student LCAP survey was sent out to all 4th through 8th grade students the week of April 3, 2023. The feedback from our educational partners assisted in guiding the work and ultimately the recommendations of the Central Committee.

The LCAP Central Committee reviewed related data, identified key findings (i.e., needs) based on the data, reviewed drafted goals, proposed actions/services, timeline and budget based on the needs assessment, and also reviewed input from broader groups of educational partners and ranked the identified needs.

The School Plans for Student Achievement for 2022-2023 were also referenced when developing the LCAP. As site plans are revised for 2023-2024, alignment between them and the LCAP will be systematically addressed. The annual review process will begin again in September 2023 as additional data on student needs and LCAP goal attainment becomes available.

Following completion of a draft LCAP, it was presented for review and comment to the DELAC and DAC on May 1. The minutes reflect any questions that were asked and the responses given in writing to parents by the Superintendent's Designee. The draft plan was made available on the LLCSD website and members of the public were notified of the opportunity to submit written comments regarding the LCAP via the District website. On June 13 the draft plan was presented to the Board of Education and a public hearing was held. The Superintendent and designee responded to all comments from the public hearing. The final plan was presented to the Board of Education and approved on June 27. The approved plan was posted on the district website.

A summary of the feedback provided by specific educational partners.

The following is a summary of the feedback provided by our educational partners. The consult groups were asked for their input on actions and services due to the projected increase in funding for the 2023-2024 LCAP. The items listed are new or existing actions that educational partner groups identified for the additional funding. The number after each item represents rank with the lowest number indicating the highest ranking:

-#1 - Counselors 45 (Certificated - 14, Classified - 17, Parent - 14)
-#2 - TOSAs - Site and Special Education 71 (Certificated - 35, Classified - 16, Parent - 20)
-#3 - Family Outreach Liaisons 114 (Certificated - 39, Classified - 33, Parent - 42)
-#4 - Social Worker 116 (Certificated - 40, Classified - 37, Parent - 39)
-#5 - Behavior Trained Instructional Assistants 128 (Certificated - 48, Classified - 35, Parent - 45)
-#6 - Bilingual Instructional Assistants 152 (Certificated - 57, Classified - 46, Parent - 49)

Finally, other trends that emerged through the educational partner engagement process, specifically from students, included maintaining or increasing the following:
- Counseling
- Student Motivation Activities
- After School Programs

As a result, the LCAP Central Committee reviewed these items and made recommendations for the 2023-2024 LCAP based on the educational partner input.

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

The result of the educational partner engagement in the development, review, and implementation of the LCAP has been a shared understanding and unwavering support of the plan by all partners. For the 2023-2024 plan, the Central Committee reviewed the six recommendations for actions and services to be added to the LCAP, including three counselors, site and special education TOSAs, one family outreach liaison, one social worker, behavior trained instructional assistants, and bilingual instructional assistants. The Central Committee took a look at the priorities together and discussed the impact these actions and services would have on student achievement. After a review of the budget for 2023-2024, the committee recognized that funding was available to support all six actions and services and recommended that all six be added to the LCAP either as an increase to a current action and service or as a new action and service. In addition, based on student input, additional funds were allocated to Goal 1, Action 16, in order to increase and improve enrichment and extended day opportunities.

These decisions came as a direct result of partner consult and survey input and through the decision making process of the Central Committee. Comments from various educational partner groups were considered in making revisions to the LCAP moving forward. As a result of the inclusive process in identifying needs and priorities, in setting goals, and developing actions and services, there is districtwide commitment to implementation of the LCAP.

The LCAP development process is ongoing in that the strengths and needs of the district and our students are identified using the qualitative and quantitative data gathered and presented to the Central Committee who is charged with drafting the LCAP. Following consultation sessions with the employee association leadership groups, the principals, DAC and DELAC parents, the additional strengths and needs are incorporated into the assessment summary. Following completion of a draft LCAP, it was presented for review and comment to the DELAC and DAC on May 1. The minutes reflect the questions that were asked and the responses given to the parents in writing. Finally, the public hearing process enabled any members of the public to comment on the draft LCAP. This input was considered in making final

revisions to the LCAP prior to local board approval. The process of gathering educational partner input into the LCAP was effective in ensuring a plan that accurately encompasses salient strengths and needs of the district and our students. The resulting impact in an LCAP that reflects and addresses the district and community's highest needs relative to the eight state and other local priorities. In addition, there is shared commitment to effective implementation of the LCAP and to its ongoing revision.

Goals and Actions

Goal

Goal #	Description
1	Goal 1 - Student Achievement All K-8 students will demonstrate growth toward proficiency in core content areas (e.g., California State Standards, ELD), as measured by: 1. Smarter Balanced Assessments in ELA and Mathematics in grades 3-8 (Dashboard Data) 2. District Assessments in grades K-2 3. CAST: Grades 5 and 8 4. District Assessments in history/social science in grades 7-8 5. EL Progress Indicator (Dashboard Data) 6. ELs: ELA Proficiency Level on SBAC (Dashboard Data) 7. Reclassification rates for ELs 8. Pupil Academic Indicators 9. Physical Fitness Tests in grades 5 and 7 10. Self Reflection Tool - Implementation of State Standards (Priority #2) 11. Broad Course of Study Local Indicator (Priority #7)

An explanation of why the LEA has developed this goal.

Student achievement is at the core of our purpose and beliefs and all decisions are made with a focus on student achievement. The LEA and all educational partners are committed to devoting resources in order to increase student achievement for all students by providing research based instructional strategies and support. The Student Achievement goal ensures that all students show steady and consistent academic growth in core content areas. The actions and services in this goal which include professional development for teachers, additional instructional materials, technology and platforms, academic coaches/TOSAs, and intervention services work together seamlessly to provide a rigorous and supportive educational program to assist students in meeting or exceeding grade level standards and help to prepare them for their educational transitions. The metrics in this goal, which include state and local data, will demonstrate growth toward proficiency in core content standards.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023-2024
SBAC ELA Grades 3-8	Baseline data is based on	2020-2021	2021-2022 SBAC ELA:		All: Increase, Significantly Increase, or Maintain

English Language Arts Assessment Report: Status and Change Report	2018-19 SBAC ELA: All: Maintained Latino: Maintained White: Declined African American: Maintained FIlipino: Significantly Increased RFEPs: Maintained SWD: Increased Low Income: Increased ELs: Increased EL Progress: N/A Foster Youth: Increased	Fastbridge ELA Percent Proficient: (Alternate to SBAC) All: 52% Latino: 52% White: 48% African American: 47% Filipino: 76% RFEP: 58% SWD: 17% Low income: 48% EL: 16% EL Progress: N/A Foster Youth: 7%	All: Medium Latino: Medium White: High African American: Low Filipino: Very High RFEPs: N/A SWD: Very Low Low Income: Medium ELs: Low EL Progress: Medium Foster Youth: N/A		Latino: Increase, Significantly Increase, or Maintain White: Increase, Significantly Increase, or Maintain Afr-Am: Increase, Significantly Increase, or Maintain Filipino: Increase, Significantly Increase, or Maintain RFEPs: Increase, Significantly Increase, or Maintain SWD: Increase, Significantly Increase, or Maintain Low Income: Increase, Significantly Increase, or Maintain ELs: Increase, Significantly Increase, or Maintain EL Progress: EL Progress Indicator Report-Status and Change Report: Increase, Significantly Increase, or Maintain Foster Youth: Increase, Significantly Increase, or Maintain
District Assessments Language Arts K-2	2020-2021 K: 73% 1st: 82% 2nd: 45%	2021-2022 K: 57% 1st: 58% 2nd: 75%	2022-2023 K: 77% 1st: TBD 2nd: TBD		Increase by 5% or maintain at 90% K: 78% 1st: 87% 2nd: 50%
District assessments in History/Social Science in grades 7-8 Growth Target 5% growth from prior year (maintain at 90%)	Data is based on 2018-2019 district assessment results 7th: 54% 8th: 88%	2021-2022 7th: 65% 8th: 77%	2022-2023 7th: TBD 8th: TBD		7th: 59% 8th: 90%
EL Progress (Dashboard Data) EL Proficiency (ELPAC): Increase the percentage of	2019-2020 ELPI is not yet available. EL Proficiency (ELPAC): 19% of ELs scored a level 4 of ELPAC Reclassification Rate:	2020-2021 ELPAC 13% of ELs scored a level 4 on ELPAC 2020-2021 Reclassification Rate: 11%	2021-2022 ELPAC EL Progress Indicator: Medium 17% of ELs scored a level 4 on ELPAC		EL Progress: EL Progress Indicator Report-Status and Change Report: Increase, Significantly Increase or Maintain EL Proficiency (ELPAC): at least

students scoring a level 4 on ELPAC Reclassification Rate for ELs: 2% Growth Target or at or above the state reclassification rate	Reclassification Rate 19% (38 students)	(Above the state reclassification rate of 7%)	2021-2022 Reclassification Rate: N/A (Above the state reclassification rate of 7%)		19% of ELs scoring a level 4 of ELPAC Reclassification Rate: 21%, or at/above the state reclassification rate
Pupil Academic Indicators (replaced by new accountability system) Suspension Rate English Learner Progress Indicator Report English Language Arts Assessment Report-Status and Change Report Mathematics Assessment Report-Status and Change Report	2019/2020 Suspension Rate for 19/20: 0.9% 2019/2020 ELPI: N/A 2019/2020 English Language Arts Assessment Report-Status and Change Report: Maintained 2019/2020 Mathematics Assessment Report-Status and Change Report: Increased	2020-2021 Suspension Rate: 0% ELPI: N/A English Language Arts Fastbridge: 16% Mathematics Fastbridge: 18%	2021-2022 Suspension Rate: 1.3% Low 2021-2022: English Learner Progress Indicator: Medium 2021-2022: English Language Arts Assessment Report: Medium 2021-2022: Mathematics Assessment Report: Low		Suspension Rate: Maintain or decrease from 0.9% English Learner Progress Indicator Report -Status and Change Report: Increase, Significantly Increase, or Maintain English Language Arts Assessment Report-Status and Change Report: Increase, Significantly Increase, or Maintain Mathematics Assessment Repot-Status and Change Report: Increase, Significantly Increase, or Maintain
Physical Fitness Tests in grades 5 and 7	2019/2020 5th: 46% 7th: 55%	Participation Rate 2021/2022 Grade 5: Aerobic Capacity 94.1% Abdominal Strength and Endurance 94.1% Trunk Extensor Strength and Flexibility 94.1% Upper Body Strength and Endurance 94.1% Flexibility 94.1% Grade 7: Aerobic Capacity 95.3%	Participation Rate 2022/2023 Grade 5: Aerobic Capacity N/A Abdominal Strength and Endurance N/A Trunk Extensor Strength and Flexibility N/A Upper Body Strength and Endurance N/A Flexibility N/A Grade 7: Aerobic Capacity N/A Abdominal Strength and Endurance N/A Trunk Extensor Strength		Target growth 5% from prior year 5th: 51% 7th: 60% Changed in 21/22 to reflect participation rate Target growth 2% from previous year or maintain at 95% participation

		Abdominal Strength and Endurance 91.6% Trunk Extensor Strength and Flexibility 92.6% Upper Body Strength and Endurance 92.4% Flexibility 93.1%	and Flexibility N/A Upper Body Strength and Endurance N/A Flexibility N/A		
SBAC Mathematics Grades 3-8 Mathematics Assessment Report: Status and Change Report	Baseline data is based on 2018-19 SBAC Mathematics: All: Increased Latino: Increased White: Declined African American: Maintained Filipino: Increased RFEPs: Maintained SWD: Increased Low Income: Increased ELs: Increased Foster Youth: Increased	2020-2021 Fastbridge Mathematics Percent Proficient: (Alternate to SBAC) All: 49% Latino: 48% White: 56% African American: 49% Filipino: 79% RFEP: 60% SWD: 17% Low income: 45% EL: 18% EL Progress: N/A Foster Youth: 8%	2021-2022 SBAC Mathematics All: Low Latino: Low White: Low African American: Low Filipino: High RFEPs: N/A SWD: Very Low Low Income: Low ELs: Low EL Progress: Medium Foster Youth: N/A		All: Increase, Significantly Increase, or Maintain Latino: Increase, Significantly Increase, or Maintain White: Increase, Significantly Increase, or Maintain Afr-Am: Increase, Significantly Increase, or Maintain Filipino: Increase, Significantly Increase, or Maintain RFEPs: Increase, Significantly Increase, or Maintain SWD: Increase, Significantly Increase, or Maintain Low Income: Increase, Significantly Increase, or Maintain ELs: Increase, Significantly Increase, or Maintain EL Progress: EL Progress Indicator Report-Status and Change Report: Increase, Significantly Increase, or Maintain Foster Youth: Increase, Significantly Increase, or Maintain
District Assessments Math K-2	2019/2020 Kinder: 86% 1st: 86% 2nd: 51%	2021/2022 Kinder: 78% 1st: 60% 2nd: 34%	2022/2023 Kinder: 1st: 2nd:		Increase by 5% or maintain at 90% Kinder: 90% 1st: 90% 2nd: 56%
ELs: ELA Proficiency Level on SBAC (Dashboard) English Language Arts Assessment	ELs: Increased	2020-2021 Fastbridge English Language Arts Percent Proficient: (Alternate to SBAC)	2021-2022 ELs: ELA Proficiency: Low		ELs: Increase, Significantly Increase, Maintain

Report-Status and Change Report		English Learners:16%			
CAST - Grades 5 and 8	2019/2020 5th - 28.61% 8th - 39.96%	2020/2021 There is no related data available at this time.	2021/2022 5th - 33% 8th - 29%		5th: +5% growth (33%) or Increase, Significantly Increase, Maintain 8th: +5% growth (45%) or Increase, Significantly Increase, Maintain
Priority #2 - Self Reflection Tool - Implementation of Academic Standards	2020/2021 Average of 4 (Full Implementation) on the Self Reflection Tool	2021/2022 Average of 4 (Full Implementation) on the Self Reflection Tool	2022/2023 Average of 4 (Full Implementation) on the Self Reflection Tool		Maintain or Increase Average of 4 (Full Implementation)
Priority # 7 - Broad Course of Study	2020/2021 Students have access to a broad course of study based on local indicator broad course of study narrative.	2021/2022 Students have access to a broad course of study based on local indicator broad course of study narrative.	2022/2023 Students have access to a broad course of study based on local indicator broad course of study narrative.		Maintain Students have access to a broad course of study based on local indicator broad course of study narrative.

Actions

Action #	Title	Description	Total Funds	Contributing
1	CaSS Supplemental Materials	Action: The district will identify and purchase additional supplemental materials to support CaSS for targeted K-8 students. Service: Targeted students will use materials to address their academic needs. Funds are allocated to school sites to purchase additional supplemental instructional materials based on student need. These additional materials include: Guided Reading books, novels for Book Clubs, class magazine subscriptions, math manipulatives, etc.	$150,000.00	Yes
2	Common Core Professional Development	Action: The district and school sites will provide CaSS professional development in ELA, CELL/ExLL, and NGSS (e.g., conferences, district and site inservices, collaboration sessions) for all instructional staff to support targeted students. Site specific professional development will be guided by the school's SLT (Student Achievement Leadership Team. The district will provide specific professional development in ELD to support the instruction of all English learners. Service: Targeted students will receive instruction and support from highly trained teachers, administrators, and classified instructional staff. Professional development will be provided in the area of English Language Development (ELD) with a focus on Integrated ELD. The SLT will meet to establish site goals and specific professional development. In addition, support	$265,000.00	Yes

		staff will receive training on strategies to support newcomer students. The focus on ELD training will support all EL students and assist in closing the achievement gap.		
3	Instructional Technology	Actions: The district will maintain targeted students' access to, and use of, classroom technology devices (e.g., Chromebooks) for instructional purposes. The district will provide professional development on the effective use of instructional technology to all teachers of targeted students. Services: Targeted students will receive instruction including the integration of current instructional technology devices to support their grade level proficiency. Targeted students will receive effective instruction including the integration of technology designed to support their grade level proficiency in content standards.	$256,940.00	Yes
4	DRS/Arts for All	Action: K-8 principals will schedule and facilitate periodic data reflection sessions (DRS) for each grade level and/or subject area team. DRS sessions will be conducted at each elementary site every two weeks. DRS sessions will be conducted at each middle school site for each content area every six weeks. District will maintain itinerant instructors to provide Arts for All instruction. Service: Interventions and support directed to meet the instructional needs of targeted students will be planned during DRS sessions.	$213,500.00	Yes
5	Tier 3 Increased Support	Action: Additional certificated staffing (4.5 FTEs) will be allocated to all schools to provide additional Tier 3 proactive academic support to targeted students who are at risk in core academic areas. All schools will have a certificated teacher on site. Service: Targeted students will receive additional academic support in core academic areas from specialized certificated staff. Staff will provide consistent Tier 3 small group and one on one instruction to at risk students in language arts and mathematics. Depending on student need, staff will use research based strategies to address student academic needs, such as an additional dose of guided reading, number talks with the use of manipulative, close reading, etc.	$575,756.00	Yes
6	Arts For All (repeated expenditure, Goal 1, Action 4)	Action: The district will implement an Arts for All program for targeted TK-5 students at all elementary sites. The district will hire itinerant instructors to provide Arts for All instruction to targeted TK-5 students. Service: Targeted students will participate in ninety minutes of a biweekly rotation of art, music, and additional PE instruction provided by itinerant teachers. This PE instruction is in addition to the service provided in Action #7.	$0.00	Yes
7	Grade Level Collaboration	Action: The district will maintain itinerant elementary physical education credentialed teachers to provide additional planning time for grade level teachers to design lessons to meet the needs of targeted students. Service: Targeted TK-5 students will participate in additional PE instruction with a designated itinerant PE teacher during the school day in order to provide teachers with additional common core planning time within the instructional day.	$335,179.00	Yes
8	Common Planning	Action: The district will schedule and coordinate common grade level/subject specific	$320,000.00	Yes

		planning days (3 days compensated) annually for all teachers and site administrators. Service: Targeted TK-8 students will participate in an instructional program that is consistent, research or evidence-based, and aligned with the California State Standards (CaSS) in core content areas, including ELD, physical education and arts.		
9	Summer School	Action: The district will design and offer a summer school program to build the academic proficiency of targeted underperforming students. The district will hire appropriate staff (certificated, classified, administrative) necessary to offer the summer school program to support targeted students. Service: Targeted underperforming students will attend a summer school program to assist them in attaining grade level proficiency on the CaSS.	$0.00	Yes
10	Grade Span Adjustment at 24 to 1	Action: Hire additional TK-3rd grade classroom teachers to reduce the student to teacher ratio to an average of 24: 1. 26 FTEs above the base requirement. Service: Targeted students in grades TK-3rd will experience reduced class sizes and increased differentiated instruction. This will allow teachers to provide multiple opportunities for small group or one to one instruction throughout the instructional day. It will allow teachers to provide differentiated instruction in these smaller groups to best meet the needs of TK-3 students.	$2,305,267.00	Yes
11	Student Interventions	Action: Every elementary and middle school will provide intervention/enrichment learning opportunities beyond the core program for targeted students in grades TK-8th. Service: Targeted students will receive intervention/enrichment learning opportunities beyond the core program to build their proficiency in grade level ELA/ELD and mathematics standards.	$614,451.00	Yes
12	Math Coaches	Action: Instructional coaches (2.0 FTE) will support classroom teachers in the implementation of mathematics instruction aligned with the California State Standards and frameworks. Service: Targeted TK-8 students, particularly unduplicated students, will receive more effective core instruction in mathematics. The Math coaches will provide on-going support and and professional development to teachers to strengthen mathematics instruction and implement a consistent set of research-based strategies to best support the needs of students.	$292,517.00	Yes
13	Library Services	Action: Every elementary and middle school will provide library services to all students in grades TK-8. Service: All TK-8 targeted students will benefit educationally from the use of the school library and will receive the services of a part-time library media specialist. The LMS will provide direct services to students in book selection at their independent reading level, class read alouds to promote new books and authors along with modeling reading strategies, and facilitate the checking out of books to encourage student literacy and to	$184,045.00	Yes

		support English language arts instruction.		
14	Qualified Staff (repeated expenditure, Goal 2, Action 3)	Action: All teachers will implement instruction of the state standards during the regular class time and will provide additional support or enrichment of the standards during RtI time. Services: All students will receive additional support or enrichment of the state standards during RtI during time. (Priority 2)	$0.00	No
15	DRS/Arts for All (repeated expenditure, Goal 1, Action 4)	Action: All teachers will participate in Data Reflection Session to continuously monitor student achievement by reviewing benchmark assessment data. Teachers will identify areas of need, plan and modify instruction as needed to increase student achievement. Service: Students will receive instruction that has been carefully planned to meet their specific needs.	$0.00	Yes
16	Enrichment/Extended Day	Action: Identified targeted students will receive extended day enrichment opportunities such as technology courses, coding, and STEM related assemblies and activities. Service: Each school will provide extended day enrichment opportunities either before and after school for identified targeted students.	$116,487.00	Yes
17	ELA/ELD Specialists	Action: The district will maintain a total of two ELA/ELD Specialists to support classroom teachers in the implementation of the ELA/ELD instruction in line with the California State Standards and Framework. Service: All EL students will receive more effective core instruction in ELD. RFPs will be monitored for two years after reclassification to ensure student success. Monitoring includes analysis of student data, such as benchmark assessments and grades.	$307,165.00	Yes
18	STEM Specialist	Action: The District will maintain a STEM Specialist to support classroom teachers in the implementation of science instruction aligned with the Next Generation Science Standards and Framework. The STEM Specialist will provide teachers with supplemental science kits/materials and additional lessons that allow for hands on exploration as well as provide professional development in the area of NGSS with a focus on Storylines and Performance Tasks Services: TK-8 students, particularly unduplicated students, will receive more effective core instruction in science.	$151,145.00	Yes
19	Technology To Go-Internet and Computer Access	Action: The District will purchase additional Chromebooks and internet access. Service: The District will assign Chromebooks and Internet access to targeted students that do not have access to these resources at home.	$10,000.00	Yes
20	Digital Instructional Platforms	Action: The district will identify and purchase additional digital instructional platforms to enhance and support student learning such as Seesaw, RAZ Plus, Lexia, and ST Math. Specific platforms including BrainPop EL, RAZ Plus EL Edition will purchased as a	$153,892.00	Yes

		supplement to the language acquisition program in order to support English learners. Service: The integration of additional digital instructional platforms will increase student engagement and support student learning, specifically in the area of language acquisition for English learners.		
21	Instructional Assistants (Gen Ed)	Action: The district will support nine 5.0 hour instructional assistants and fourteen 3.5 hour instructional assistants distributed to school sites by enrollment to support identified students and student groups based on need in the general education setting. Professional development will be provided to the instructional assistants. Service: Identified students and student groups will receive additional academic support in core content areas based on data and determined need.	$665,481.00	Yes
22	Academic Support TOSAs	Action: The district will maintain a total of eight Academic Support TOSAs to support intervention and instruction. Seven TOSAs will support elementary school sites with the implementation of effective and systematic intervention including RtI, Tier 3 intervention, SSTs, tutoring, and the effective use of general education instructional assistants. One TOSAs will be identified to provide on-going support to special education teachers. Services: All TK-8 students, particularly unduplicated students, will receive effective intervention services based on their needs. The Academic Support TOSAs will provide support to all teachers, interventionists, and general education instructional assistants to strengthen the intervention program and implement research-based strategies to best support the needs of students.	$1,013,608.00	Yes
23	Bilingual Instructional Assistants	Action: The district will maintain two bilingual instructional assistants (6.0 hours) to provide language acquisition support to newcomer English language learner students. Service: Identified newcomer English language learners will receive small group or 1:1 instruction in language acquisition to help build their language proficiency in English.	$104,443.00	Yes

Goal Analysis for 2022-2023

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.

Actions and services for Goal #1, Student Achievement were implemented as planned to achieve the articulated goal. Specifically, the District was successful in fully implementing all but one of the identified actions. The only planned action that was not fully implemented was Action 21, Instructional Assistants (general education). While some general education instructional assistants were hired prior to the start of the 2022/2023 school year, filling all of the positions, particularly the 3.5 hour part-time positions proved to be difficult. Nonetheless, this action was identified as an area of success as part of our tiered intervention support. More students received specific, timely, small group instruction based on their needs due to the addition of Action 21.

The implementation of Goal #1 actions and services was a success overall. The district was successful in staying the course and committed to full implementation to ensure that students received the instruction, intervention, and support needed to grow academically. We were successful in continuing to provide meaningful and relevant supplemental materials designed to enhance instruction for students. We were successful in providing time for teachers to have common planning time, professional development, and reflection time in order to provide rigorous instruction that meets the needs of our students, share best practices, and collaborate to design effective lessons with embedded research based strategies. The process of collaboration time took on a new structure, Innovative Learning Collaborate, to strategically

focus on teaching and learning in our classrooms. We were successful in continuing to provide small class sizes and a lower adult to student ratio through grade span adjustment. The Educational Services staff including District TOSAs were successful in their support of teachers, providing training on Guided Reading for all 4th- 5th grade teachers, Integrated ELD for all Kinder - 5th grade teachers, numerous math workshops focused on high-yield routines, professional development in the area of math with UCLA Curtis Center, development of 6th - 8th grade district pacing guides and benchmarks, development of a TK pacing guide, assessments, and report cards, and Science PD through our continued work with UCLA SPIRAL project in science.

Challenges this year for Goal #1 included being able to provide the amount of intended professional development and planning support due a continued shortage of substitutes. Collaboration between Educational Services and Personnel resulted in strategic planning to overcome the challenges and often splitting the intended professional development into two days to reduce the number of teachers out per day.

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.

There were some differences between the budgeted expenditures and estimated actual expenditures this year. Action 9, Summer School, did take place, however supplemental and concentration funds were not used. Currently, all summer school programs are being funded by the Expanded Learning Opportunity Grant. In addition, Action 19, Technology To Go-Internet and Computer Access did take place and technology and hot spots were supplied to families in need, however funds for this came from existing ESSER funds and not supplemantal and concentration funds.

Action 21, instructional assistants general education was not fully expended. This action and service called for nine 5.0 hour and fourteen 3.5 hour instructional assistants to be assigned to sites based on enrollment to support identified students and student groups based on need in the general education setting. We were unable to fill all of the allotted general education instructional assistants, particularly the 3.5 hour positions. This led to a substantial difference between the budgeted expenditures and actual expenditures.

Several actions and services that were tied to labor/personnel had a substantial difference. This was due primarily to the 10% salary increase in the fall of 2023, along with increased health and welfare costs. This had a direct impact on Action #4 DRS/Arts for All, Action #7 Grade Level Collaboration, Action #10 Grade Span Adjustment, Action #12 Math Coaches, Action #17 ELA/ELD Specialists, and Action #18 STEM Specialist.

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

Overall the actions in Goal 1 were effective as measured by the metric indicating progress toward the goal. Several actions can be identified as having a direct impact on English language arts scores across the district as measured by district data. In the area of English Language Arts, the district was at the "Medium" level on the California School Dashboard. This was an area of overall success for the district. During the 2018-2019 school year, which was the last year of state testing prior to COVID-19, the district had 56% of students scoring exceeded or met in ELA on SBAC. On the 2021-2022 SBAC, which was our first post-COVID state test, the district remained at 56% scoring met or exceeded. Our students did not demonstrate the anticipated learning loss and this accomplishment can be tied to several actions and services under Goal 1.

This year Action 5, Tier 3 Intervention, Action 11, Student Interventions, and Action 21, Instructional Assistants (Gen Ed), worked together to provide a systematic tiered intervention program for students. The strengthened RtI program, along with a tier 3 intervention program aided by our TOSAs and instructional assistants were effective at meeting the needs of students and improving student outcomes as evidenced by district data. In regards to materials, Action 1, CaSS supplemental materials and Action 23, Digital Platforms provided technology supports to assist students by providing enhanced curricular materials, manipulatives, and scaffolded support. Smaller class sizes and lower adult to student ratio as indicated in Action 12, Grade Span Adjustment allowed for more frequent small group instruction for students leading to increased learning opportunities. Finally, all actions and services linked to improving instruction including coaching and learning for all teachers, collaboration and planning, and professional development were effective in having a direct impact on student achievement as measured by district data. One specific contributing action Action 19, ELA/ELD specialists, who have a direct impact by offering continued support in terms of teacher coaching, professional development, and curriculum planning allowing students to receive rigorous, high quality instruction across content areas. Action 2, Common Core Professional Development, is also a contributing factor that ensures that students receive quality instruction using researched based strategies from highly trained teachers, Action 4 DRS/Arts for All, which allows teachers to participate in collaborative inquiry cycles including planning and team reflection sessions focused on student work and strategies for improvement, Action 9, Grade Level Collaboration with provides teachers with common planning time during the instructional day, and Action 10, Common Planning, which supports 3 days for professional development and planning.

Another notable area of success was science, particularly 5th grade. Based on state data, 5th grade students increased from 29% proficient in 2018-2019 to 33% proficiency in 2021-2022. A 4% growth is commendable during this time period. Actions related to this success include Action 18, STEM Specialist, who has a direct impact on NGSS instruction through teacher coaching, professional development, and program planning, Action 1, CaSS supplemental materials, providing for hands on NGSS experiences beyond the core textbook, and Action 2, digital instructional platforms, which includes the integration of multiple science platforms.

Additionally, there were specific actions and services that targeted improving outcomes for English learners. These actions include Action 1, CaSS Supplemental Materials which supplement the ELD program and materials, Action 2, which includes specific professional development for the teachers of English learners to support language acquisition, Action 17, ELA/ELD Specialists who directly support teachers of English learners with professional development, modeling, coaching and strategies, and Action 20 which supports digital platforms that continue to supplement language acquisition as evidenced by our metrics which include 17% of ELS scoring a level 4 on ELPAC and a rating of "Medium" on the California School Dashboard.

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

There were several additions to the planned actions for the coming school year as a result of reflections and decisions made by the LCAP Central Committee. Based on data and educational partner input the Central Committee has recommended that the following items be added to our existing actions and services:

New Actions/Services:

Action 22, Academic Support TOSAs - Academic Support TOSAs were previously funded by stimulus funds that are expiring. The TOSAs have been the direct support for our intervention programs which include tier 2 RtI and interventionists, tier 3 intervention and general education instructional assistants, and all before and after school intervention including tutoring. The direct support here was evidenced in our English language arts growth however, the data indicates that intervention needs exist, particularly in the area of mathematics, to strengthen and support our intervention program and services.

Action 23, Bilingual Instructional Assistants - The number of newcomer students has steadily increased in LLCSD over the past four years to almost double. English learners continue to show a significant learning gap as evidenced by both state and local data, for example English language learners were rated as "Low" in English language arts in contrast with all students who were at "Medium." Bilingual instructional assistants will work directly with our newcomer students to provide language acquisition support to increase student achievement. It is recommended that we have two instructional assistants at 6.0 hours per day.

Increased Services:

Professional Development - Since returning to in person instruction, each school has worked to develop a strong SLT (Student Achievement Leadership Team). The SLT oversees school specific goal and professional development, both based on the particular needs of each school site. This past school year, each SLT has instituted site learning rounds in order to observe student learning taking place across grade levels and to develop an evidenced-based understanding of teaching and learning practices at the school. Stimulus funding has previously funded this work which accounts for subs in order for SLT to meet both and the district and site level, receiving training, and substitutes to allow teacher release for learning rounds. By adding addition funds into Goal 2, professional development, we can continue to grow this practice into year 3 to further impact student achievement.

Enrichment/Extended Day - As a result of our student survey, a theme that arose was increased afterschool engagement. When reflecting on the current enrichment/extended day action it was noted that funding had not increased since the initial allocation in 2014-2015. In order to increase these services which are academic based and related to student achievement, the Central Committee recommended an increase in funding to allow for more services and extended services due to rising costs over the past nine years.

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.

Goal

Goal #	Description
2	Goal 2 - Conditions for Learning Conditions for Learning will support growth toward proficiency in content area standards (e.g., California State Standards), as measured by: 1. 100% of facilities will continue to be in good to excellent repair as measured by the Office of School Construction Facilities Tool (FIIT) 2. Rates of appropriately qualified, credentialed and assigned certificated, classified, administrative and instructional staff. 3. Sufficiency of standards-aligned instructional materials (board resolution) 4. Student transportation, as required by IEPs and safety criteria (allocated funds) 5. Basic Supplies and Services

An explanation of why the LEA has developed this goal.

The LEA and educational partners believe that a positive and safe learning environment is crucial in order for student learning to take place. These services must be in place so that effective teaching and learning can occur. The Conditions for Learning goal will support growth toward proficiency in content area standards (e.g., California State Standards). The actions attached to this goal help to provide a quality education that ensures success for every student. The metrics in this goal will measure implementation of the goal ensuring that conditions for learning support student growth.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023-2024
Facilities Inspection Tool Target	2020/2021 9/9 schools received a Good/Excellent rating	2021/2022 9/9 schools received a Good/Excellent rating	2022/2023 9/9 schools received a Good/Excellent rating		9/9 schools in the Good/Excellent rating
Rates of appropriately qualified, credentialed and assigned certificated, classified and administrative and instructional staff.	2020/2021 Qualified Staff: Credentialed -100% Assigned - 100% Highly Qualified - 100%	2021/2022 Qualified Staff: Credentialed - 100%	2020/2021 - data released in 2022/2023 Qualified and Credentialed Staff - 99.4%		Qualified Staff: Credentialed -Maintain at 100% Assigned - Maintain at 100% Highly Qualified - Maintain at 100%
			2022/2023		Maintain 100% sufficiency based

	2020/2021	2021/2022	100% sufficiency based on Board Resolution No. 23-016 on 9/27/22		on William's Board Resolution
Sufficiency of standards-aligned instructional materials (Board Resolution)	100% sufficiency based on William's Board Resolution	100% sufficiency based on Board Resolution No. 22-013 on 9/14/21			
Student transportation, as required by IEPs and safety criteria	2020/2021 100% of eligible students have access to student transportation.	2021/2022 100% of eligible students are provided with transportation.	2022/2023 100% of eligible students are provided with transportation.		Provide student transportation to 100% of eligible students
Basic Supplies and Services	2020/2021 100% of sites have basic supplies and services based on allocated base funds.	2021/2022 100% of sites were allocated base funds to maintain basic supplies and services.	2022/2023 100% of sites were allocated base funds to maintain basic supplies and services.		Maintain basic supplies and services, based on allocated base funds, to 100% of sites.

Actions

Action #	Title	Description	Total Funds	Contributing
1	Standards Aligned Instructional Materials	Action: The district will select, adopt and purchase standards aligned instructional materials for grades K-8. Service: All K-8 students will have the use of standards aligned instructional materials.	$10,000.00	No
2	Maintenance of Facilities	Action: The district will complete facilities maintenance projects according to the Five-Year Deferred Maintenance Plan. Service: School staff and students will work in facilities that rate good to excellent on the OPSC Facilities Inspection Tool.	$1,512,804.00	No
3	Qualified Staff	Action: The district will attract and retain qualified general and special education teachers, administrators, and classified staff to provide research-based CaSS instruction, monitor growth, and provide differentiated support and enrichment to all TK-8 students, as appropriate. The district will provide competitive compensation and satisfactory working conditions. Service: All TK-8 students will receive research-based instruction and differentiated support designed to build their proficiency as measured by SBAC assessments, district common assessments, and school based informal assessments.	$36,590,053.00	No

4	Basic Supplies and Services	Action: The district will provide sufficient supplies to support daily operations and instruction. Services: Supplies necessary to support daily operations and instruction for students will be provided to schools and the district.	$7,674,121.00	No
5	Transportation	Action: The district will provide busing services for selected groups of general and special education students. Service: Eligible general and special education students will be safely transported to and from school.	$1,963,388.00	No

Goal Analysis for 2022-2023

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.

Actions and services for Goal #2, Conditions for Learning, were fully implemented for the 2022-2023 school year. There were not any substantive differences in the planned actions and the actual implementation of the actions. The successful implementation of Goal #2 actions included maintaining required staff to meet the needs of the district, providing all basic supplies and services, providing safe transportation for all eligible students, having standards based materials available for all students, and maintaining our facilities. Challenges for Goal #2 did include staffing shortages, in terms of classified positions and substitutes.

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.

There were no substantive differences between the budgeted expenditures and estimated actual expenditures.

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

The actions in goal #2 help to provide a quality education that ensures success for every student. The metrics in this goal measure and show growth in ensuring that conditions for learning support our students. To support student learning and instruction, standards based instructional materials were available to all students according to the metric of 100% compliance with the Williams Act. In addition, 99.4% of teachers were qualified in order to provide high quality instruction for students. Basic supplies and services are provided to all school sites at a measurement of 100% to ensure that daily operations are seamless. Facilities are maintained as measured by 9 out of 9 schools receiving an Excellent or Good rating on the FIT tool in order to provide a clean and safe environment for learning to take place. Finally, transportation is provided to all eligible students to provide a safe and timely route to and from school. These specific actions support positive conditions in our schools in order to facilitate an environment that is conducive to learning.

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

There are no anticipated changes that will be made to the planned goal, metrics, actions, or desired outcomes for the coming school year.

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

Goal

Goal #	Description
3	Goal 3 - School Climate School Climate will be conducive to effective teaching and learning, as measured by): 1. Suspension Rate 2. Expulsion Rate 3. Student School Safety Survey Rates (Grades 5 and 7) 4. Parent Safety Survey Rate 5. Teacher Safety Survey Rate

An explanation of why the LEA has developed this goal.

The School Climate goal was developed to ensure that the school climate is conducive to effective teaching and learning. The Little Lake City School District and educational partners understand that strong connection between students feeling safe and connected to their school and academic achievement. It is because of this belief that the LCAP Central Committee has dedicated a goal to school climate. To support students connectedness to school and ensure their social and emotional well being, this goal includes actions and services that directly impact students, including elementary and middle school counselors, student motivation, behavior trained instructional assistants, and the WEB program. To monitor the effectiveness of this goal we have developed metrics to measure school climate that include particular questions within the Parent LCAP Survey, Teacher LCAP Survey, and the Healthy Kids Survey as they relate to perceptions of safety and connectedness. We strive for 100% of our students to feel safe and connected at school to ensure their overall success. Ensuring a positive school climate will help students reach their full potential and positively contribute to their communities.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023-2024
Dashboard Suspension Rate Report - Status and Change Report Suspension Rate < 1%	2019/2020 Suspension Rate - 0.9% Decreased	2020/2021 Suspension Rate - 0% Decreased	2021/2022 Suspension Rate - 1.3%		Maintain Suspension Rate <1%
Expulsion Rate	2019/2020 Expulsion Rate - 0%	2020/2021 Expulsion Rate- 0%	2021/2022 Expulsion Rate - 0%		Maintain Expulsion Rate <1%

	2020/2021	2021/2022	2022/2023		
Student School Safety Survey Rates (Grades 5 and 7) (Priority 7)	2020/2021 5th Grade: 93% 7th Grade: 90%	2021/2022 5th grade: 93% 7th Grade: 87%	2022/2023 5th grade: 91% 7th Grade: 86%		Increase 1% until rate is at or above 90% 5th Grade: Maintain at 90% 7th Grade: Maintain at 90%
Parent Safety Survey Rate (Priority 7)	2020/2021 Parent Safety Survey Rate - 95%	2021/2022 Parent Survey Safety Rate - 97%	2022/2023 Parent Survey Safety Rate - 95%		Parent Safety Survey Rate - Maintain at/or above 95%
Teacher LCAP Survey - Safety	Safety Question N/A Baseline data will be available in 2021/2022	2021/2022 Survey Safety Rate - 95%	2022/2023 Teacher Survey Safety Rate - 94%		At or above 75%

Actions

Action #	Title	Description	Total Funds	Contributing
1	Alternatives to Suspension/PBIS	Action: All schools will be in full PBIS implementation mode. Service: Targeted students at all nine schools will benefit from the tiered system of behavioral supports such as positive reinforcement systems, behavior expectation matrix and training, and CICO programs, thereby increasing their safety and connectedness to school.	$60,000.00	Yes
2	Elementary/Middle School Counselors	Action: The district will maintain itinerant elementary/middle school counselors (8.0 FTEs plus 1.0 FTE Concentration Add on) to support targeted students. Service: Increased counseling services through 9.0 FTE counselors will be provided to meet targeted students' academic, social, and personal needs. Service: The district will identify additional social emotional learning supplemental materials to meet the social emotional needs of students.	$1,053,976.00	Yes
3	Student Motivation	Action: Each school will provide student motivational activities, including positive reinforcement rewards and prizes, school assemblies, recess/nutrition games/activities, and spirit days before school, during school, and/or after school. These activities are designed to encourage and support school connectedness and a positive school climate. Service: Targeted student participation in motivational activities will increase school connectedness.	$107,000.00	Yes
4	Behavior Trained Instructional Assistants	Action: The district will maintain four behavior trained instructional assistants (6.0 hours) to provide support across the district under the Behavior Specialist. Support will including collecting data on student behavior, providing individualized applied behavioral support strategies and techniques, and assisting teachers and staff in implementing and reinforcing behavior strategies and plans.	$265,552.00	Yes

| | | Service: Identified students will receive behavior support, guidance, and strategies to enhance their social emotional development and increase positive behavior. | | |

Goal Analysis for 2022-2023

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.

Overall, there were no substantive differences in the planned actions and actual implementation of these actions. Action #1, Alternatives to Suspension, was implemented for Positive Behavior Interventions and Support (PBIS) training through the Los Angeles County Office of Education. Due to a substitute shortage the LACOE PBIS team worked closely with our district to customize a training program to provide support for school PBIS teams. This allowed for PBIS programs to be instituted at all school sites and successfully provide support to establish a positive school climate. A combination of LCAP and ESSER funding allowed for all sites to have a dedicated school counselor to form relationships with families and students and to address the social emotional needs of students. Student motivation funds were used for engaging motivation activities and events on school campus to increase positive behaviors and build school connectedness.

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.

There were no material differences between the 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.

To meet Goal #3 by creating a school climate that is conducive to having a positive impact on teaching and learning, a variety of actions and services were implemented. Actions and services are in place to support students connectedness at school and ensure their social and emotional well being. These actions and services have a direct impact on students and over the past two school years, it has become even more apparent that the social emotional needs of students must be addressed in order to ensure the overall success of students. In order to facilitate students feeling safe and connected to their school, Action #1, Alternatives to Suspension, the implementation of PBIS, has put in place a multi-tiered framework of behavior supports to improve outcomes for all. This action provided structured positive reinforcements and tiered intervention strategies for students needing additional assistance. Reported metrics for expulsion was also at 0% which met the goal for the year. In addition, suspension for the 21/22 year was at 1.3%, which is slightly higher than the 1% goal but not significantly higher. The expansion of our elementary and middle school counseling program assisted in providing critical social emotional supports and in building a positive school climate and culture. To monitor the effectiveness of this goal we have developed metrics to measure school climate that include particular questions within the Parent LCAP Survey, Staff LCAP Survey, and the Healthy Kids Survey as they relate to perceptions of safety and connectedness. Results included: Student Safety Results: 5th grade students 91%, 7th grade students 86%, parents 95%, and teachers 94%. School Connectedness results including 5th grade at 88% and 7th grade at 84% also demonstrate progress towards 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.

There were some changes to the planned actions for the coming school year as a result of reflections and decisions made by the LCAP Central Committee. Based on data and educational partner input the Central Committee has recommended the following changes:

New Actions/Services:

Action 4, Behavior Trained Instructional Assistants - The number students in need of behavior assistance in the general education setting has steadily increased in the district upon returning to school post pandemic. Behavior trained instructional assistants will work directly with students in need and their teachers collect data on student behavior, provide individualized applied behavioral support strategies and techniques, and assist teachers and staff in implementing and reinforcing behavior strategies and plans. It is recommended that we have four instructional assistants at 6.0 hours per day.

Increased Actions/Services:

Elementary and Middle School Counselors - Based on input from educational partners, data, and at the recommendation of the LCAP Central Committee there are additional funds added to this existing action in the 2023-2024 LCAP. While a majority of the TK-8 counselors were funded under LCAP (6 counselors), three counselors were being funded by ESSER. With those stimulus funds expiring, all partners feel that it is critical that we continue to support the needs of students, including student conflict issues and social emotional behaviors, by having a counselor who is on site five days a week and who knows the staff, students, and parents, and has formed positive relationships will all.

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.

Goal

Goal #	Description
4	Goal 4 - Educational Partner Engagement Educational Partner Engagement will be inclusive, strategic and purposeful, as measured by (metrics): 1. Parent Survey Response Rate 2. Parent Satisfaction Survey Results 3. Student School Connectedness Rate (HKS Grades 5 and 7) 4. Attendance Rate 5. Chronic Absenteeism Rate 6. Middle School Dropout Rate 7. Teacher School Connectedness Survey Rate 8. Parent Survey Results - Parent Decision Making (Priority #3) 9. Parent Survey Results - Parent Participation (Priority #3)

An explanation of why the LEA has developed this goal.

The LEA and educational partners recognize and value the important role that parents have in their child's education and the critical partnership between home and school. In order to foster this positive relationship, parent and parent groups must play an important and meaningful role within the school setting. The Educational Partner Engagement goal was developed to ensure inclusive, strategic, and purposeful family and parent engagement. The actions and services provide for parent educational opportunities to allow parents to increase their own knowledge and awareness to better support their children, as well as multiple opportunities for parent involvement on campus, as well as school leadership positions. The metrics provide insight on the level and effectiveness of our engagement. Little Lake is a school community build on respect and trust and this goal allows us to continue to build partnerships with our families.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023-2024
LCAP Parent Survey Response Rate	2020/2021 Parent Survey Response Rate - 80%	2021/2022 Parent Survey Response Rate - 33%	2022/2023 Parent Survey Response Rate - 58%		Growth Target - Maintain at or above 80%
LCAP Parent Survey Results	2020/2021 Parent Satisfactory Survey Results - 96%	2021/2022 Parent Satisfactory Survey Results - 96%	2022/2023 Parent Satisfactory Survey Results - 96%		Maintain at or above 95%
Student School	2020-2021	2021/2022	2022-2023		Growth Target: +1 until rate is at

Connectedness Rate (HKS Grades 5 and 7)	Student School Connectedness Rate (HKS Grades 5 and 7) Grade 5: 90% Grade 7: 75%	Grade 5: 89% Grade 7: 85%	Grade 5: 88% Grade 7: 84%		90% or greater Grade 5: Increase or maintain at 90% Grade 7: 76%
LCAP Parent Survey Results: Parent Decision Making (Priority 3)	2020/2021 Q 11 - I am aware of parent education and parent leadership opportunities. - 95% Q 12 - I participate in parent education and parent leadership meetings and workshops. - 52%	2021/2022 Q 11 - I am aware of parent education and parent leadership opportunities. - 96% Q 12 - I participate in parent education and parent leadership meetings and workshops. - 54%	2022/2023 Q 11 - I am aware of parent education and parent leadership opportunities. - 95% Q 12 - I participate in parent education and parent leadership meetings and workshops. - 53%		Q11 - Maintain at or above 95% Q12 - Maintain at or above 50%
LCAP Parent Survey Results: Parent Participation (Priority 3)	2020/2021 Q10 - I attend school events and meetings. - 93%	2021/2022 Q10 - I attend school events and meetings. - 95%	2022/2023 Q10 - I attend school events and meetings. - 94%		Maintain at or above 90%.
Attendance Rate	2018-2019 Attendance Rate - 96.54%	2020/2021 Attendance Rate: 92.8%	2021/2022 Attendance Rate: 91.55%		Growth Target: 97%
Chronic Absenteeism Rate	2018-2019 Chronic Absenteeism Rate: 5.4%	2020/2021 Chronic Absenteeism Rate: 25%	2021/2022 Chronic Absenteeism Rate: 30.8%		Decrease by 1% - Chronic Absenteeism Rate 4.4%
Teacher LCAP Survey	Connectedness Question N/A - Baseline Data will be available in 21/22	2021/2022 Connectedness Rate - 84.7%	2022/2023 Connectedness Rate - 87.9%		At or above 75%
Middle School Dropout Rate	2018-2019 Middle School Dropout Rate: 0%	2020/2021 Rate: 0%	2021/2022 Rate: 0%		Maintain at 0% Growth Target: 0%

Actions

Action #	Title	Description	Total Funds	Contributing
1	Parent Involvement	Action: The district and school sites will develop parent engagement, involvement and leadership opportunities to increase effective home-school communication, participation in site workshops, school events, and leadership/decision-making activities, as well as provide direct support and services to families in need in order to promote the success of targeted students as measured by the Parent Engagement Survey. Service: Family Outreach Liaisons will work directly with targeted students and families to provide related services and resources to support students and families. Parents will be able to attend a variety of courses offered by the district and receive college credit through Cerritos Community College in courses such as Technology, GED, ELD, Parent Project, Civic Leadership offered through the school year increasing parents abilities to support targeted students . Service: Parent will be able to attend school site specific activities such as Science Night, Literacy Night, Family Events, and various Parent Trainings. Additionally, parents will have the opportunity to serve in leadership roles on PTA/PTO, SSC and ELAC.	$151,076.00	Yes
2	Pupil Engagement/School Climate	Action: District and site plans (SPSAs) will include programs designed to increase stakeholder engagement and to reinforce positive school climate, such as: WEB implementation at both middle schools; District elementary attendance clerk services for TK-5 schools who monitors and provides outreach to families with attendance issues. Attendance clerk closely monitors all unduplicated students, particularly foster youth, and provides resources and referrals to our family outreach liaisons. Service: Targeted students will experience and exhibit increased engagement through programs designed to build a stronger school community and resulting in increased positive student to student interactions, a shared understanding of conflict resolution strategies among staff, students, parents, and a systematic approach when dealing with conflict in an effort to increase student learning.	$80,094.00	Yes
3	Social Worker	Action: The district will maintain one social worker to provide support for students and families across the district. Support will include providing and coordinating mental health services, connections to community resources, and provided one to one and small group counseling. Service: The social worker will work directly with targeted students and families to provide case management, resources, advocacy, and implementation of programs.	$151,248.00	Yes

Goal Analysis for 2022-2023

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.

Overall, there were no substantive differences in the planned actions and actual implementation of these actions. Action #1, Parent Involvement, was fully implemented with the development of the family resource center staffed with a full time and part time family outreach liaison. Services including parent education and training and

school site specific activities such as Science Night, Literacy Night, Family Events, were made available to families. Additionally, parents had the opportunity to serve in leadership roles on PTA/PTO, SSC and ELAC. Family outreach liaisons provided resources and support through the family resource center and worked to increase family engagement. The attendance coordinator monitored student attendance and worked to reestablish attendance letters and the ACT program. Both middle schools participated in the WEB (Where Everybody Belongs) allowing them build connections to school before the first day through an orientation and transition program.

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.

There were no material differences between the 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.

Action #1, Parent Involvement, greatly impacts our progress towards our goal of having specific and purposeful educational partner engagement. As we make progress as measured by our metrics, the action of engaging our parents and community through parent engagement opportunities at both the site and district level, including involvement and leadership opportunities, have made a direct impact. This past school year parents were invited back on campus for large scale events, kept informed through a variety of platforms, and leadership opportunities were made available. Opportunities for parent education and community based involvement were shared out with parents on a monthly basis. Action #1 focuses on school events and effective home-school communication noting the importance of parents' involvement in their child's education and especially to promote the success of targeted students. On our LCAP parent survey 95% of parents agreed with the statement, "I am aware of parent education and parent leadership opportunities." 53% of parents stated, "I participate in parent education and parent leadership meetings and workshops." In the most recent parent LCAP survey, 94% of parents stated, "I attend school events and meetings."

Action #2 includes the WEB (Where Everybody Belongs) program which builds student's connections to school through an orientation and transition program that welcomes them, makes them feel comfortable, and provides peer mentors. It is measured by our Student School Connectedness Rate gathered from the Health Kids Survey. This year our survey results for school connectedness were 88% for 5th grade students and 84% for 7th grade students.

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

There were some changes to the planned actions for the coming school year as a result of reflections and decisions made by the LCAP Central Committee. Based on data and educational partner input the Central Committee has recommended the following changes:

New Actions/Services:

Action 3, Social Worker - The mental health and social emotional needs of students and families continues to rise in the post pandemic world and these needs are felt directly by teachers, administrators, family liaisons, and school counselors. A district social worker will add to our MTSS plan by establishing a tier 3 level of support directly targeting our most at risk students and families by providing case management, resources, advocacy, and counseling.

Increased Actions/Services

Parent Involvement - Based on input from educational partners, data, and at the recommendation of the LCAP Central Committee, there are additional funds added to existing action #1, Parent Involvement. This will add an additional family outreach liaison to assist students and families in need and support the Family Resource Center with food distribution, case management, resources and referrals. In addition, this will allow for additional parent training and family workshops to support all families involvement and engagement in their child's educational journey.

School Climate - Based specifically on chronic absenteeism data and our goal not being met, it is recommended that we add funds to Action #2, School Climate. These funds will be used to increase the hours of our attendance clerk from 3.0 hours to 6.0 hours. Additional hours for the elementary attendance clerk are needed to monitor attendance, assist in making phone calls to parents, and to support the school office staff. The committee recognizes that consistent attendance has a direct impact on student learning.

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 for 2023-2024

Projected LCFF Supplemental and/or Concentration Grants	Projected Additional LCFF Concentration Grant (15 percent)
$9,623,811.00	

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
19.39%	6.41%	$2,490,288.25	25.80%

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.

1.1 CASS Supplemental Materials (State Priority #1, Basic Services)
After assessing the needs, conditions, and circumstances of ELs, LI, and FY we know that theses specialized populations may need additional supplemental materials in order to increase student achievement. EL students require exposure to a variety of materials in order to provide them, and their families, access to language due to their limited English language proficiency. FY and LI students require additional instructional materials due to their lack of exposure because of personal experiences and their conditions. In addition, Dashboard and local assessment data reflect that EL, LI, and FY students are performing below as compared to all students. Dashboard data demonstrates that in ELA all students performed at the "Medium" level, whereas ELs performed one level below at the "Low" level. While the FY subgroup was not numerically significant to receive a level, they scored at 51.3 points below the standard as compared to all students who scored at 8.1 points above the standard. Additionally, while the LI subgroup performed at the "Medium" level similar to all students, when you compare the distance from standard, LI students were 2.5 points below the standard compared to all students at 8.1 points above the standard. Dashboard data demonstrates that in math all students performed at the "Low" level at 42.2 points below the standard. EL and LI students also performed at the "Low" level, but were further from the standard with ELs 63.8 points below the standard and LI students 53.1 points below the standard. While the FY subgroup was not numerically significant to receive a level, they scored at 113.1 points below the standard as compared to all students who scored at 42.2 points below the standard. In order to address the needs of our EL, FY, and LI students and the teachers of EL, FY, and LI students, school sites will be allotted funds to purchase CASS-aligned supplemental materials to support the needs of these populations. All school sites have adopted core materials, but often times they need to purchase supplemental materials to meet the specific needs of their EL, FY, LI students. For example, at times adopted core materials are not sufficient to meet the needs of newcomers. Supplemental materials, such as books in their primary language, online resources, and manipulatives that are beyond the core program are needed to support and increase their learning. These actions are being provided on an LEA-wide basis and we expect that all students will benefit. However, because EL, FY, and LI students are performing below all students, the action will provide supplemental materials to meet the learning needs of the subgroups in order to increase the effectiveness of instruction and assist students in achieving at higher levels, as measured by CAASPP assessments in ELA and Math, and local assessments in ELA and Math, thus assisting in closing the achievement gap.

1.2 Professional Development (State Priority #2, Implementation of California State Standards) EL and FY
After assessing the needs, conditions, and circumstances of FY and EL students, we know that these student populations need support to increase student achievement and close the achievement gap. In addition, Dashboard and local assessment data reflect that FY and EL students are performing below as compared to all students. Dashboard data demonstrates that in ELA all students performed at the "Medium" level, whereas ELs performed one level below at the "Low" level. While the FY subgroup was not numerically significant to receive a level, they scored at 51.3 points below the standard as compared to all students who scored at 8.1 points above the standard. Dashboard data demonstrates that in math all students performed at the "Low" level at 42.2 points below the standard. EL students also performed at the "Low" level, but were further from the standard at 63.8 points below the standard. While the FY subgroup was not numerically significant to receive a level, they scored at 113.1 points below the standard as compared to all students who scored at 42.2 points below the standard. In order to address the needs of our FY and EL students, teachers of FY and EL students will receive professional development according to their site based needs to increase their effectiveness in delivering standards-based instruction to their FY and EL students in order to increase student achievement and close the achievement gap. These actions are being provided on an LEA-wide basis and we expect that all students will benefit. However, because FY and EL students are performing below all students, the actions will increase the effectiveness of instruction and assist students in achieving at higher levels, as measured by CAASPP assessments in ELA and Math, and local assessments in ELA and Math, thus assisting in closing the achievement gap.

1.3 Instructional Technology (State Priority #2, Implementation of State Standards)
EL, FY, and LI students will receive instruction including the integration of instructional technology designed to support their specific needs in reaching grade level proficiency in content standards. Technology devices will be purchased for EL, FY, and LI students as they demonstrate their learning of the California State Standards. Our parent survey data show that EL, FY, and LI students have limited access to technology devices and internet to support their learning as compared to all students. Integrating technology into daily instruction ensures that EL, FY, and LI students have increased opportunities to use technology as an learning tool. In addition, increased opportunities with technology allows them to practice technology strategies that they will be expected to use for SBAC and local assessments. These actions are being provided on an LEA-wide basis and we expect that all students will benefit. However, because FY, EL, and LI students are performing below all students, the actions will increase the effectiveness of instruction and assist students in achieving at higher levels, as measured by CAASPP assessments in ELA and Math, and local assessments in ELA and Math, thus assisting in closing the achievement gap.

1.4. Data Reflection Sessions (DRS)/Arts for All, 1.6 Arts for All (State Priority #7, Course Access) and 1.15 DRS/Arts for All
After assessing the needs, conditions, and circumstances of ELs, LI, and FY we know that they need to be monitored carefully and that specialized instructional strategies may be needed in order for these populations to increase student achievement. In addition, Dashboard and local assessment data reflect that EL, LI, and FY students are performing below as compared to all students. Dashboard data demonstrates that in ELA all students performed at the "Medium" level, whereas ELs performed one level below at the "Low" level. While the FY subgroup was not numerically significant to receive a level, they scored at 51.3 points below the standard as compared to all students who scored at 8.1 points above the standard. Additionally, while the LI subgroup performed at the "Medium" level similar to all students, when you compare the distance from standard, LI students were 2.5 points below the standard compared to all students at 8.1 points above the standard. Dashboard data demonstrates that in math all students performed at the "Low" level at 42.2 points below the standard. EL and LI students also performed at the "Low" level, but were further from the standard with ELs 63.8 points below the standard and LI students 53.1 points below the standard. While the FY subgroup was not numerically significant to receive a level, they scored at 113.1 points below the standard as compared to all students who scored at 42.2 points below the standard. In order to address the needs of our EL, FY, and LI students, teachers of EL, FY, and LI students will participate in Data Reflection Sessions (DRS)/Innovated Learning Collaboratives (ILC) biweekly to analyze current data and student work, plan for instruction, and monitor progress of subgroups. DRS/ILC is an ongoing systematic way to analyze and disaggregate data using specific norms and protocols. This process allows teacher teams to make informed decisions about instruction and will result in effective delivery of instruction, specifically to address the special learning needs for our ELs, FY, and LI students. During DRS/ILC, specific strategies will be identified to meet the needs of EL, FY, and LI students based on data. In addition, the data of EL, LI, and FY students are closely monitored. During DRS/ILC, students are receiving instruction in Arts for All (art, music, and physical education) by content specialists. These actions are being provided on an LEA-wide basis and we expect that all students will benefit. However, because EL, FY, and LI students are performing below all students, the actions will increase the monitoring of these subgroups and increase the use of specialized instructional strategies to increase the effectiveness of instruction and assist students in achieving at higher levels, as measured by CAASPP assessments in ELA and Math, and local assessments in ELA and Math, thus assisting in closing the achievement gap.

1.5 Increased Tier 3 (Intensive) Support (State Priority #4, Pupil Achievement)
After assessing the needs, conditions, and circumstances of ELs, LI, and FY we know that students of specialized populations are academically at-risk based on assessment data and need increased prevention/intervention services in core academic areas to increase their academic achievement. In addition, Dashboard and local assessment data reflect that EL, LI, and FY students are performing below as compared to all students. Dashboard data demonstrates that in ELA all students performed at the "Medium" level, whereas ELs performed one level below at the "Low" level. While the FY subgroup was not numerically significant to receive a level, they scored at 51.3 points below the standard as compared to all students who scored at 8.1 points above the standard. Additionally, while the LI subgroup performed

at the "Medium" level similar to all students, when you compare the distance from standard, LI students were 2.5 points below the standard compared to all students at 8.1 points above the standard. Dashboard data demonstrates that in math all students performed at the "Low" level at 42.2 points below the standard. EL and LI students also performed at the "Low" level, but were further from the standard with ELs 63.8 points below the standard and LI students 53.1 points below the standard. While the FY subgroup was not numerically significant to receive a level, they scored at 113.1 points below the standard as compared to all students who scored at 42.2 points below the standard. In order to address the needs of our EL, LI, and FY students, students who have been identified as academically at-risk through the use of CAASPP data, district benchmark assessment data, reading levels, and teacher input will receive increase prevention/intervention services in core academic areas to increase their academic achievement level. These actions are being provided to academically at-risk students on an LEA-wide basis and we expect that all eligible students will benefit. However, because EL, LI, and FY students are performing below all students, the action will provide multiple opportunities for intensive interventions that serve as preventative measures to increase student achievement as measured by CAASPP assessments in ELA and Math, and local assessments in ELA and Math, thus assisting in closing the achievement gap.

1.7 Collaboration/Planning Time (State Priority #4, Pupil Achievement)
After assessing the needs, conditions, and circumstances of EL, FY, and LI students, we know that these student populations benefit from specialized instructional strategies. In addition, we know that our dashboard and local assessment data reflect that EI, FY, and LI students are performing below as compared to all students. Dashboard data demonstrates that in ELA all students performed at the "Medium" level, whereas ELs performed one level below at the "Low" level. While the FY subgroup was not numerically significant to receive a level, they scored at 51.3 points below the standard as compared to all students who scored at 8.1 points above the standard. Additionally, while the LI subgroup performed at the "Medium" level similar to all students, when you compare the distance from standard, LI students were 2.5 points below the standard compared to all students at 8.1 points above the standard. Dashboard data demonstrates that in math all students performed at the "Low" level at 42.2 points below the standard. EL and LI students also performed at the "Low" level, but were further from the standard with ELs 63.8 points below the standard and LI students 53.1 points below the standard. While the FY subgroup was not numerically significant to receive a level, they scored at 113.1 points below the standard as compared to all students who scored at 42.2 points below the standard. In order to address the needs of our EL, FY, and LI students, TK -5 teachers of EL, FY, LI students will utilize common planning time to collaborate with grade level teams to increase their effectiveness in delivering standards-based instruction and specialized instructional strategies to their ELs, FY and LI students. The implementation of specialized instructional strategies for EL, FY, LI students will meet their specific needs. Research shows that providing common planning time and collaboration for teachers, at their specific grade level, allows them to identify specific strategies and plan instruction to address the academic needs of EL, FY, LI students. These actions are provided on an LEA-wide basis and we expect that all TK -5 grade students will benefit. However, because EL, FY, and LI students are performing below all students, the action will allow planning for specialized instruction allowing for an effective delivery of standards based instruction resulting in increased overall student achievement as measured by CAASPP assessments in ELA and Math, and local assessments in ELA and Math, thus assisting in closing the achievement gap.

1.8 Common Planning Time (State Priority #8, Other Pupil Outcomes)
After assessing the needs, conditions, and circumstances of EL, FY, and LI students, we know that these student populations benefit from specialized instructional strategies. Research shows that common planning time and professional development for teachers allows them to identify and receive training on best practices and specific strategies in order to plan effective lessons that best meet the needs of EL, FY, and LI students. In addition, Dashboard and local assessment data reflect that EL, LI, and FY students are performing below as compared to all students. Dashboard data demonstrates that in ELA all students performed at the "Medium" level, whereas ELs performed one level below at the "Low" level. While the FY subgroup was not numerically significant to receive a level, they scored at 51.3 points below the standard as compared to all students who scored at 8.1 points above the standard. Additionally, while the LI subgroup performed at the "Medium" level similar to all students, when you compare the distance from standard, LI students were 2.5 points below the standard compared to all students at 8.1 points above the standard. Dashboard data demonstrates that in math all students performed at the "Low" level at 42.2 points below the standard. EL and LI students also performed at the "Low" level, but were further from the standard with ELs 63.8 points below the standard and LI students 53.1 points below the standard. While the FY subgroup was not numerically significant to receive a level, they scored at 113.1 points below the standard as compared to all students who scored at 42.2 points below the standard. In order to address the needs of our EL, FY, and LI students, teachers of EL, FY, LI students will utilize common planning time on three professional development days to increase their effectiveness in delivering standards-based instruction to their ELs, FY and low income students. These actions are provided on an LEA-wide basis and we expect that all students will benefit. However, because EL, FY, and LI students are performing below all students, the action will allow planning for specialized instruction allowing for an effective delivery of standards based instruction resulting in increased overall student achievement as measured by CAASPP assessments in ELA and Math, and local assessments in ELA and Math, thus assisting in closing the achievement gap.

1.9 Summer School (State Priority # 8, Other Pupil Outcomes)
After assessing the needs, conditions, and circumstances of EL, FY, and LI students, we know that these student populations are performing below all students, many are identified at risk, and there are limited times for intervention and enrichment during the instructional day. Dashboard and local assessment data reflect that EL, LI, and FY students are performing below as compared to all students. Dashboard data demonstrates that in ELA all students performed at the "Medium" level, whereas

ELs performed one level below at the "Low" level. While the FY subgroup was not numerically significant to receive a level, they scored at 51.3 points below the standard as compared to all students who scored at 8.1 points above the standard. Additionally, while the LI subgroup performed at the "Medium" level similar to all students, when you compare the distance from standard, LI students were 2.5 points below the standard compared to all students at 8.1 points above the standard. Dashboard data demonstrates that in math all students performed at the "Low" level at 42.2 points below the standard. EL and LI students also performed at the "Low" level, but were further from the standard with ELs 63.8 points below the standard and LI students 53.1 points below the standard. While the FY subgroup was not numerically significant to receive a level, they scored at 113.1 points below the standard as compared to all students who scored at 42.2 points below the standard. In order to address the needs of our EL, FY, and LI students, they will receive additional summer instruction to assist them in attaining grade level proficiency in the California State Standards, as well as enrichment opportunities. A summer school program will be designed and implemented to meet their learning needs in ELA and mathematics, as well as their social/emotional needs. These actions are provided on an LEA-wide basis and we expect that all participating students will benefit. However, because EL, FY, and LI students are performing below all students, they will have preferential enrollment. The action will allow these subgroups additional support in ELA and mathematics instruction leading to increased student achievement as measured by CAASPP assessments in ELA and Math, and local assessments in ELA and Math, thus assisting in closing the achievement gap.

1.10 Grade Span Adjustment (24:1) (State Priority #5, Pupil Engagement)
After assessing the needs, conditions, and circumstances of EL, FY, and LI students, we know that EL, FY, LI students demonstrate that they need additional attention and support as evidenced by subgroup data. In addition, Dashboard and local assessment data reflect that EL, LI, and FY students are performing below as compared to all students. Dashboard data demonstrates that in ELA all students performed at the "Medium" level, whereas ELs performed one level below at the "Low" level. While the FY subgroup was not numerically significant to receive a level, they scored at 51.3 points below the standard as compared to all students who scored at 8.1 points above the standard. Additionally, while the LI subgroup performed at the "Medium" level similar to all students, when you compare the distance from standard, LI students were 2.5 points below the standard compared to all students at 8.1 points above the standard. Dashboard data demonstrates that in math all students performed at the "Low" level at 42.2 points below the standard. EL and LI students also performed at the "Low" level, but were further from the standard with ELs 63.8 points below the standard and LI students 53.1 points below the standard. While the FY subgroup was not numerically significant to receive a level, they scored at 113.1 points below the standard as compared to all students who scored at 42.2 points below the standard. In order to address the needs of our EL, FY, and LI students, TK-3 EL, FY, LI students will receive instruction in classes with a lowered student to teacher ratio, thereby increasing their opportunities for interaction with the teacher through small group instruction, and increased differentiation. By hiring additional certificated staff to reduce student to teacher ratios, TK-3 EL, FY, LI students are able to receive targeted and individualized support to meet their needs by providing multiple opportunities for small group or one to one instruction throughout the school day. These actions are provided on an LEA-wide basis and we expect that all participating students will benefit. However, because EL, FY, and LI students are performing below all students, we are providing additional opportunities for small group instruction. The action will allow these subgroups additional support in ELA and mathematics instruction leading to increased student achievement as measured by CAASPP assessments in ELA and Math, and local assessments in ELA and Math, thus assisting in closing the achievement gap.

1.11 Student Interventions (State Priority #7, Course Access)
After assessing the needs, conditions, and circumstances of ELs, LI, and FY, we know that these specialized populations are academically at-risk based on assessment data and need increased intervention services in core academic areas to increase their academic achievement. In addition, Dashboard and local assessment data reflect that EL, LI, and FY students are performing below as compared to all students. Dashboard data demonstrates that in ELA all students performed at the "Medium" level, whereas ELs performed one level below at the "Low" level. While the FY subgroup was not numerically significant to receive a level, they scored at 51.3 points below the standard as compared to all students who scored at 8.1 points above the standard. Additionally, while the LI subgroup performed at the "Medium" level similar to all students, when you compare the distance from standard, LI students were 2.5 points below the standard compared to all students at 8.1 points above the standard. Dashboard data demonstrates that in math all students performed at the "Low" level at 42.2 points below the standard. EL and LI students also performed at the "Low" level, but were further from the standard with ELs 63.8 points below the standard and LI students 53.1 points below the standard. While the FY subgroup was not numerically significant to receive a level, they scored at 113.1 points below the standard as compared to all students who scored at 42.2 points below the standard. In order to address the needs of our EL, LI, and FY students, TK - 8th grade EL, FY, LI students will participate in daily interventions and/or extended learning opportunities beyond the core program that are data-driven, timely, systematic, and directive. By hiring interventionists, EL, FY, LI students are able to receive daily small group targeted instruction and support in math and language arts to increase student learning. These actions are provided to academically at-risk students on an LEA-wide basis and we expect that all eligible students will benefit. However, because EL, LI, and FY students are performing below all students, the action will provide additional interventions in order to increase student achievement as measured by CAASPP assessments in ELA and Math, and local assessments in ELA and Math, thus assisting in closing the achievement gap.

1.12 Instructional Math Coaches (State Priority #4, Pupil Achievement)
After assessing the needs, conditions, and circumstances of EL, FY, and LI students, we know that these student populations are performing below all students in the

area of mathematics. Dashboard data demonstrates that in math all students performed at the "Low" level at 42.2 points below the standard. EL and LI students also performed at the "Low" level, but were further from the standard with ELs 63.8 points below the standard and LI students 53.1 points below the standard. While the FY subgroup was not numerically significant to receive a level, they scored at 113.1 points below the standard as compared to all students who scored at 42.2 points below the standard. In order to address the needs of our EL, FY, and LI students in the area of mathematics, math coaches will provide on-going support and professional development to teachers to strengthen mathematics instruction and to implement a consistent set of research-based strategies to support the needs of EL, FY, and LI students. These actions are provided on an LEA-wide basis and we expect that all students will benefit. However, the actions will allow EL, FY, and LI students to receive more effective mathematics instruction in order to increase their academic achievement in the area of mathematics, as measured by CAASPP assessments in Math, and local assessments in Math, thus assisting in closing the achievement gap.

1.13 Library Services (State Priority #2, Implementation of State Standards)
After assessing the needs, conditions, and circumstances of EL, FY, and LI students, we know that these student populations are performing below all students in the area of ELA. Dashboard and local assessment data reflect that EL, LI, and FY students are performing below as compared to all students. Dashboard data demonstrates that in ELA all students performed at the "Medium" level, whereas ELs performed one level below at the "Low" level. While the FY subgroup was not numerically significant to receive a level, they scored at 51.3 points below the standard as compared to all students who scored at 8.1 points above the standard. Additionally, while the LI subgroup performed at the "Medium" level similar to all students, when you compare the distance from standard, LI students were 2.5 points below the standard compared to all students at 8.1 points above the standard. In order to address the needs of our EL, FY, and LI students, library services will be provided by a library media specialist in all elementary and middle school libraries. By hiring library media specialist at every school site, EL, FY, LI students have the opportunity to check out books on a regular basis resulting in increased access to literacy at home. These actions are provided on an LEA-wide basis and we expect that all students will benefit. However, the actions will allow EL, FY, and LI students additional opportunities to read independently at their instructional level in order to increase their academic achievement in the area of ELA, as measured by CAASPP assessments in ELA and local assessments in ELA, thus assisting in closing the achievement gap.

1.16 Enrichment/Extended Day (State Priority #4, Pupil Achievement)
After assessing the needs, conditions, and circumstances of EL, FY, and LI students, we know that these student populations are performing below all students in the areas of ELA, mathematics, and science. In addition, Dashboard and local assessment data reflect that EL, LI, and FY students are performing below as compared to all students. Dashboard data demonstrates that in ELA all students performed at the "Medium" level, whereas ELs performed one level below at the "Low" level. While the FY subgroup was not numerically significant to receive a level, they scored at 51.3 points below the standard as compared to all students who scored at 8.1 points above the standard. Additionally, while the LI subgroup performed at the "Medium" level similar to all students, when you compare the distance from standard, LI students were 2.5 points below the standard compared to all students at 8.1 points above the standard. Dashboard data demonstrates that in math all students performed at the "Low" level at 42.2 points below the standard. EL and LI students also performed at the "Low" level, but were further from the standard with ELs 63.8 points below the standard and LI students 53.1 points below the standard. While the FY subgroup was not numerically significant to receive a level, they scored at 113.1 points below the standard as compared to all students who scored at 42.2 points below the standard. In the area of science, all students scored 30.68% proficient on the CAST, while EL students scored 4.17% proficient and LI students scored 23.78% proficient. Data for FY was unavailable as there were only 11 students in the subgroup. In order to address the needs of our EL, FY, and LI students, they will have opportunities for enrichment/extended day to increase differentiated instruction to meet their learning needs. Before and after school enrichment programs will be offered at every school site for our EL, FY, LI students in order to increase access to enrichment programs beyond the core, such as STEM classes, coding classes, robotics courses, and various hands-on assemblies. These actions are provided on an LEA-wide basis and we expect that all participating students will benefit. However, because EL, FY, and LI students are performing below all students, they will have preferential enrollment in extended day activities. The action will allow these subgroups additional support through enrichment opportunities leading to increased student achievement as measured by CAASPP assessments in ELA, mathematics and science and local assessments in ELA, mathematics, and science, thus assisting in closing the achievement gap.

1.18 STEM Specialist (State Priority #4, Pupil Achievement)
After assessing the needs, conditions, and circumstances of EL, FY, and LI students, we know that these student populations are performing below all students in the area of science. CAASPP data demonstrates that 30.68% of all students were met or exceeded on the CAST during the last administration. LI students came in at a lower rate with 23.78% of LI students at met and exceeded, and EL students came in significantly lower at 4.17% met or exceeded. While we do not have data on FY at this time, based on ELA and Mathematics data we might predict that science data would also be below all students. In addition, research also shows that student learning increases when students are involved through hands-on activities. In order to address the needs of our EL, FY, and LI students in the area of science, a STEM Specialist will provide on-going support and professional development to teachers to strengthen science instruction and to implement a consistent set of hands-on strategies including storylines and performance tasks. Teachers will receive on-going support and professional development in creating phenomena based lessons and deepening their understanding of NGSS and content knowledge. These actions are provided on an LEA-wide basis and we expect that all students will benefit.

However, the actions will allow EL, FY, and LI students to receive more effective core instruction in the Next Generation Science Standards in order to increase their academic achievement in the area of science as measured by CAASPP assessments in science and local data.

1.20 Digital Platforms (State Priority#4, Pupil Achievement)
After assessing the needs, conditions, and circumstances of EL, FY, and LI students, we know that students have learning needs across the curriculum, including gaps in their learning as compared to all students. In addition, Dashboard and local assessment data reflect that EL, LI, and FY students are performing below as compared to all students. Dashboard data demonstrates that in ELA all students performed at the "Medium" level, whereas ELs performed one level below at the "Low" level. While the FY subgroup was not numerically significant to receive a level, they scored at 51.3 points below the standard as compared to all students who scored at 8.1 points above the standard. Additionally, while the LI subgroup performed at the "Medium" level similar to all students, when you compare the distance from standard, LI students were 2.5 points below the standard compared to all students at 8.1 points above the standard. Dashboard data demonstrates that in math all students performed at the "Low" level at 42.2 points below the standard. EL and LI students also performed at the "Low" level, but were further from the standard with ELs 63.8 points below the standard and LI students 53.1 points below the standard. While the FY subgroup was not numerically significant to receive a level, they scored at 113.1 points below the standard as compared to all students who scored at 42.2 points below the standard. In order to address the needs of our EL, FY, and LI, we will identify and purchase several digital platforms. The selected platforms will be used to enhance student learning, but will also be an instructional support tool. Selected platforms provided opportunities for students to work at their identified level and provide differentiated and scaffolded support based on identified student need. These actions are provided on an LEA-wide basis and we expect that all students will benefit. However, the action will allow EL, FY, and LI students to receive additional opportunities to engage with content at their instructional level leading to increased student achievement as measured by CAASPP assessments in ELA and Math, and local assessments in ELA and Math, thus assisting in closing the achievement gap.

1.21 Instructional Assistants Gen Ed (State Priority #4, Pupil Achievement)
After assessing the needs, conditions, and circumstances of ELs, LI, and FY we know that these specialized populations are academically at-risk based on assessment data and need increased intervention services in core academic areas to increase their academic achievement. In addition, Dashboard and local assessment data reflect that EL, LI, and FY students are performing below as compared to all students. Dashboard data demonstrates that in ELA all students performed at the "Medium" level, whereas ELs performed one level below at the "Low" level. While the FY subgroup was not numerically significant to receive a level, they scored at 51.3 points below the standard as compared to all students who scored at 8.1 points above the standard. Additionally, while the LI subgroup performed at the "Medium" level similar to all students, when you compare the distance from standard, LI students were 2.5 points below the standard compared to all students at 8.1 points above the standard. Dashboard data demonstrates that in math all students performed at the "Low" level at 42.2 points below the standard. EL and LI students also performed at the "Low" level, but were further from the standard with ELs 63.8 points below the standard and LI students 53.1 points below the standard. While the FY subgroup was not numerically significant to receive a level, they scored at 113.1 points below the standard as compared to all students who scored at 42.2 points below the standard. In order to address the needs of our EL, LI, and FY students, EL, FY, LI students will have the opportunity to receive additional assistance within core classes by instructional assistants. By hiring instructional assistants, EL, FY, LI students are able to receive small group targeted instruction and support in core content areas to increase student learning. These actions are being provided to academically at-risk students on an LEA-wide basis and we expect that all eligible students will benefit. However, because EL, LI, and FY students are performing below all students, the action will provide additional support in order to increase student achievement as measured by CAASPP assessments in ELA and Math, and local assessments in ELA and Math, thus assisting in closing the achievement gap.

1.22 Academic Support TOSAs (State Priority #4, Pupil Achievement)
After assessing the needs, conditions, and circumstances of ELs, LI, and FY we know that these specialized populations are academically at-risk based on assessment data, and effective and increased intervention services in core academic areas are needed to increase their academic achievement. In addition, Dashboard and local assessment data reflect that EL, LI, and FY students are performing below as compared to all students. Dashboard data demonstrates that in ELA all students performed at the "Medium" level, whereas ELs performed one level below at the "Low" level. While the FY subgroup was not numerically significant to receive a level, they scored at 51.3 points below the standard as compared to all students who scored at 8.1 points above the standard. Additionally, while the LI subgroup performed at the "Medium" level similar to all students, when you compare the distance from standard, LI students were 2.5 points below the standard compared to all students at 8.1 points above the standard. Dashboard data demonstrates that in math all students performed at the "Low" level at 42.2 points below the standard. EL and LI students also performed at the "Low" level, but were further from the standard with ELs 63.8 points below the standard and LI students 53.1 points below the standard. While the FY subgroup was not numerically significant to receive a level, they scored at 113.1 points below the standard as compared to all students who scored at 42.2 points below the standard. In order to address the needs of our EL, LI, and FY students, EL, FY, LI students will have the opportunity to receive effected tiered intervention services during the day and before/after school. By hiring academic support TOSAs, EL, FY, LI students are able to receive small group targeted intervention and support in a tiered intervention model to increase student learning. These actions are being provided to academically at-risk students on an LEA-wide basis and we expect that all eligible students will benefit. However, because EL, LI, and FY students are performing below all students, the action will provide

additional support in order to increase student achievement as measured by CAASPP assessments in ELA and Math, and local assessments in ELA and Math, thus assisting in closing the achievement gap.

GOAL 3
3.1 Alternatives to Suspension (PBIS) (State Priority #6, School Climate)
After assessing the needs, conditions, and circumstances of EL, FY, and LI students, we know that EL, FY, and LI students benefit from safer school climates and increased time in school. In addition, Dashboard data demonstrates that in the area of suspensions, all students were at the "Low" level (1.3%), whereas FY performed two levels below at the "High" level, while LI and ELs also performed at the "Low" level. In order to address the needs of our EL, FY, and LI students, we will implement the Positive Behavior Interventions and Supports (PBIS) program in order to improve school climate and improve school connection of EL, FY, LI students. Positive alternatives to suspension will be developed within PBIS and implemented to ensure the positive school experience of EL, FY, LI students. These actions are provided on an LEA-wide basis and we expect that all students will benefit. However EL, FY, LI students will benefit from safer school climates and increased time in school due to the implementation of PBIS including, positive reinforcement systems, behavior expectation matrix and training, CICO programs, and alternatives to suspension as measured by a decrease in the area of suspension on the California Dashboard and local data.

3.2 Elementary and Middle School Counselors (State Priority #6, School Climate)
After assessing the needs, conditions, and circumstances of EL, FY, and LI students, we know that EL, FY, and LI students benefit from having mental health services and counseling services available directly at their school sites. National studies show that students' mental health services are limited, especially those of these targeted populations. In addition, Dashboard data demonstrates that in the area of suspensions, all students were at the "Low" level (1.3%), whereas FY performed two levels below at the "High" level, while LI and ELs also performed at the "Low" level. In order to address the needs of our EL, FY, and LI students, we will maintain elementary and middle school counselors to provide direct services to students including the necessary mental health services and school based counseling needed to the meet the social/emotional needs of students. Each school site will have a designated school counselor. These actions are being provided on an LEA-wide basis and we expect that all students will benefit. However EL, FY, LI students will benefit from these direct mental health services allowing them increased social/emotional support and an improved readiness to learn as measured by California Dashboard and local data in the area of school connectedness, with an increased level of connectedness on our survey data, and a decrease in suspension data.

3.3 Student Motivation (State Priority #5, Pupil Engagement)
After assessing the needs, conditions, and circumstances of EL, FY, and LI students, we know that EL, FY, and LI students benefit from safer school climates and increased time in school. Research and data demonstrate that by improving school connectedness, EL, FY, LI students will increase attendance and therefore student achievement. Local data regarding student connectedness indicate that although 84% of EL, FY, and LI 7th grade students felt connected to school and the goal was met, that still leaves 16% of EL, FY, and LI 7th grade students not connected to school. In addition, the goal was not met for 5th grade students and data indicates a slight decline from the previous year at 88% In order to address the needs of our EL, FY, and LI students, all schools will provide motivational activities before, during, and/or after school, such as STEM club, chess club, robotics club, and sport related activities, to improve EL, FY, and LI student connection to school and overall attendance. These actions are being provided on an LEA-wide basis and we expect that all students will benefit. However, EL, FY, LI students will benefit from student motivational activities before school, during school, and/or after school that are designed to encourage and support school connectedness and increase positive school climate as measured by the CA Dashboard and local attendance data, as well as local student connectedness data.

3.4 Behavior Trained Instructional Assistants (State Priority #6, School Climate)
After assessing the needs, conditions, and circumstances of EL, FY, and LI students, we know that EL, FY, and LI students benefit from having social emotional support and behavior services available when needed. National studies show that stressors faced by the unduplicated subgroups can lead to an increased need for behavior support and intervention. In addition, Dashboard data demonstrates that in the area of suspensions, all students were at the "Low" level (1.3%), whereas FY performed two levels below at the "High" level, while LI and ELs also performed at the "Low" level. In order to address the needs of our EL, FY, and LI students, we will support four 6.0 hour Behavior Trained Instructional Assistants to provide direct support for students in need including tracking data, observing behaviors, and implementing effective behavior strategies and behavior plans. These actions are being provided on an LEA-wide basis and we expect that all students will benefit. However EL, FY, LI students will benefit from these direct behavior services allowing them increased behavior and social/emotional support and an improved readiness to learn as measured by California Dashboard and local data in the area of school connectedness with an increased level of connectedness on our survey data and a decrease in suspension data.

GOAL 4
4.1 Parent Involvement (State Priority#3, Parent Involvement)
After assessing the needs, conditions, and circumstances of EL, FY, and LI students, we know that EL, FY, and LI students benefit when their parents engage and

participate in educational programs. Research states that there is a strong correlation between student achievement and parent involvement in their child's education. Research also shows that parents of EL, FY, and LI students need parent training that is specific to their needs, such as training in their primary language and/or topics that are relevant to their lives. Local data regarding parent involvement indicated that around 53% of EL, FY, and LI parents choose to participate in various leadership opportunities at their school sites. In order to address the needs of our EL, FY, and LI students, the district and school sites will develop and implement a tiered plan to increase parent involvement, participation, and leadership regarding strategies to promote the success of targeted students.The district offers parent training and courses, such as GED, ELD, Parent Project, and Civic Leadership. The school sites offer activities and events such as Family Math and Science Nights, Reading on the Green, and Moms and Muffins and Dads and Donuts. These actions are being provided on an LEA-wide basis and we expect that all students will benefit. However, EL, FY, LI students will benefit from the opportunities for their parents to participate in various levels of engagement, ensuing that their parents will be better prepared to support their child, thus increasing the overall parent involvement levels as measured by local data on parent involvement and parent engagement.

4.2 Pupil Engagement/School Climate (State Priority #6, School Climate and State Priority #5, Pupil Engagement)
After assessing the needs, conditions, and circumstances of EL, FY, and LI students, we know that EL, FY, and LI students benefit from a positive school climate and from support during the transition from elementary to middle school. Research states that there is a strong correlation between increased student achievement and a positive school climate. In addition, there is a correlation between attendance and connectedness and safety. Simply put, students that feel safe and close to others at school want to come to school. Research states that in order to maximize learning opportunities and attendance rates for EL, FY, and LI students, they must feel safe within their learning environment. EL students, at times, may struggle building positive social relationships due to their language limitations. FY students may also struggle with relationships due to their life experiences, as well as consistent enrollment at a single school site. LI students may not have supports needed to build positive relationships with adults and peers. Multiple support services, such as Where Everybody Belongs (WEB), helps to improve school safety, attendance, and other school climate factors for EL, FY, and LI students. Healthy Kids Survey (HKS) data demonstrate that 88% of EL, FY, and LI 5th graders and 84% of EL, FY, and LI 7th graders feel close and connected to people at school. The HKS also demonstrated that 91% of EL, FY, and LI 5th graders and 86% of EL, FY, and LI 7th graders feel safe at school. 2021/2022 attendance data show an attendance rate of 91.55%, with a chronic absenteeism rate continuing to increase at 30.8%. In order to continue to address the needs of our EL, FY, and LI students, the district and school sites, with the support of our counselors, will continue to develop ways to ensure a positive school climate. In addition, the district is increasing the time of the District attendance clerk to monitor attendance districtwide, in addition to assist parents in obtaining support to ensure positive attendance for students. The attendance clerk closely monitors all unduplicated students, particularly foster youth, and provides resources and referrals to our District Family Outreach Liaisons and Social Worker. These actions are being provided on an LEA-wide basis and we expect that all students will benefit. However, EL, FY, LI students will benefit from a positive school climate to ensure connectedness and safety regardless of their home circumstances. This will assist students to feel connected and safe as measured by attendance data and an increase in student connectedness and safety on the Healthy Kids Survey data.

4.3 Social Worker (State Priority #6, School Climate and State Priority #5, Pupil Engagement)
After assessing the needs, conditions, and circumstances of EL, FY, and LI students, we know that EL, FY, and LI students benefit from having mental health services, counseling services, and case management available directly at their school sites. National studies show that students' mental health services are limited, especially those of unduplicated students. In addition, Dashboard data demonstrates that in the area of suspensions, all students were at the "Low" level (1.3%), whereas FY performed two levels below at the "High" level, while LI and ELs also performed at the "Low" level. In order to continue to address the needs of our EL, FY, and LI students, the district will maintain one social worker to support students and families by coordinating mental health services, connections to community resources, and to provide counseling. These actions are being provided on an LEA-wide basis and we expect that all students with needs will benefit. However EL, FY, LI students will benefit from these direct mental health services allowing them increased social/emotional support and an improved readiness to learn as measured by California Dashboard and local data in the area of school connectedness with an increased level of connectedness on our survey data, and a decrease in suspension data.

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

For the 2023/2024 school year, the Little Lake City School District will increase and improve services for foster youth, English learners, and low-income students by the required percent, which has been determined to be 25.81%. These increased and improved services are identified by the four goal areas listed below:

Goal #1
Action 1 - CaSS Supplemental Materials - To support the specific needs of unduplicated students, particularly EL, FY, and LI students, additional supplemental materials are purchased. These range from manipulatives, to resources, and even selected software used to provide additional materials and scaffolded support to EL, FY, and LI, not only throughout the school day, but after school and across content areas.

Action 2 - Common Core Professional Development - The LLCSD provides professional development for teachers, interventionists and support staff in a variety of strategies and across content areas. Embedded into content professional development is specific training and strategies that best service our unduplicated students, especially our English Learners and Foster Youth. There will be specific training on working with English learners in the area of English Language Development for teachers. Whether it be an ELA, math, or science professional development, best practices and supports for English learners and Foster Youth are always a focus as we look to increase the effectiveness of our instruction, specifically to address the learning needs of this population.

Action 11 - Student Interventions - Under the action of student interventions, district and sites provide before and after school tutoring sessions to support students beyond the core program. Unduplicated students including foster youth, English learners, and low-income students receive priority enrollment in all intervention services. These identified groups of students are always offered the first chance at enrolling in programs. Once initial registration takes place, any remaining openings are opened up to all students. This allows our unduplicated students the opportunity to engage in additional learning opportunities that are timely and systematic.

Action 15 - DRS/ILC - LLCSD's signature practice of Data Reflection Sessions/Innovative Learning Collaborative includes time set aside to look specifically at and monitor the progress of our foster youth, English learners, and low-income students. Using our student data system, Illuminate, Principals pull data for each subgroup and reflect on strategies and supports for these groups. Teams of teachers in the DRS/ILC sessions make instructional decisions about how to best meet the needs of these groups of students.

Action 17 - ELA/ELD Specialists - ELA/ELD Specialists provide specific professional development and support to the teachers of English Learners. Their services provide teachers with lessons, strategies, and resources in order to have a direct impact on the teaching and learning of our EL students. In addition, our ELD specialists also provide direct support to our Bilingual Instructional Assistants who work directly with new English learners in small groups at school sites on essential language acquisition skills.

Action 19 - Technology To Go Internet and Computer Access - The Technology on the Go program which provides Chromebooks and hotspots for student use at home is a direct service to unduplicated students. Priority for these devices begin with our Foster Youth, and then go to English learners and low-income students as many do not have access to these resources at home. Home use is critical as it provides student access to online learning platforms and allows students to practice skills and research information as needed.

Action 20 - Digital Platforms - EL, FY, and LI students have access to all digital platforms, but have specific access to platforms purchased to meet their direct needs. Lexia, ST Math, BrainPop, and RAZ Plus are district-wide platforms that directly support the specific needs of EL, FY, and LI students. Both programs focus on language acquisition and academic vocabulary and meet students at their level. Lessons are scaffolded and are used as a supplemental support to students.

Action 23 - Bilingual Instructional Assistants - Identified newcomer English language learners will receive small group or 1:1 instruction in language acquisition to help build their language proficiency in English. The bilingual instructional assistants will work directly with the ELA/ELD TOSAs to receive support and training to target students with the skills needed for academic success.

Goal #3
Action 2 - Elementary and Middle School Counselors - During the 2022/2023 school year, counselors have seen a rise in the social emotional needs of students, particularly our unduplicated students. EL, FY, and LI students receive priority placement on each counselor's roster and FY students become automatically added to their caseloads on enrollment. Unduplicated students (EL, FY, and LI) continue to be serviced and monitored by school counselors until it is determined by the counselor that services are no longer needed.

Goal #4
Action 1 - Parent Involvement - Family Outreach Liaisons work directly with the parents of unduplicated students. Unduplicated families receive priority services and support. With the ability to provide support in English and Spanish, the Family Outreach Liaisons provide immediate and direct support to families in need. Parents have access to weekly food distribution, school supplies, housing referrals, in addition to priority enrollment for parent training and other family events.

Action 2 - School Climate - District and site plans (SPSAs) will include programs designed to increase educational partner engagement and to reinforce positive school climate, such as: WEB implementation at both middle schools; District elementary attendance clerk services for TK-5 schools. Targeted students will experience and exhibit increased engagement through programs designed to build a stronger school community and resulting in increased positive student to student interactions, a shared understanding of conflict resolution strategies among staff, students, parents, and a systematic approach when dealing with conflict in an effort to increase

student learning.

Action 3 - Social Worker - The district social worker will work directly with FY students and families and be directly tied to their case management. Programming for foster youth will be monitored by the social worker who will meet directly with students and take part in their monitoring. Services including counseling, resources, referrals, and support will be prioritized for unduplicated students (EL, FY, and LI) who may need them.

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.

Based on the feedback from our educational partners and through the work of the Central Committee, the following recommendations for additional staff positions were made: one school counselor, nine 5.0 hour instructional assistants, and fourteen 3.5 hour instructional assistants. This will impact students at all nine schools as each school will see an increase in staff based on these recommendations.

The additional school counselor is reflected in LCAP Goal 3, Action 2, Elementary/Middle School Counselors and will service middle school students. Our two middle school sites previously shared a counselor. This addition will allow each middle school to have their own dedicated school counselor on campus, thus expanding access and services to all 6th - 8th grade students across the district. This staff member will provide a comprehensive counseling program which will include small group and individual counseling, identifying issues affecting school performance, collaborating with teachers to address students' needs, and providing outside resources to students and families.

Instructional Assistant positions will support all nine school sites. This action is identified in the LCAP under Goal 1, Action 21, Instructional Assistants (General Education). The larger two elementary schools (Lakeview and Studebaker) will have two 5.0 hour instructional assistants and two 3.5 hour instructional assistants. The remaining five elementary schools (Cresson, Jersey Avenue, Lakeland, Lakeview, and William Orr) will have one 5.0 hour instructional assistant and one 3.5 hour instructional assistant. The two middle schools will also receive support, with three 3.5 hour instructional assistants at Lake Center and two 3.5 instructional assistants at Lakeside. The amount of instructional assistant support was determined by student enrollment numbers with more support given to the larger sites with higher student enrollment.

The role of the instructional assistant is student focused, academic, fluid, and based on site and student needs. Data will be used by site administration and the SALT team to determine placement of the IAs working directly with students/student groups on academic needs. The academic area of focus will be site determined, but will be restricted to academic core content areas (i.e. reading/ELA, mathematics, science, or social studies). Professional development for instructional assistants will be provided.

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	1:28
Staff-to-student ratio of certificated staff providing direct services to students	N/A	1:20

Action Tables

2023-2024 Total Planned Expenditures Table

Totals:	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$45,637,335.00	$10,579,831.00	$0.00	$1,437,022.00	$57,654,188.00	$45,049,860.00	$12,604,328.00

Goal #	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1	CaSS Supplemental Materials	English learner (EL), Foster Youth, Low Income	$150,000.00	$0.00	$0.00	$0.00	$150,000.00
1	2	Common Core Professional Development	Foster Youth, English learner (EL)	$265,000.00	$0.00	$0.00	$0.00	$265,000.00
1	3	Instructional Technology	Foster Youth, English learner (EL), Low Income	$256,940.00	$0.00	$0.00	$0.00	$256,940.00
1	4	DRS/Arts for All	Foster Youth, Low Income, English learner (EL)	$213,500.00	$0.00	$0.00	$0.00	$213,500.00
1	5	Tier 3 Increased Support	English learner (EL), Low Income, Foster Youth	$575,756.00	$0.00	$0.00	$0.00	$575,756.00
1	6	Arts For All (repeated expenditure, Goal 1, Action 4)	English learner (EL), Foster Youth, Low Income	$0.00	$0.00	$0.00	$0.00	$0.00
1	7	Grade Level Collaboration	Foster Youth, English learner (EL), Low Income	$335,179.00	$0.00	$0.00	$0.00	$335,179.00
1	8	Common Planning	Low Income, Foster Youth, English learner (EL)	$320,000.00	$0.00	$0.00	$0.00	$320,000.00
1	9	Summer School	English learner (EL), Foster Youth, Low Income	$0.00	$0.00	$0.00	$0.00	$0.00

1	10	Grade Span Adjustment at 24 to 1	Low Income, Foster Youth, English learner (EL)	$2,305,267.00	$0.00	$0.00	$0.00	$2,305,267.00
1	11	Student Interventions	Low Income, Foster Youth, English learner (EL)	$334,440.00	$0.00	$0.00	$280,011.00	$614,451.00
1	12	Math Coaches	English learner (EL), Foster Youth, Low Income	$292,517.00	$0.00	$0.00	$0.00	$292,517.00
1	13	Library Services	Low Income, Foster Youth, English learner (EL)	$184,045.00	$0.00	$0.00	$0.00	$184,045.00
1	14	Qualified Staff (repeated expenditure, Goal 2, Action 3)	All	$0.00	$0.00	$0.00	$0.00	$0.00
1	15	DRS/Arts for All (repeated expenditure, Goal 1, Action 4)	English learner (EL), Foster Youth, Low Income	$0.00	$0.00	$0.00	$0.00	$0.00
1	16	Enrichment/Extended Day	Low Income, Foster Youth, English learner (EL)	$116,487.00	$0.00	$0.00	$0.00	$116,487.00
1	17	ELA/ELD Specialists	English learner (EL)	$307,165.00	$0.00	$0.00	$0.00	$307,165.00
1	18	STEM Specialist	English learner (EL), Foster Youth, Low Income	$151,145.00	$0.00	$0.00	$0.00	$151,145.00
1	19	Technology To Go-Internet and Computer Access	Foster Youth	$10,000.00	$0.00	$0.00	$0.00	$10,000.00
1	20	Digital Instructional Platforms	English learner (EL), Foster Youth, Low Income	$153,892.00	$0.00	$0.00	$0.00	$153,892.00
1	21	Instructional Assistants (Gen Ed)	Low Income, Foster Youth, English learner (EL)	$665,481.00	$0.00	$0.00	$0.00	$665,481.00
1	22	Academic Support TOSAs	Low Income, Foster Youth, English learner (EL)	$1,013,608.00	$0.00	$0.00	$0.00	$1,013,608.00
1	23	Bilingual Instructional	English learner (EL)	$104,443.00	$0.00	$0.00	$0.00	$104,443.00

		Assistants						
2	1	Standards Aligned Instructional Materials	All	$10,000.00	$0.00	$0.00	$0.00	$10,000.00
2	2	Maintenance of Facilities	All	$1,512,804.00	$0.00	$0.00	$0.00	$1,512,804.00
2	3	Qualified Staff	All	$24,853,211.00	$10,579,831.00	$0.00	$1,157,011.00	$36,590,053.00
2	4	Basic Supplies and Services	All	$7,674,121.00	$0.00	$0.00	$0.00	$7,674,121.00
2	5	Transportation	All	$1,963,388.00	$0.00	$0.00	$0.00	$1,963,388.00
3	1	Alternatives to Suspension/PBIS	Foster Youth, English learner (EL), Low Income	$60,000.00	$0.00	$0.00	$0.00	$60,000.00
3	2	Elementary/Middle School Counselors	Low Income, Foster Youth, English learner (EL)	$1,053,976.00	$0.00	$0.00	$0.00	$1,053,976.00
3	3	Student Motivation	Low Income, English learner (EL), Foster Youth	$107,000.00	$0.00	$0.00	$0.00	$107,000.00
3	4	Behavior Trained Instructional Assistants	English learner (EL), Foster Youth, Low Income	$265,552.00	$0.00	$0.00	$0.00	$265,552.00
4	1	Parent Involvement	Low Income, Foster Youth, English learner (EL)	$151,076.00	$0.00	$0.00	$0.00	$151,076.00
4	2	Pupil Engagement/School Climate	Low Income, Foster Youth, English learner (EL)	$80,094.00	$0.00	$0.00	$0.00	$80,094.00
4	3	Social Worker	Low Income, Foster Youth, English learner (EL)	$151,248.00	$0.00	$0.00	$0.00	$151,248.00

2023-2024 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
$49,631,350.00	$9,623,811.00	19.39%	6.41%	25.80%	$9,623,811.00	0.00%	19.39%	**Total:**	$9,623,811.00
								LEA-wide Total:	$9,306,646.00
								Limited Total:	$317,165.00
								Schoolwide Total:	$0.00

Goal #	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions(LCFF Funds)	Planned Percentage of Improved Services (%)
1	1	CaSS Supplemental Materials	Yes	LEA-wide	English learner (EL), Foster Youth, Low Income	All Schools	$150,000.00	0.00%
1	2	Common Core Professional Development	Yes	LEA-wide	Foster Youth, English learner (EL)	All Schools	$265,000.00	0.00%
1	3	Instructional Technology	Yes	LEA-wide	Foster Youth, English learner (EL), Low Income	All Schools	$256,940.00	0.00%
1	4	DRS/Arts for All	Yes	LEA-wide	Foster Youth, Low Income, English learner (EL)	All Schools	$213,500.00	0.00%
1	5	Tier 3 Increased Support	Yes	LEA-wide	English learner (EL), Low Income, Foster Youth	All Schools	$575,756.00	0.00%
1	6	Arts For All (repeated expenditure, Goal 1, Action 4)	Yes	LEA-wide	English learner (EL), Foster Youth, Low Income	All Schools	$0.00	0.00%
1	7	Grade Level Collaboration	Yes	LEA-wide	Foster Youth, English learner (EL), Low Income	All Schools	$335,179.00	0.00%

1	8	Common Planning	Yes	LEA-wide	Low Income, Foster Youth, English learner (EL)	All Schools	$320,000.00	0.00%
1	9	Summer School	Yes	LEA-wide	English learner (EL), Foster Youth, Low Income	All Schools	$0.00	0.00%
1	10	Grade Span Adjustment at 24 to 1	Yes	LEA-wide	Low Income, Foster Youth, English learner (EL)	Specific Grade Spans,TK-3	$2,305,267.00	0.00%
1	11	Student Interventions	Yes	LEA-wide	Low Income, Foster Youth, English learner (EL)	All Schools	$334,440.00	0.00%
1	12	Math Coaches	Yes	LEA-wide	English learner (EL), Foster Youth, Low Income	All Schools	$292,517.00	0.00%
1	13	Library Services	Yes	LEA-wide	Low Income, Foster Youth, English learner (EL)	All Schools	$184,045.00	0.00%
1	15	DRS/Arts for All (repeated expenditure, Goal 1, Action 4)	Yes	Schoolwide	English learner (EL), Foster Youth, Low Income	Specific Schools,Elementary Schools only	$0.00	0.00%
1	16	Enrichment/Extended Day	Yes	LEA-wide	Low Income, Foster Youth, English learner (EL)	All Schools	$116,487.00	0.00%
1	17	ELA/ELD Specialists	Yes	Limited	English learner (EL)	All Schools	$307,165.00	0.00%
1	18	STEM Specialist	Yes	LEA-wide	English learner (EL), Foster Youth, Low Income	All Schools	$151,145.00	0.00%
1	19	Technology To Go-Internet and Computer Access	Yes	Limited	Foster Youth	All Schools	$10,000.00	0.00%
1	20	Digital Instructional Platforms	Yes	LEA-wide	English learner (EL), Foster Youth, Low Income	All Schools	$153,892.00	0.00%
1	21	Instructional Assistants (Gen Ed)	Yes	LEA-wide	Low Income, Foster Youth, English learner (EL)	All Schools	$665,481.00	0.00%
1	22	Academic Support TOSAs	Yes	LEA-wide	Low Income, Foster Youth, English learner (EL)	All Schools	$1,013,608.00	0.00%
1	23	Bilingual Instructional Assistants	Yes	LEA-wide	English learner (EL)	All Schools	$104,443.00	0.00%
3	1	Alternatives to Suspension/PBIS	Yes	LEA-wide	Foster Youth, English learner (EL), Low Income	All Schools	$60,000.00	0.00%
3	2	Elementary/Middle School Counselors	Yes	LEA-wide	Low Income, Foster Youth, English learner (EL)	All Schools	$1,053,976.00	0.00%
3	3	Student Motivation	Yes	LEA-wide	Low Income, English learner (EL), Foster Youth	All Schools	$107,000.00	0.00%
3	4	Behavior Trained Instructional Assistants	Yes	LEA-wide	English learner (EL), Foster Youth, Low Income	All Schools	$265,552.00	0.00%
4	1	Parent Involvement	Yes	LEA-wide	Low Income, Foster Youth, English learner (EL)	All Schools	$151,076.00	0.00%

| 4 | 2 | Pupil Engagement/School Climate | Yes | LEA-wide | Low Income, Foster Youth, English learner (EL) | All Schools | $80,094.00 | 0.00% |
| 4 | 3 | Social Worker | Yes | LEA-wide | Low Income, Foster Youth, English learner (EL) | All Schools | $151,248.00 | 0.00% |

2022-2023 Annual Update Table

Totals:	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Actual Expenditures (Total Funds)
Totals:	$52,206,270.00	$55,921,924.00

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	CaSS Supplemental Materials	Yes	$150,000.00	$143,862.00
1	2	Common Core Professional Development	Yes	$130,000.00	$92,351.00
1	3	Instructional Technology	Yes	$442,468.00	$159,548.00
1	4	DRS/Arts for All	Yes	$213,500.00	$265,539.00
1	5	Tier 3 Increased Support	Yes	$521,977.00	$588,320.00
1	6	Arts For All (repeated expenditure, Goal 1, Action 4)	Yes	$0.00	$0.00
1	7	Grade Level Collaboration	Yes	$283,711.00	$329,258.00
1	8	Common Planning	Yes	$320,000.00	$320,000.00
1	9	Summer School	Yes	$1,849,825.00	$0.00
1	10	Grade Span Adjustment at 24 to 1	Yes	$2,048,319.00	$2,372,334.00
1	11	Student Interventions	Yes	$1,124,862.00	$928,781.00
1	12	Math Coaches	Yes	$256,720.00	$296,368.00
1	13	Library Services	Yes	$177,239.00	$181,493.00
1	14	Qualified Staff (repeated expenditure, Goal 2, Action 3)	No	$0.00	$0.00
1	15	DRS/Arts for All (repeated expenditure, Goal 1, Action 4)	Yes	$0.00	$0.00
1	16	Enrichment/Extended Day	Yes	$55,000.00	$52,611.00
1	17	ELA/ELD Specialists	Yes	$281,036.00	$315,857.00

1	18	STEM Specialist	Yes	$121,931.00	$155,404.00
1	19	Technology To Go-Internet and Computer Access	Yes	$10,000.00	$0.00
1	20	Digital Instructional Platforms	Yes	$153,892.00	$135,349.00
1	21	Instructional Assistants (Gen Ed)	Yes	$742,751.00	$502,013.00
2	1	Standards Aligned Instructional Materials	No	$10,000.00	$0.00
2	2	Maintenance of Facilities	No	$1,223,381.00	$1,569,400.00
2	3	Qualified Staff	No	$31,700,613.00	$37,450,837.00
2	4	Basic Supplies and Services	No	$7,789,064.00	$7,867,241.00
2	5	Transportation	No	$1,248,161.00	$1,282,438.00
3	1	Alternatives to Suspension/PBIS	Yes	$60,000.00	$68,972.00
3	2	Elementary/Middle School Counselors	Yes	$1,026,180.00	$646,551.00
3	3	Student Motivation	Yes	$107,000.00	$108,314.00
4	1	Parent Involvement	Yes	$133,493.00	$52,679.00
4	2	Pupil Engagement/School Climate	Yes	$25,147.00	$36,404.00

2022-2023 Contributing Actions Annual Update Table

6.Estimated Actual LCFF Supplemental and/or Concentration Grants (Input Dollar Amount):	4.Total Planned Contributing Expenditures (LCFF Funds)	7.Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)	5.Total Planned Percentage of Improved Services (%)	8.Total Estimated Actual Percentage of Improved Services(%)	Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)
$9,187,260.00	$7,775,530.00	$7,527,008.00	$248,522.00	0.00%	0.00%	0.00% - No Difference

Last Year's Goal#	Last Year's Action#	Prior Action/Service Title	Contributed 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	CaSS Supplemental Materials	Yes	$150,000.00	$143,862.00	0.00%	0.00%
1	2	Common Core Professional Development	Yes	$130,000.00	$92,351.00	0.00%	0.00%
1	3	Instructional Technology	Yes	$442,468.00	$159,548.00	0.00%	0.00%
1	4	DRS/Arts for All	Yes	$213,500.00	$265,539.00	0.00%	0.00%
1	5	Tier 3 Increased Support	Yes	$521,977.00	$588,320.00	0.00%	0.00%
1	6	Arts For All (repeated expenditure, Goal 1, Action 4)	Yes	$0.00	$0.00	0.00%	0.00%
1	7	Grade Level Collaboration	Yes	$283,711.00	$329,258.00	0.00%	0.00%
1	8	Common Planning	Yes	$320,000.00	$320,000.00	0.00%	0.00%
1	9	Summer School	Yes	$0.00	$0.00	0.00%	0.00%
1	10	Grade Span Adjustment at 24 to 1	Yes	$2,048,319.00	$2,372,334.00	0.00%	0.00%
1	11	Student Interventions	Yes	$734,440.00	$703,781.00	0.00%	0.00%
1	12	Math Coaches	Yes	$256,720.00	$296,368.00	0.00%	0.00%
1	13	Library Services	Yes	$177,239.00	$181,493.00	0.00%	0.00%
1	15	DRS/Arts for All (repeated expenditure, Goal 1, Action 4)	Yes	$0.00	$0.00	0.00%	0.00%

1	16	Enrichment/Extended Day	Yes	$55,000.00	$52,611.00	0.00%	0.00%
1	17	ELA/ELD Specialists	Yes	$281,036.00	$315,857.00	0.00%	0.00%
1	18	STEM Specialist	Yes	$121,931.00	$155,404.00	0.00%	0.00%
1	19	Technology To Go-Internet and Computer Access	Yes	$10,000.00	$0.00	0.00%	0.00%
1	20	Digital Instructional Platforms	Yes	$153,892.00	$135,349.00	0.00%	0.00%
1	21	Instructional Assistants (Gen Ed)	Yes	$742,751.00	$502,013.00	0.00%	0.00%
3	1	Alternatives to Suspension/PBIS	Yes	$60,000.00	$68,972.00	0.00%	0.00%
3	2	Elementary/Middle School Counselors	Yes	$878,192.00	$646,551.00	0.00%	0.00%
3	3	Student Motivation	Yes	$107,000.00	$108,314.00	0.00%	0.00%
4	1	Parent Involvement	Yes	$62,207.00	$52,679.00	0.00%	0.00%
4	2	Pupil Engagement/School Climate	Yes	$25,147.00	$36,404.00	0.00%	0.00%

2022-2023 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)
$38,850,050.00	$9,187,260.00	2.13%	25.78%	$7,527,008.00	0.00%	19.37%	$2,490,288.25	6.41%

Federal Funds Detail Report

Totals:	Title I	Title II	Title III	Title IV	CSI	Other Federal Funds
Totals	$539,752.00	$120,151.00	$38,435.00	$0.00	$0.00	$738,684.00

Goal #	Action #	Action Title	Title I	Title II	Title III	Title IV	CSI	Other Federal Funds	Total Funds
1	1	CaSS Supplemental Materials	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$150,000.00
1	2	Common Core Professional Development	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$265,000.00
1	3	Instructional Technology	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$256,940.00
1	4	DRS/Arts for All	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$213,500.00
1	5	Tier 3 Increased Support	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$575,756.00
1	6	Arts For All (repeated expenditure,	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00

Goal	Action	Title							
		Goal 1, Action 4)							
1	7	Grade Level Collaboration	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$335,179.00
1	8	Common Planning	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$320,000.00
1	9	Summer School	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00
1	10	Grade Span Adjustment at 24 to 1	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$2,305,267.00
1	11	Student Interventions	$280,011.00	$0.00	$0.00	$0.00	$0.00	$0.00	$614,451.00
1	12	Math Coaches	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$292,517.00
1	13	Library Services	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$184,045.00
1	15	DRS/Arts for All (repeated expenditure, Goal 1, Action 4)	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00
1	16	Enrichment/Extended Day	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$116,487.00
1	17	ELA/ELD Specialists	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$307,165.00
1	18	STEM Specialist	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$151,145.00
1	19	Technology To Go-Internet and Computer Access	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$10,000.00
1	20	Digital Instructional Platforms	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$153,892.00
1	21	Instructional Assistants (Gen Ed)	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$665,481.00
2	1	Standards Aligned	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$10,000.00

		Instructional Materials							
2	2	Maintenance of Facilities	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$1,512,804.00
2	3	Qualified Staff	$259,741.00	$120,151.00	$38,435.00	$0.00	$0.00	$738,684.00	$36,590,053.00
2	4	Basic Supplies and Services	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$7,674,121.00
2	5	Transportation	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$1,963,388.00
3	1	Alternatives to Suspension/PBIS	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$60,000.00
3	2	Elementary/Middle School Counselors	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$1,053,976.00
3	3	Student Motivation	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$107,000.00
4	1	Parent Involvement	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$151,076.00
4	2	Pupil Engagement/School Climate	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$80,094.00

Instructions

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]).

o Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (*EC* sections 52064[b][1] and [2]).

o 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 students
- 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:

  o **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.

  o **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.

  o **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%).

- o 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)

    - o This amount is the total of the Planned Expenditures for Contributing Actions (LCFF Funds) column

- 5. Total Planned Percentage of Improved Services

    - o 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)

- o 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

  - o 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)

  - o 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

  - o 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)

  - o 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 (%)

  - o This amount is the total of the Planned Percentage of Improved Services column

- 8. Total Estimated Actual Percentage of Improved Services (%)

  - o 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)

- o 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 %)

  - o 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)

  - o 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)

  - o 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)

  - o 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