

LCFF Budget Overview for Parents

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

CDS Code: 27-66225

School Year: 2022-23

LEA contact information:

Eric Tarallo

Superintendent

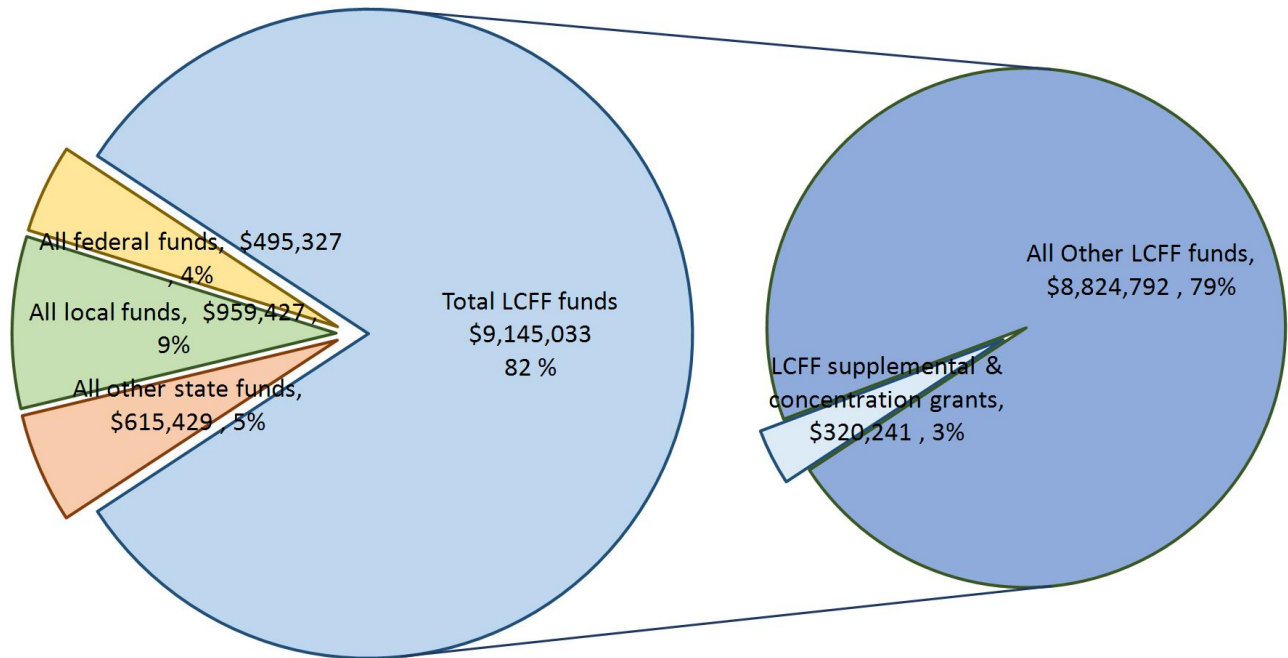
etarallo@susd.net

831-455-2550 x 316

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

Budget Overview for the 2022-23 School Year

Projected Revenue by Fund Source



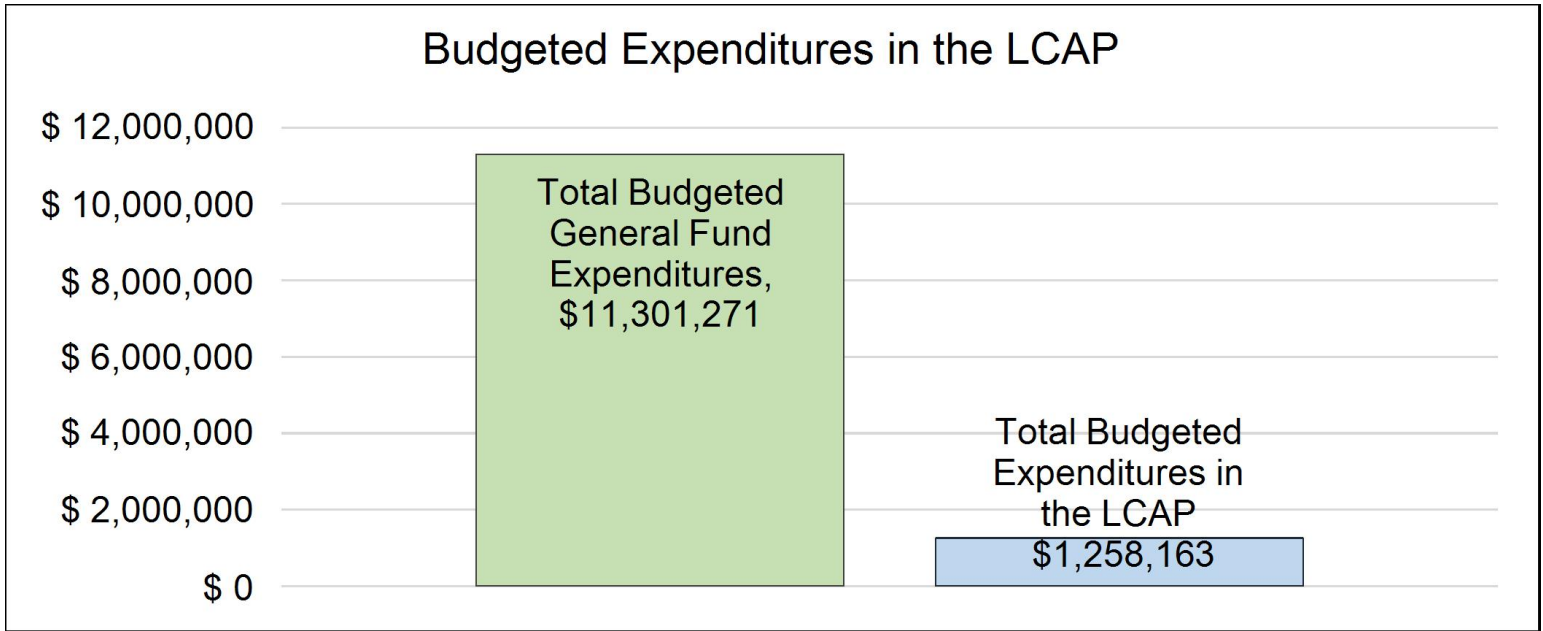
This chart shows the total general purpose revenue Spreckels Union School District expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Spreckels Union School District is \$11,215,216, of which \$9,145,033 is Local Control Funding Formula (LCFF), \$615,429 is other state

funds, \$959,427 is local funds, and \$495,327 is federal funds. Of the \$9,145,033 in LCFF Funds, \$320,241 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

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



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

The text description of the above chart is as follows: Spreckels Union School District plans to spend \$11,301,271 for the 2022-23 school year. Of that amount, \$1,258,163 is tied to actions/services in the LCAP and \$10,043,108 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

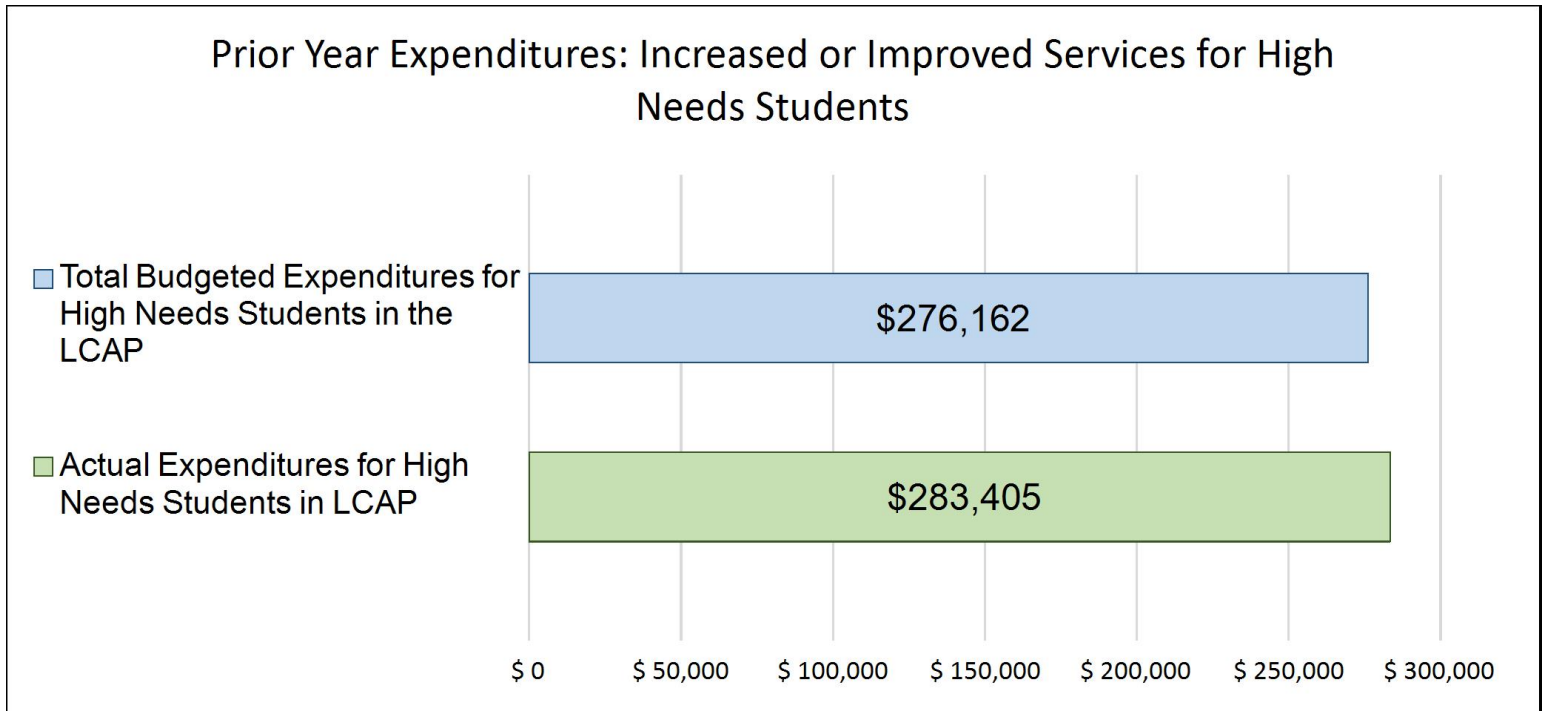
All other general and special education, administrative and operational activities and expenditures are not referenced as supporting actions within the Local Control Accountability Plan.

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

In 2022-23, Spreckels Union School District is projecting it will receive \$320,241 based on the enrollment of foster youth, English learner, and low-income students. Spreckels Union School District must describe how it intends to increase or improve services for high needs students in the LCAP. Spreckels Union School District plans to spend \$320,241 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2021-22



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

The text description of the above chart is as follows: In 2021-22, Spreckels Union School District's LCAP budgeted \$276,162 for planned actions to increase or improve services for high needs students. Spreckels Union School District actually spent \$283,405 for actions to increase or improve services for high needs students in 2021-22.

The difference between the budgeted and actual expenditures of \$7,243 had the following impact on Spreckels Union School District's ability to increase or improve services for high needs students:

The biggest factor that caused actual expenditures to be lower than budgeted expenditures was the district's inability to hire a full-time English Language Development teacher although the position was flown all year and compensation enhanced in an effort to attract a candidate. The district still provided services to high-needs students by changing the models of instruction and support. First, the district contracted with the Monterey County Office of Education to conduct initial and summative ELPAC testing. English Language Learners and Low-Income students requiring additional services were supported by instructional aides and the full-time intervention teacher at the elementary school. High needs students also had first priority in terms of placement in the district's new bridging program (tutoring and intervention support). At the middle school, high needs students requiring additional help were provided additional support throughout the instructional day (pull-out intervention classes with credentialed teachers) or included in the bridging tutoring program. Administrators helped to oversee the various intervention and bridging programs.

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Spreckels Union School District	Eric Tarallo Superintendent	etarallo@susd.net 831-455-2550 x 316

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

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

The District involved all stakeholder groups in the development of its plans. Specifically, the District's Reopening Committee and LCAP Stakeholder Committee discussed various ways to address the learning loss and social-emotional concerns that resulted from the Covid-19 pandemic and subsequent school closures of more than one year. Each of those committees is comprised of Board of Trustees representatives, administration, teachers, classified employees, union representatives, parents from both sites and from parent groups, and community members. The District's English Language Development teacher reached out directly to families that speak languages other than English to obtain their feedback. Student feedback was also obtained during student interviews and discussions at both school sites with leadership classes, enrichment groups, and unduplicated student groups. Survey data was also collected from 4th-8th grade students. To maximize program effectiveness by recruiting its own employees, the District developed program offerings and negotiated MOU's with both bargaining units to enhance compensation for the various phases of the bridging program. The District's plans were emailed to the League of United Latin American Citizens (LULAC) on September 22, 2021, for review and comment.

Funds provided through the Budget Act of 2021 that were not included in the 2021-22 Local Control and Accountability Plan followed a similar engagement process as described above. All plans were worked on collaboratively with stakeholders and presented for public input at regularly scheduled board meetings.

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

SUSD does not receive concentration grant funds since no unduplicated student count exceeds 55%.

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

The District involved all stakeholder groups in the development of its plans (ELOG, ESSR III, etc.) that are intended to support recovery from the COVID-19 pandemic and the impacts of distance learning on pupils. Specifically, the District's Reopening Committee and LCAP Stakeholder Committee discussed various ways to address the learning loss and social-emotional concerns that resulted from the Covid-19 pandemic and subsequent school closures of more than one year. Each of those committees is comprised of Board of Trustees representatives, administration, teachers, classified employees, union representatives, parents from both sites and from parent groups, and community members. Student feedback was also obtained during student interviews and discussions at both school sites with leadership classes, enrichment groups, and unduplicated student groups. Survey data was also collected from 4th-8th grade students. To maximize program effectiveness by recruiting its own employees, the District developed program offerings and negotiated MOU's with both bargaining units to enhance compensation for the various phases of the bridging program which included individual/small group tutoring, summer school, expanded fall intervention, and increased social-emotional support at both district school sites.

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

SUSD aligned ESSER III funds with other plans such as the ELOG and LCAP to maximize program effectiveness. Included in the ESSER III, ELOG, and LCAP are:

- Increasing social-emotional learning by hiring a full-time district-wide counselor (\$86,000)
- Reducing class sizes at the 6th grade transition level by hiring an additional CORE teacher at BVMS (\$98,680)
- Increasing technology support by purchasing additional chromebooks and WiFi hotspots (\$42,872)
- Increasing support for unduplicated students by hiring two additional instructional aides (\$128,004)

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

SUSD is using the fiscal resources received for the 2021-22 school year to implement the requirements of applicable plans in a manner that is aligned with the goals, actions, and expenditures of the LEA's 2021-22 LCAP.

SUSD's Safe Return to In-Person Instruction and Continuity Plan and ESSER III Plan are closely aligned to the District's 2021-22 LCAP in providing extra support for students returning to school after school closures, both academically (the "bridging program") and social-emotionally (District Counselor and extended Harmony and Home services), and implementing appropriate health and safety protocols.

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

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

Introduction

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

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

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

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

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

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

Instructions

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

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

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

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

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

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

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

In the event that the additional concentration grant add-on is not sufficient to increase the number of staff providing direct services to students

at a school with an enrollment of unduplicated students that is greater than 55 percent, describe how the LEA is using the funds to retain staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent.

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

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

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

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

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

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

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

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

California Department of Education
November 2021

Local Control Accountability Plan

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Spreckels Union School District	Eric Tarallo Superintendent	etarallo@susd.net 831-455-2550 x 316

Plan Summary [2022-23]

General Information

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

The Spreckels Union School District (SUSD) serves approximately 921 students living in south Salinas and nearby areas. Transitional kindergarten through fifth-grade students attend Spreckels Elementary School in downtown Spreckels, while 6th-8th grade students attend Buena Vista Middle School in the Las Palmas subdivision off of River Road. During the 2021-22 school year, approximately 45% of the students are white, 41% are Hispanic, 1% are Filipino, 3% are Asian, 1% are African-American, and 8% are two or more races. Approximately 8% of SUSD's students are English Language Learners (ELL's) and 14% are Socioeconomically Disadvantaged (SD). The district has three homeless students and no foster youth. The majority of Spreckels' graduates matriculate to Salinas High School (SHS). SHS's co-valedictorians from the Class of 2022 were SUSD alumni.

After almost two years of non-traditional in-person learning due to the Covid-19 pandemic, all district students returned to full in-person instruction in August. The district fully implemented all health and safety guidelines of the California Department of Public Health and was able to keep students in class the entire year.

The district did experience a significant decline in enrollment during the 2021-22 school year for various reasons.

Reflections: Successes

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

In general and as documented in the 2021-22 Monterey County Civil Grand Jury Final report dated May 9, 2022, Spreckels Union School District (SUSD) and other local county districts were "commended for their initiative and flexibility in meeting the challenges of COVID-19." SUSD returned students to full-time in-person instruction in August 2021 and kept its classrooms open the entire year while addressing the many challenges of the ongoing pandemic. SUSD utilized local, state, federal, and one-time supplemental funds to develop a three-year "bridging program" to support students' return from distance learning. Specifically, the bridging program addressed academic learning loss by adding a tutoring program, summer sessions, and increased intervention staffing and services. The bridging program also increased support for the social-emotional needs of students as they returned to in-person instruction. After more than a year and a half of distance learning during the pandemic, increased rates of depression, anxiety, and isolation were documented and addressed by adding a combination of social-emotional staffing that included a full-time district counselor, increased support from community-based counseling service Harmony at Home, and increased professional development in the area of mental wellness.

To help navigate the state's health and safety guidelines for reopening schools, SUSD hired a temporary COVID-19 Coordinator to help the sites identify positive cases of the virus and communicate isolation and quarantine requirements with district families.

SUSD was also able to return many extracurricular activities as society/schools gradually reopened and restrictions lifted. The district's music program continued and ended the year with both full choral and band performances; art returned to the elementary school; most after-school sports returned following ever-changing restrictions; assemblies and field trips returned in the spring; and family events such as Open House and promotions also returned by the end of the year.

Reflections: Identified Need

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

As mentioned above, data indicate that most students made adequate progress during distance learning. However, for those who demonstrated more severe learning loss and/or social-emotional distress, a three-phase bridging program was developed that is outlined in the LCAP. The phases include individual/small group tutoring, a summer school program, and an enhanced intervention program for the next three years using new state and federal funds. Staffing for the bridging program increased significantly and included a full-time district counselor, a full-time intervention teacher at the elementary school, two additional instructional aides, and an additional Core teacher at the middle school to keep class sizes lower in 6th grade. It was determined early on that students' social-emotional needs were more severe than expected, so counseling services and other social-emotional training have been increased in this year's LCAP. Specifically, it was determined that having two, full-time district counselors-one at each school site-would be the most effective strategy for addressing the various needs of both students and staff, so that action is also included in this year's LCAP.

Feedback from parents of students who took part in the bridging program was overwhelmingly positive as documented in survey results. However, not all interested families could take part due to staffing limitations. To address this, this LCAP includes the action of increasing opportunities for tutoring by training parent volunteers and utilizing CSUMB's service learners who had been used previously to support distance learning.

The spring school climate surveys revealed overall lower rankings in most categories, especially at the middle school. This can be somewhat explained by the effects of the ongoing pandemic as well as other unexpected social and political challenges facing the district this year. Because of this, this year's LCAP places a greater priority on returning all pre-pandemic enrichment offerings as well as other ways to improve school climate and re-engage parents and the community. By the spring when restrictions lifted and the district was able to return to more "normal" operations, including the return of field trips, assemblies, and parent volunteers, an increase in school spirit and positive school climate was noticeable. As mentioned, this LCAP (Goal 3) includes a continuation and extension of actions and expenditures to continue the transition back to normal.

An analysis of the local indicator self-reflection for Priority 2 indicates that although the District has made steady progress on implementing and supporting ELA, Math, and Science standards, the focus now needs to be placed on ELD and Social Studies standards. This is addressed in action in Goal 4 of the LCAP. Unfortunately, although a full-time English Language Development teacher position was posted the entire year, the district was not able to hire an applicant. This had a negative impact on the district's ELD program as evidenced by a lower EL reclassification rate (Goal 2). Fortunately, the district has secured a full-time ELD teacher for the upcoming year to better support the district's English Language Learners (ELL) and serve as a liaison with ELL families to better engage them. Also, a new ELD curriculum was adopted and implemented at the middle school; the elementary version of the same curriculum will be purchased for the 2022-23 school year to better support the younger ELL students.

Finally, it was determined at spring board meetings that a comprehensive facilities needs analysis and potential master plan are needed to prioritize facilities expansion and improvements. This has been included in this LCAP's newest goal, Goal 5.

LCAP Highlights

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

The District's LCAP will address the priorities of the District's stakeholders as well as place immediate focus on the academic learning loss and social-emotional trauma that resulted from the Covid-19 pandemic and subsequent school closures. The 2022 LCAP outlines a robust bridging program that supports students academically as well as social-emotionally. Specifically, Goals 1 & 2 of the LCAP provide various support systems, both academically and social-emotionally, for struggling students. Goal 1 focuses on all students, while Goal 2 is specific to the district's unduplicated student population (English Language Learners, Low-Income students, and any foster youth the district may get in the future). Goal 3 focuses on providing equitable, diverse, and innovative programs that allow all students, staff, and community members to reach their potential. Goal 3 also attempts to return many of the extracurricular activities that were lost/suspended during pandemic

restrictions. Goal 4 focuses on providing rigorous, state standards-aligned instruction in all district classrooms. Finally, the newly added Goal 5 introduces a facilities goal and, specifically, the creation of a comprehensive master facilities plan.

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.

Spreckels does not have any schools that qualify for CSI support.

Support for Identified Schools

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

N/A

Monitoring and Evaluating Effectiveness

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

N/A

Engaging Educational Partners

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

The District's LCAP Stakeholders Committee is made up of one board member, site and district administration, teachers from both school sites, classified employees, bargaining unit representatives, parents from both school sites, and parent group representatives. The committee met regularly to provide feedback and monitor the LCAP process. (Due to the small size of the District, the Stakeholder Committee also serves as the main parent advisory committee.) At the initial March 28th meeting, the LCAP process was reviewed and the committee agreed to present the four main goals to the Board of Trustees for direction. Since this year's LCAP meetings were held virtually, various comments were shared both verbally and in the chat room. Based on conversations at the April 7th board meeting, at the follow-up April 25th LCAP meeting, the committee reviewed and approved a fifth goal that focuses exclusively on facilities. All consensus feedback from the stakeholders was integrated into the LCAP's five goals and a draft copy of the plan was sent to the committee members in advance of the final meeting. The final and optional Stakeholders meeting was held on May 23 to obtain final feedback in advance of the mandated public hearing on May 26. The LCAP was presented to the Board of Trustees at its regularly scheduled June 2 meeting.

Student input was also obtained during the LCAP process. All students in grades 4-8 were also given the Health Kids Survey in late April. (Full results are located in the Goal 3 metrics.) In general, students' responses to the various climate questions were noticeably lower than the previous year. This can be partially explained by the fact that students were returning from a nearly two-year pandemic amid various fears of infection as well as limited extracurricular activities such as field trips and assemblies due to mandatory health and safety protocols. Additionally, various divisive social, health and political factors affected district operations the entire year. The climate surveys also asked students to rank priorities as we transition to a more normal, post-Covid world. Students in all surveyed grades ranked returning extracurricular activities like field trips, assemblies, after-school sports, etc. as their top priority. LCAP Goal 3 integrates these priorities.

A parent/community survey was also distributed to all district families, in English and Spanish (for the majority of the district's ELL families), in the spring. In total, nearly 300 responses (or 33% of the district families) responded. In general, the comments were positive and helpful. 55% of parents responded that their household "agreed or strongly agreed" that they were concerned about learning loss due to Covid; 40% stated that they "agreed or strongly agreed" that they were concerned about the social-emotional trauma (e.g. isolation, withdrawal, depression, etc.) resulting from Covid and school closures; and 52% said they "agreed or strongly agreed" that they were concerned about their child's overall academic progress. These scores are considerably higher than in past years and helped to support the inclusion of LCAP goals 1, 2, 3, and 4. When given a choice of three district priorities, 50% of all parents said adding enrichment opportunities such as more art, field trips, assemblies, and after-school sports was their top priority; 33% prioritized addressing learning loss; and 17% prioritized social-emotional health. These priorities are integrated into this year's LCAP, in goals 3 and 1 respectively.

The superintendent responded to all specific questions about the LCAP development in committee notes or direct emails.

The District also consulted with the Monterey SELPA and Monterey County Office of Education by sending a draft of the LCAP for review on May 23rd.

The District held its public hearing for its LCAP on May 26, 2022, and recommended it for approval at the June 2, 2022 regular Board of Trustees meeting.

A summary of the feedback provided by specific educational partners.

Feedback from stakeholders identified many desired actions to include in the LCAP. The LCAP Stakeholders Committee, which is comprised of a board member, site and district administration, teachers from both school sites, classified employees, labor representatives, parents from both school sites, and parent group representatives, prioritized additional academic and social-emotional supports for students as they transition back full time in the fall as well as an increased focus on equity and diversity. Making a priority of returning to a "pre-pandemic" normal in terms of extracurricular activities and parent involvement was also strongly conveyed. Survey responses from students revealed two main themes: 1) ratings were noticeably lower than the prior year, especially in the middle school; 2) students prioritized the return of extracurriculars such as field trips and assemblies as their top priority.

Parent survey responses also revealed clear themes as well that are listed in the previous prompt. (When given a choice of three district priorities, 50% of all parents said adding enrichment opportunities such as more art, field trips, assemblies, and after-school sports was their top priority; 33% prioritized addressing learning loss; and 17% prioritized social-emotional health.)

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

Actions that focus on providing academic and social-emotional support for all students, especially those suffering from learning loss and/or social-emotional trauma from the Covid-19 pandemic, are outlined in Goals 1 and 2 of the LCAP. Actions that address an increased focus on equity and diversity and expand extracurriculars to "pre-pandemic levels" are listed in Goal 3 of the LCAP. Goal 4 addresses stakeholders' concerns about the academic progress of students, and the newly added Goal 5 captures recent board meeting conversations about the need to identify and address district facilities' needs.

The district has developed actions to address the priorities of ELL families in Goals 1, 2 & 3 of its 2022 LCAP. Specifically, Goal 1: Action 7 allocates additional money for summer and after-school transportation as part of the district's new "bridging program." Goal 2 makes the hiring of an ELD teacher a top priority. Goal 2 also provides funding for professional development for all teachers in ELD. Goal 2: Action 8 provides additional funding to help the district's unduplicated students, including ELL's, to take part in more after-school enrichment activities. And Goal 3: Action 7 lists providing ELL support for families by partnering with CSUMB's service learners as an ongoing action.

Goals and Actions

Goal

Goal #	Description
1	All struggling students experiencing learning loss and/or social-emotional difficulties as a result of the Covid-19 pandemic will be provided appropriate support services to be successful.

An explanation of why the LEA has developed this goal.

This goal includes recent and ongoing concerns over the short and long-term effects of Covid-19 and the subsequent school closures to in-person learning. With the addition of the three-year, three-phase "Bridging Program" that increases services and staffing for students struggling with learning loss and/or social-emotional trauma as a result of the Covid-19 pandemic, the district expects slow but steady increases in ELA and Math CAASPP scores as well as increases in the number of students served (and the number of students who demonstrate improvement) by the various social-emotional supports.

The results from the first administration of California's standardized test (CAASPP) during the pandemic for students in grades 3-8 were significantly lower than in prior years when students were taught in person. Only 54% of students met or exceeded standard in ELA and only 43% met or exceeded standard in math compared to 66% and 52% respectively during the last test administration prior to the pandemic in 2018-19.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Number of students served by District's Bridging Program	Use 2021-22 as a baseline	Phase 1 & 2 (Spring tutoring and summer session 2021): 140 Phase 3: Tutoring 131 Phase 3: Pull-out/Push-in: 115			Maintain the number of students served for all three years of the Bridging Program
End-of-year CAASPP scores in ELA and Math for grades 3-8,	Use 2021-22 CAASPP scores as a baseline	52.8% met or exceeded standard in ELA; 40.9% met or			56.8% in ELA; 44.9% in Math in 2023-24

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
percent "at standard" or "exceeding standard"		exceeded standard in Math in 2021-22			
Number of Students Served by Harmony at Home counselors and/or District counselors	40 total students served by H at H in 2020-21 (40% improved)	58 students served; 33% improved, 36% stayed the same, 16% regressed, and 14% did not have evaluation matrix in 2021-22			An increase in the improvement rate of students receiving counseling services
Total number of referrals for counseling services	Use 2021-22 as a baseline	83 total students referred (43 at SES, 40 at BVMS) in 2021-22			A reduction in the annual number of referrals for counseling

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Intervention staffing	Maintain the current intervention staffing of 0.95 FTE (math and reading) at Buena Vista Middle School.	\$94,096.00	No
1.2	Professional Development (PD)	Continue to offer PD to staff members on the topics of Response to Intervention, Learning Loss/Bridging Strategies, and/or Social Emotional Learning (i.e. Handle with Care).	\$18,030.00	No
1.3	Identification and Data-Monitoring Systems	Maintain computer-based resources for identifying struggling students and monitoring their progress.	\$1,918.00	No

Action #	Title	Description	Total Funds	Contributing
1.4	Social-emotional support for students and staff	Improve the the District's social emotional support by hiring two full-time District counselors, one at each school site	\$228,256.00	No
1.5	SPED and Intervention Programs Oversight	Based on evaluations of the District's Special Education (SPED) and Intervention programs, implement subsequent recommendations.	\$0.00	No
1.6	Curriculum	Purchase evidence-based curriculum for Intervention and Special Education programs.	\$2,000.00	No
1.7	Bridging Program	Continue the District's Bridging Program to address learning loss and social emotional trauma; increase the number of students served by utilizing parent volunteers and CSUMB service learners	\$114,634.00	No
1.8	Class sizes at BVMS	Maintain the additional CORE teacher at BVMS	\$74,000.00	No
1.9	Intervention staffing	Maintain a full-time intervention teacher at SES to support struggling students with a focus on recovering learning loss that resulted from the Covid-19 pandemic and subsequent school closures.	\$106,109.00	No
1.11	Middle School Transition	Develop a "Links" program to better support students transitioning from elementary to middle school	\$0.00	No
1.12	Social Emotional Learning (SEL) Curriculum	Research evidence-based SEL to implement in all grade levels	\$0.00	No

Goal Analysis [2021-22]

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

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

Originally, a full-time intervention teacher at the elementary school and a half-time enrichment teacher at the middle school were planned for the 2021-22 school year. Due to various factors, this changed to only a full-time intervention teacher at the elementary schools. After months of trying unsuccessfully to recruit a half-time teacher at the middle school, it became evident that the more pressing need was for additional social-emotional support. The funding designated for the half-time academic teacher was reallocated to increase the middle school's contract with Harmony at Home to have a counselor on-site five days a week. Additionally, the middle school principal was able to use current staffing and creative scheduling to provide the necessary levels of academic support.

All other planned actions were carried out as planned.

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

Action 1 estimated expenditure exceeded planned expenditure due to middle school class assignment and master schedule design to provide more intervention periods than originally planned. Action 2 material differences in professional development expenditures due to difficulty in scheduling and attending PD offerings. Action 3 and Action 11 material difference due to the increased need for counseling support offered by Harmony at Home (via contracted services) after the District counselor resigned mid year. Action 1.7 material difference due to planning allocation not needed once bridging program was underway. Funds will be carried forward to support subsequent year of bridging program. Action 8 material difference due to the salary schedule placement of final hire into the position. Action 9 material difference due to salary schedule placement of final hire in the positions.

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

This goal's actions were extremely successful in building a robust bridging program. In total, 140 students were supported in Phase 1 (spring tutoring) and Phase 2 (late summer program), and another 115 were supported in Phase 3 (year-long tutoring and push-in/pull-out intervention support). Additionally, by increasing the district's social-emotional supports, an additional 14 students were able to be supported this year, or a 35% increase.

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

As mentioned, the half-time intervention teacher scheduled to support middle school students was replaced by using existing staff and scheduling options. Also, the district determined that the most effective delivery of social-emotional support for both students and staff is to have full-time district counselors. This year's action calls for one, full-time counselor to be at each school site five days a week. This will

replace contracting counseling services with Harmony at Home. This year's LCAP also includes a new "Links" program to better support 5th graders transitioning to middle school, both academically and social-emotionally.

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

Goals and Actions

Goal

Goal #	Description
2	All unduplicated students (English language learners, low-income students, and foster youth) will be provided appropriate support services to be successful.

An explanation of why the LEA has developed this goal.

This goal directly addresses the needs of all of the district's unduplicated students. By increasing the staffing to support the district's English language learners, providing enhanced professional development in ELD best practices to all District teachers, and purchasing new, evidence-based curriculum in ELD, the district anticipates consistent improvement with reclassification rates, CAASPP scores in ELA and Math, and the English Learner Progress Indicator rate.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
EL Reclassification Rate	10.2%	7.1%			Increase of 2% per year; 16% by 2023-24
End-of-year CAASPP scores in ELA and Math for unduplicated students in grades 3-8, percent "at standard" or "exceeding standard"	Use 2021-22 CAASPP scores as a baseline	32% met or exceeded standard in ELA; 23% in Math			Increase of 2% points per year; 6% increase by 2023-24; 36% in ELA, 27% in Math by 2023-24
English Learner Progress Indicator (ELPI) rate on the State Dashboard	54.8%*	*44% of students scored at level 4 on ELPAC. This metric was used because the ELPI has not yet been released.			Increase of 2% points per year; 61% by 2023-24

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	Specific staffing to support English Language Development	Maintain the current 1.0 FTE English Language Development (ELD) teacher and 0.75 FTE general education aide at SES and the 0.14 FTE ELD teacher at BVMS.	\$176,646.00	Yes
2.2	Professional Development (PD)	Continue to offer PD to all staff members in English language development, including the two additional Certificated staff development days per year.	\$52,153.00	Yes
2.3	Social-emotional support for English learners	If a bi-lingual counselor is not hired, continue the District's current contract with Harmony at Home's Spanish-speaking counseling services.	\$10,140.00	Yes
2.4	Transportation	Offer free transportation services to unduplicated students.	\$21,000.00	Yes
2.5	Curriculum	Purchase evidence-based curriculum for English Language Development program.	\$25,000.00	Yes
2.6	Technology	Replace technology devices and Wi-Fi hotspots to maintain the district's 1:1 deployment and support District families of unduplicated students who are without adequate technology.	\$18,900.00	Yes
2.8	Enrichment opportunities for unduplicated students	Provide financial assistance and/or scholarships for unduplicated students to attend after-school enrichment offerings.	\$13,402.00	Yes

Goal Analysis [2021-22]

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

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

The most substantive difference in the 2021-22 LCAP actions is that the district was unsuccessful in hiring an ELD teacher although various attempts, including negotiating a signing bonus, were made. Fortunately, an internal candidate requested to transfer to the position for 2022-23. For the 2021-22 year, administrators (principals and superintendent) oversaw the administration of the ELD program and the district outsourced testing to the Monterey County Office of Education. The Spreckels School Intervention teacher also provided support.

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

Action 1 material difference due to not filling the ELD teacher position. Services were provided by the Monterey County Office of Education, administration and the intervention teacher to support the ELD students. Action 3 material difference due to the final cost of the contracted service provided by Harmony at Home coming in less than originally planned. Action 3 material difference driven by the decline in enrollment and number of students using transportation services. Action 6 material difference due a reduction in student needs for technology resources at home. Action 7 reduction in estimated expenditures over planned to salary schedule placement and new hire start date.

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

The district saw a slight decline in its reclassification rate, largely explained by the inability of the district to hire a full-time ELD teacher to oversee the reclassification process. The district was successful in all other actions, including purchasing an evidence-based ELD program, providing two days of ELD-focused professional development, providing free transportation to all unduplicated students who require bussing, and providing technology resources and home internet support for unduplicated families in need.

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.

For 2022-23, the district has decided to discontinue one of the additional general education instructional aides who supported unduplicated students and reassign the other to another program. Support for unduplicated students will be delivered by the recently transferred ELD teacher and existing general education aide. Also, in an effort to provide more after-school enrichment opportunities to unduplicated students, the 2022-23 LCAP has allocated funds for scholarships.

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

Goals and Actions

Goal

Goal #	Description
3	All students, staff, and community members will be provided with diverse, equitable, and innovative opportunities, both academic and enrichment, to reach their full potential.

An explanation of why the LEA has developed this goal.

To improve the educational and social climates at both schools, the areas of diversity, equity, and innovation have been prioritized. The district currently has an Equity Committee that will assume an increased role moving forward to help the district fulfill its mission statement. The various actions in this goal are expected to improve the school climate indicators (chronic absenteeism rate, attendance rate, suspension/expulsion rate, school climate surveys, etc.) at both district sites. In addition, the various steps outlined to support staff are expected to increase the morale, diversity, and professionalism of staff.

Lastly, in attempts to return extracurricular activities such as after-school sports and after-school programs such as art, Spanish, cooking, Legos, etc. to pre-pandemic levels, additional efforts to attract and compensate supervisors have been included in this goal.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Chronic Absenteeism Rate	5.7%; green performance area	13% (affected by COVID-19 isolation and quarantine requirements)			Maintain a chronic absenteeism rate in the green or blue performance areas on the State Dashboard for all student subgroups
Results school climate surveys	Spring 2021 survey ratings: 4th and 5th Grades: 81% "liked school" (scores of 3 or 4 on	Spring 2022 survey ratings: 81% "liked school" (scores of 3 or 4 on the survey); 19% did not (scores of 1 or 2)			Maintain or increase the percentages of "3" and "4" scores each year

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<p>the survey); 19% did not (scores of 1 or 2) 97% "did their best in school"; 3% did not 96% "gave their best effort"; 4% did not 95% felt the school "had clear rules for behavior"; 5% did not 95% felt "teachers treated them with respect"; 5% did not 90% felt "positive behavior was noticed at school"; 10% did not 89% felt "they got along well with others"; 11% did not 93% felt "safe at school"; 7% did not 85% felt "students treated each other with respect"; 15% did not 93% felt "an adult at school would help them if they needed it"; 7% did not 86% felt "students followed rules in class so teachers could teach"; 14% did not 51% of students felt the hardest part of</p>	<p>95% "did their best in school"; 5% did not 96% "gave their best effort"; 4% did not 93% felt the school "had clear rules for behavior"; 7% did not 94% felt "teachers treated them with respect"; 6% did not 73% felt "positive behavior was noticed at school"; 27% did not 89% felt "they got along well with others"; 11% did not 86% felt "safe at school"; 14% did not 61% felt "students treated each other with respect"; 39% did not 93% felt "an adult at school would help them if they needed it"; 7% did not 60% felt "students followed rules in class so teachers could teach"; 40% did not 6th-8th Grades: 62% "liked school"; 38% did not</p>			

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<p>distance learning was time away from friends and teachers; 41% felt the hardest part was understanding what was being taught; and 8% preferred distance learning and wanted to continue.</p> <p>6th-8th Grades: 75% "liked school"; 25% did not 82% felt "successful at school"; 18% did not 79% felt "the school set high standards for achievement"; 21% did not 95% felt "the school set clear rules for behavior" 93% felt "teacher treated them with respect"; 7% did not 97% felt "behaviors in class allow teachers to teach; 3% did not 61% felt "students are frequently recognized for good behavior"; 39% did not</p>	<p>74% felt "successful at school"; 26% did not 68% felt "the school set high standards for achievement"; 32% did not 81% felt "the school set clear rules for behavior"; 19% did not 70% felt "teacher treated them with respect"; 30% did not 65% felt "behaviors in class allow teachers to teach; 35% did not 32% felt "students are frequently recognized for good behavior"; 68% did not 78% felt "safe at school"; 22% did not 58% felt "there was an adult to talk to if they needed help"; 42% did not</p>			

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	95% felt "safe at school"; 5% did not 80% felt "there was an adult to talk to if they needed help"; 20% did not				
Suspension and Expulsion Rates	Suspension: .2%; Expulsion: 0%	Suspension 1%; Expulsion 0%			Maintain a suspension rate below 2% and an expulsion rate below 1%
District Attendance Rate per Grade Span	2019-20: TK-3: 97.05% 4-6: 97.35% 7-8: 96.95	2021-22: TK-3 94.37 4-6: 95.36 7-8: 95.42			Maintain attendance rates at 96% or higher for all grade spans
Self-Reflection Tool: Priority 3: Parent and Family Engagement	Use 2021-22 as a baseline since the data were not available prior due to Covid-19 (5 being full implementation and sustainability; 4 full implementation; 3 initial implementation; 2 beginning development; 1 exploration and research phase)	Average score of 3.83 on rating categories Individual ratings found at: https://www.caschooldashboard.org/reports/27662250000000/2021/conditions-and-climate#local-indicators			Increase (or maintain) all subsection scores to 4 or above

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Middle School Dropout Rate	0%	0%			Maintain 0% rate

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	Teacher/supervisor/coach recruitment	Recruit for both internal (SUSD staff) and external (SUSD community members and partners, parent volunteers, etc.) enrichment teachers/coaches by offering competitive stipends and covering the costs of fingerprinting.	\$15,714.00	No
3.2	Parent and community partnerships	Continue partnering with parent groups to offer enrichment opportunities, including a District 1.0 FTE music/choir teacher and Spreckels School art program.	\$126,234.00	No
3.3	Employee Retention	Improve employee retention by offering competitive compensation, providing opportunities for professional growth, and implementing many of the positive lessons of the last year such as flexible/remote work opportunities if it is in the mutual best interest of the District and employee.	\$0.00	No
3.4	Professional Development (PD)	Establish an "Equity Task Force" that partners with the MCOE to lead efforts to improve the policies and practices of the District.	\$5,454.00	No
3.5	Curriculum	Purchase additional novels for library and individual classrooms to support the priorities of diversity and equity.	\$5,000.00	No

Action #	Title	Description	Total Funds	Contributing
3.6	Outreach, Communication, and Access	Enhance and centralize the District's outreach efforts (regular communications, board meetings, events, etc.) to improve access for all stakeholders by including virtual options and translation services.	\$2,000.00	No
3.7	Family/Community Education	Offer family/community education opportunities throughout the year by partnering with neighboring districts, bringing in experts/consultants, and providing virtual opportunities; provide EL support for families by partnering with CSUMB's service learners.	\$5,000.00	No
3.8	Innovative student programs	Research and consider implementation of additional innovative programs such as Restorative Justice	\$0.00	No
3.9	Equity Committee	Maintain the role of the District's Equity Committee to include quarterly updates to the Board on matters of equity, diversity, and inclusion.	\$0.00	No

Goal Analysis [2021-22]

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

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

As the 2021-22 year progressed and Covid-19 health and safety requirements gradually lifted, the district was able to offer many pre-pandemic enrichment opportunities such as art, music, and after-school sports. Many enrichment opportunities that were currently contracted with non-district staff were temporarily discontinued due to health and safety protocols. The district expects those additional enrichment opportunities to return in 2022-23 and has increased the funding for such activities. Also, for a variety of reasons, equity and diversity professional development was limited and classroom novels were not purchased. The district has recruited an equity task force to continue and enhance such work in 2022-23. The task force will work directly with the Monterey County Office of Education's leadership department.

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

Action 1 material difference because of the temporarily discontinued enrichment activities due to health and safety protocols. Action 3 expenditures down do to limited professional development opportunities. Action 4 planned expenditures not utilized due to lack of equity and diversity identified need for classroom novels and instructional materials. Funds will be available in subsequent year. Actions 6 and 7 also impacted by health and safety protocols limiting access for community outreach.

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

Considering the many limitations due to the mandated health and safety protocols that were in place for the majority of the year, the district was successful in providing many enrichment opportunities for students that are listed above. Parent involvement, unfortunately, was also limited to virtual meetings and reduced on-campus volunteering/participation for similar reasons. However, as the protocols were lifted in the spring, in-person events such as Open House and parent volunteering/participation returned to nearly pre-pandemic levels.

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.

No substantial changes have been made to this goal. The hope is that the district can return to pre-pandemic levels of enrichment and parent participation in 2022-23 now that Covid-19 restrictions have lessened. Also, in terms of metrics, it is expected that chronic absenteeism rate-that was drastically increased due to isolation and quarantine guidelines-will return to pre-pandemic levels. The district also expects the lowered student school climate ratings to increase as extracurricular and recognition activities return and infection fears lessen.

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

Goals and Actions

Goal

Goal #	Description
4	Rigorous state content standards will be fully implemented in all district classrooms regardless of the instructional delivery model.

An explanation of why the LEA has developed this goal.

Although the district has made good progress in the implementation of ELA, Math, and Science standards, self-reflection indicates that improvement is needed in the areas of ELD and Social Studies. Actions in this goal include expanded professional development in all subject areas, providing collegial articulation and collaboration time, and supporting curriculum leadership teams at both sites. The district expects that these actions will lead to improvement in all curriculum-specific metrics including ones that measure implementation of state academic standards, stakeholder feedback on instruction and academic rigor, student access to courses, and basic requirements such as credentialing, instructional materials, and facilities.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Results from Local Indicator Priority 2: Self-Reflection Tool (Implementation of State Academic Standards)	Use 2021-22 as a baseline	Policy Program and Support: "3's" in ELD and History-Social Studies; "5's" in ELA and Math; "4" in New Gen Science, "5" in ELA and Math (5 being full implementation and sustainability; 4 full implementation; 3 initial implementation; 2 beginning development; 1 exploration and research phase)			Maintain (5's) or increase by 1 level (3's and 4) per academic category

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Results from annual stakeholder survey regarding academic standards	Use 2021-22 as a baseline	In response to the survey statement "Our household is concerned about our child's overall academic progress" (1 being "strongly disagree and 5 being "strongly agree"): 1-11% 2-15% 3-22% 4-17% 5-35%			Maintain or increase the percentage of parent ratings at "3" or "4" on the "Academic Rigor" survey question per year
Results from Local Indicator Priority 1: Self-Reflection Tool (Basic)	Fully Credentialed Teachers and Appropriately Assigned Rate: 88.1% (2020-21 SARC) Students without Standards-Aligned Materials Rate: 0% (2020-21) Facilities that do not meet "good repair": 4 (2019-20 SARC's)	Fully Credentialed Teachers and Appropriately Assigned Rate: 89% (2021-22) Students without Standards-Aligned Materials Rate: 0% (2021-22) Facilities that do not meet "good repair": 5 (2020-21 SARC's)			Increase to and maintain a rate of 90% or higher for fully credentialed teachers; Maintain 0% for students w/o standards-aligned materials; Reduce facilities that do not meet "good repair" to 3 or less
Students have access and are enrolled in a broad course of study including ELA, Math, Science, Social Studies,	100%	100%			Maintain 100% access and enrollment

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Literature/Reading, PE/Health, Spanish (middle school 7th and 8th graders only), Art (elementary school only), Music, and other activity offerings as monitored through CalPads and Schoolwise.					

Actions

Action #	Title	Description	Total Funds	Contributing
4.1	Professional Development (PD)	Provide PD to all staff members in state content standards and best instructional practices through staff development days (both fixed and flexible) as well as additional and compensated, staff-initiated offerings.	\$14,372.00	No
4.2	Full Implementation of CCSS, NGSS, and Heath Standards	Continue to support the full implementation of CCSS, NGSS, ELD, and Heath Standards by continuing the textbook adoption cycle, bringing in curricular consultants to work with staff, and purchasing necessary instructional materials (textbooks, consumables, consultants, etc.).	\$116,100.00	No
4.3	Articulation	Provide necessary time and resources to continue vertical TK-8 and 8-high school articulation.	\$1,636.00	No
4.4	Collaboration	Adopt an instructional calendar and provide adequate release time to maintain regular collaboration among staff members and implement a "professional learning community" (PLC) model of collegial support		No

Action #	Title	Description	Total Funds	Contributing
4.5	Teacher Leadership	Recruit and train teachers to serve on each site's Instructional Leaderships Teams (ILT's) to support the effective implementation of state content standards and/or social-emotional support systems.	\$6,060.00	No
4.6	Standards-Based Trips	Provide financial assistance to unduplicated students to attend standards-based enrichment opportunities.	\$3,000.00	Yes
4.7	Civic Learning	Provide opportunities and resources for students and staff to take part in various civic learning activities (e.g. Constitution Day/Project, the Hamilton Project, Mock Elections, and Student Government).	\$1,309.00	No

Goal Analysis [2021-22]

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

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

Due to the many health and safety restrictions that were in place for the majority of the 2021-22 school year due to Covid-19, a few of the actions in this goal were not completed, including taking standards-based field trips (Science Camp and the Gold Rush) and taking part in county-wide Civic Learning activities. The district expects those actions to return in 2022-23.

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

Action 1 material difference driven by lack of professional development opportunities related to curriculum during continued restrictions in place for health and safety concerns. Action 2 planned expenditures not fully realized as NGSS curriculum selection at Spreckels School still underway. Unspent funds will be available in subsequent for curriculum adoption. Action 3 planned expenditures limited as site visits to high school did not occur. Action 5 costs down due to staff level of site leadership team. Actions 6 and 7 planned expenditures not realized due to the continue shut down of field trips and civic learning offerings.

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

Besides the actions listed above, all other actions and services were offered, including providing content standards professional development, having Instructional Leadership teams at both school sites, and adopting a calendar that allows regular collaboration of staff. However, as is evident in the parent survey metrics, the majority of parents "agree" or "strongly agree" that their child's academic progress is a major concern. This is expected due to almost two years of school closures and addressed by the district's bridging program (Goal 1).

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.

No significant changes have been made to this goal.

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

Goals and Actions

Goal

Goal #	Description
5	The district will maintain and improve facilities to support and enhance the core commitments of instruction, safety, transportation, and food service.

An explanation of why the LEA has developed this goal.

The District developed this goal because of the expressed need by educational partners. As the District implements the actions below, the metrics grouped will help measure their effectiveness. This group of actions and metrics will help to increase outcomes for Goal 5 by determining areas of priority, and connecting with experts to support next steps.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Facility Inspection Tool	2022-23	Complete Facility Inspection Tool and develop facility needs for repair or replacement. Determine priority list.			
Stakeholder Survey	2022-23	Develop and conduct stakeholder survey with input from parents/guardians, staff and community. Evaluate results to determine stakeholder priorities			
Facilities Plan Development Firm	2022-23	With the assistance of a facilities planning			

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		development firm create long term plan to address survey results			
Facilities Funding Advisory Firm	2022-23	With the assistance of a facilities funding advisory firm determine school facilities funding opportunities			
Facilities Committee Board Presentation	2022-23	Present findings to Board of Trustees to determine findings and development timeline/next steps			

Actions

Action #	Title	Description	Total Funds	Contributing
5.1	Facility Inspection Tool	Complete Facility Inspection Tool and development facility needs for repair or replacement. Determine priority list.		No
5.2	Stakeholder Survey	Develop and conduct stakeholder survey with input from parents/guardians, staff and community. Evaluate results to determine stakeholder priorities		No
5.3	Facilities Plan Development Firm	With the assistance of a facilities planning development firm create long term plan to address survey results		No

Action #	Title	Description	Total Funds	Contributing
5.4	Facilities Funding Advisory Firm	With the assistance of a facilities funding advisory firm determine school facilities funding opportunities		No
5.5	Board Presentation	Present findings to Board of Trustees to determine findings and development timeline/next steps		No

Goal Analysis [2021-22]

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

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

This is a new goal for the 2022-23 school year.

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

n/a

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

n/a

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.

n/a

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

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2022-23]

Projected LCFF Supplemental and/or Concentration Grants	Projected Additional LCFF Concentration Grant (15 percent)
320,241	N/A

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
3.72%	0.00%	\$0.00	3.72%

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.

Various outreach efforts, including surveys and regular correspondences between district administrators and English language learner students' families, identified many areas to address to increase and improve services for unduplicated students. The identified areas include the need to provide additional training to staff in providing evidence-based instructional strategies to English language learners, providing counseling services to Spanish-speaking students, providing consistent transportation to unduplicated students, purchasing updated and standards-aligned curriculum for the District's ELD program, providing and replacing devices and Wi-Fi hotspots for unduplicated students and their families, increasing small group instruction for unduplicated students, and improving the district's outreach to all stakeholders. See specific actions that address these priorities below.

As provided in the Engaging Educational Partners and Metrics sections, the reclassification rate for our ELs is 7.1%, which is a decrease of almost 3% from the previous year. In addition, CAASPP data has shown lower percentages of ELs and low-income students scoring at standard or exceeding standard on the CAASPP summative data.

To address these needs, we will provide increased staffing to support the district's English language learners, provide enhanced professional development in ELD best practices to all District teachers, and purchase new, evidence-based curriculum in ELD, and the district anticipates

consistent improvement with reclassification rates (Goal 2, Actions 1 through 8). Specifically, actions 4, 6, and 8 will serve both EL and low-income students by providing free transportation, technology, and enrichment opportunities.

We expect that the reclassification rates and CAASPP data scores for EL students and low-income students will increase significantly more than the CAASPP data scores of all other students, as the program is designed to meet the needs most associated with learning a new language and the experiences of these students. However, because we expect that all students with less than a meets or exceeds standard on CAASPP will benefit, these actions are provided on an LEA-wide basis.

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

Goal 2/Action 1: \$176,646 Maintain the current 1.0 FTE English Language Development (ELD) teacher and 0.75 FTE general education aide at SES and the 0.14 FTE ELD teacher at BVMS.

Goal 2/Action 2: \$52,153 Continue to offer PD to all staff members in English language development, including the two additional Certificated staff development days per year.

Goal 2/Action 3: \$10,140 If a bi-lingual counselor is not hired, continue the District's current contract with Harmony at Home's Spanish-speaking counseling services.

Goal 2/Action 4: \$21,000.00 Offer free transportation services to unduplicated students.

Goal 2/Action 5: \$25,000.00 Purchase evidence-based curriculum for English Language Development program.

Goal 2/Action 6: \$18,900.00 Replace technology devices and Wi-Fi hotspots to maintain the district's 1:1 deployment and support District families of unduplicated students who are without adequate technology.

Goal 2/Action 8: \$13,402.00 Provide financial assistance and/or scholarships for unduplicated students to attend after-school enrichment offerings.

Goal 4: Action 6: \$3,000.00 Provide financial assistance to unduplicated students to attend standards-based enrichment opportunities.

In total, this meets the \$320,241 amount of increased services or the required percentage of 3.72%.

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.

N/A

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	1:16	N/A
Staff-to-student ratio of certificated staff providing direct services to students	1:20	N/A

2022-23 Total Expenditures Table

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	\$442,933.00	\$235,734.00	\$108,234.00	\$471,262.00	\$1,258,163.00	\$948,031.00	\$310,132.00

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1.1	Intervention staffing	All				\$94,096.00	\$94,096.00
1	1.2	Professional Development (PD)	All				\$18,030.00	\$18,030.00
1	1.3	Identification and Data-Monitoring Systems	All	\$1,918.00				\$1,918.00
1	1.4	Social-emotional support for students and staff	All				\$228,256.00	\$228,256.00
1	1.5	SPED and Intervention Programs Oversight	All	\$0.00				\$0.00
1	1.6	Curriculum	All				\$2,000.00	\$2,000.00
1	1.7	Bridging Program	All		\$114,634.00			\$114,634.00
1	1.8	Class sizes at BVMS	All	\$74,000.00				\$74,000.00
1	1.9	Intervention staffing	All				\$106,109.00	\$106,109.00
1	1.11	Middle School Transition	All	\$0.00				\$0.00
1	1.12	Social Emotional Learning (SEL) Curriculum	All	\$0.00				\$0.00
2	2.1	Specific staffing to support English Language Development	English Learners	\$176,646.00				\$176,646.00
2	2.2	Professional Development (PD)	English Learners	\$52,153.00				\$52,153.00

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
2	2.3	Social-emotional support for English learners	English Learners	\$10,140.00				\$10,140.00
2	2.4	Transportation	English Learners Foster Youth Low Income	\$21,000.00				\$21,000.00
2	2.5	Curriculum	English Learners	\$25,000.00				\$25,000.00
2	2.6	Technology	English Learners Foster Youth Low Income	\$18,900.00				\$18,900.00
2	2.8	Enrichment opportunities for unduplicated students	English Learners Foster Youth Low Income	\$13,402.00				\$13,402.00
3	3.1	Teacher/supervisor/coach recruitment	All	\$15,714.00				\$15,714.00
3	3.2	Parent and community partnerships	All	\$18,000.00		\$108,234.00		\$126,234.00
3	3.3	Employee Retention	All	\$0.00				\$0.00
3	3.4	Professional Development (PD)	All				\$5,454.00	\$5,454.00
3	3.5	Curriculum	All		\$5,000.00			\$5,000.00
3	3.6	Outreach, Communication, and Access	All	\$2,000.00				\$2,000.00
3	3.7	Family/Community Education	All	\$5,000.00				\$5,000.00
3	3.8	Innovative student programs	All	\$0.00				\$0.00
3	3.9	Equity Committee	All	\$0.00				\$0.00
4	4.1	Professional Development (PD)	All				\$14,372.00	\$14,372.00
4	4.2	Full Implementation of CCSS, NGSS, and Health Standards	All		\$116,100.00			\$116,100.00
4	4.3	Articulation	All				\$1,636.00	\$1,636.00
4	4.4	Collaboration	All					
4	4.5	Teacher Leadership	All	\$6,060.00				\$6,060.00

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
4	4.6	Standards-Based Trips	English Learners Foster Youth Low Income	\$3,000.00				\$3,000.00
4	4.7	Civic Learning	All				\$1,309.00	\$1,309.00
5	5.1	Facility Inspection Tool	All					
5	5.2	Stakeholder Survey	All					
5	5.3	Facilities Plan Development Firm	All					
5	5.4	Facilities Funding Advisory Firm	All					
5	5.5	Board Presentation	All					

2022-23 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
8,599,396	320,241	3.72%	0.00%	3.72%	\$320,241.00	0.00%	3.72 %	Total:	\$320,241.00
								LEA-wide Total:	\$320,241.00
								Limited Total:	\$3,000.00
								Schoolwide Total:	\$0.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
2	2.1	Specific staffing to support English Language Development	Yes	LEA-wide	English Learners	All Schools	\$176,646.00	
2	2.2	Professional Development (PD)	Yes	LEA-wide	English Learners	All Schools	\$52,153.00	
2	2.3	Social-emotional support for English learners	Yes	LEA-wide	English Learners	All Schools	\$10,140.00	
2	2.4	Transportation	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$21,000.00	
2	2.5	Curriculum	Yes	LEA-wide	English Learners	All Schools	\$25,000.00	
2	2.6	Technology	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$18,900.00	
2	2.8	Enrichment opportunities for unduplicated students	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$13,402.00	

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 (%)
4	4.6	Standards-Based Trips	Yes	LEA-wide Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools	\$3,000.00	

2021-22 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	\$1,264,008.00	\$1,062,849.34

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1.1	Intervention staffing	No	\$41,929.00	\$69,727.00
1	1.2	Professional Development (PD)	No	\$18,018.00	\$3,900.00
1	1.3	Identification and Data-Monitoring Systems	No	\$2,004.00	\$1,918.00
1	1.4	Current social emotional (SE) support	No	\$30,940.00	\$41,140.00
1	1.5	SPED and Intervention Programs Oversight	No	0	0
1	1.6	Curriculum	No	\$2,000.00	\$546.00
1	1.7	Bridging Program	No	\$135,222.00	\$99,253.00
1	1.8	Reduce class sizes at Buena Vista Middle School	No	\$101,046.00	\$70,481.00
1	1.9	Increase intervention staffing	No	\$161,019.00	\$168,356.00
1	1.11	Increase social-emotional support: counseling	No	\$131,163.00	\$94,263.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
2	2.1	Specific staffing to support English Language Development	Yes	\$170,396.00	\$156,335
2	2.2	Professional Development (PD)	Yes	\$47,726.00	\$45,807
2	2.3	Social-emotional support for English learners	Yes	\$10,140.00	\$3,960
2	2.4	Transportation	Yes	\$21,000.00	\$13,800
2	2.5	Curriculum	Yes	\$5,000.00	\$5,593
2	2.6	Technology	Yes	\$18,900.00	\$16,968
2	2.7	Increase support staff for unduplicated & learning loss students	Yes	\$71,727.00	\$59,990
3	3.1	Teacher/supervisor recruitment	No	\$15,695.00	\$7,364.00
3	3.2	Parent and community partnerships	No	\$120,237.00	\$126,234.00
3	3.3	Employee Retention	No	Pending negotiations	0
3	3.4	Professional Development (PD)	No	\$5,429.00	\$398.00
3	3.5	Curriculum	No	\$5,000.00	0

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
3	3.6	Outreach, Communication, and Access	No	\$2,000.00	0
3	3.7	Family/Community Education	No	\$5,000.00	\$1,000.00
3	3.8	Innovative student programs	No	0	0
3	3.9	Equity Committee	No	0	0
4	4.1	Professional Development (PD)	No	\$14,372.00	\$6,798.00
4	4.2	Full Implementation of CCSS, NGSS, and Heath Standards	No	\$116,100.00	\$64,369.00
4	4.3	Articulation	No	\$1,616.00	0
4	4.4	Collaboration	No	0	0
4	4.5	Teacher Leadership	No	\$6,020.00	\$4,649.34
4	4.6	Standards-Based Trips	Yes	\$3,000.00	0
4	4.7	Civic Learning	No	\$1,309.00	0

2021-22 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
\$282,281	\$276,162.00	\$283,405.00	(\$7,243.00)	0.00%	0.00%	0.00%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
2	2.1	Specific staffing to support English Language Development	Yes	\$170,396.00	\$156,335		
2	2.2	Professional Development (PD)	Yes	\$47,726.00	\$45,807		
2	2.3	Social-emotional support for English learners	Yes	\$10,140.00	\$3,960		
2	2.4	Transportation	Yes	\$21,000.00	\$13,800		
2	2.5	Curriculum	Yes	\$5,000.00	\$26,797		
2	2.6	Technology	Yes	\$18,900.00	\$16,968		
2	2.7	Increase support staff for unduplicated & learning loss students	Yes		\$19,738		
4	4.6	Standards-Based Trips	Yes	\$3,000.00	0		

2021-22 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
8,258,654	\$282,281	0	3.42%	\$283,405.00	0.00%	3.43%	\$0.00	0.00%

Instructions

[Plan Summary](#)

[Engaging Educational Partners](#)

[Goals and Actions](#)

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

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

Introduction and Instructions

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

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

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

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

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

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

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

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

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

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

Engaging Educational Partners

Purpose

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

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

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

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

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

Requirements and Instructions

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

Local Control and Accountability Plan:

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

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

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

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

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

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

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

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

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

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

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

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

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

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

Focus Goal(s)

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

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

Broad Goal

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

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

Maintenance of Progress Goal

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

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

Required Goals

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

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

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

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

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

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

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

Measuring and Reporting Results:

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

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

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

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

Complete the table as follows:

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

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

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

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

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

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

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

Goal Analysis:

Enter the LCAP Year.

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

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

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

Purpose

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

Requirements and Instructions

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

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

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

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

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

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

Required Descriptions:

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

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

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

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

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

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

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

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

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

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

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

For School Districts Only:

Actions Provided on an LEA-Wide Basis:

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

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

Actions Provided on a Schoolwide Basis:

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

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

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

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

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

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

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

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

Provide the following descriptions, as applicable to the LEA:

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

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

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

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

Complete the table as follows:

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

Action Tables

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

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

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

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

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

Data Entry Table

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

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

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

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

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

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

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

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

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

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

LCFF Carryover Table

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

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

Calculations in the Action Tables

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

Contributing Actions Table

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

Contributing Actions Annual Update Table

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

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

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

LCFF Carryover Table

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

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

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

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