

LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Mount Shasta Union School District

CDS Code: 47-70425-0000000

School Year: 2023-24

LEA contact information:

Tami Beall

Superintendent

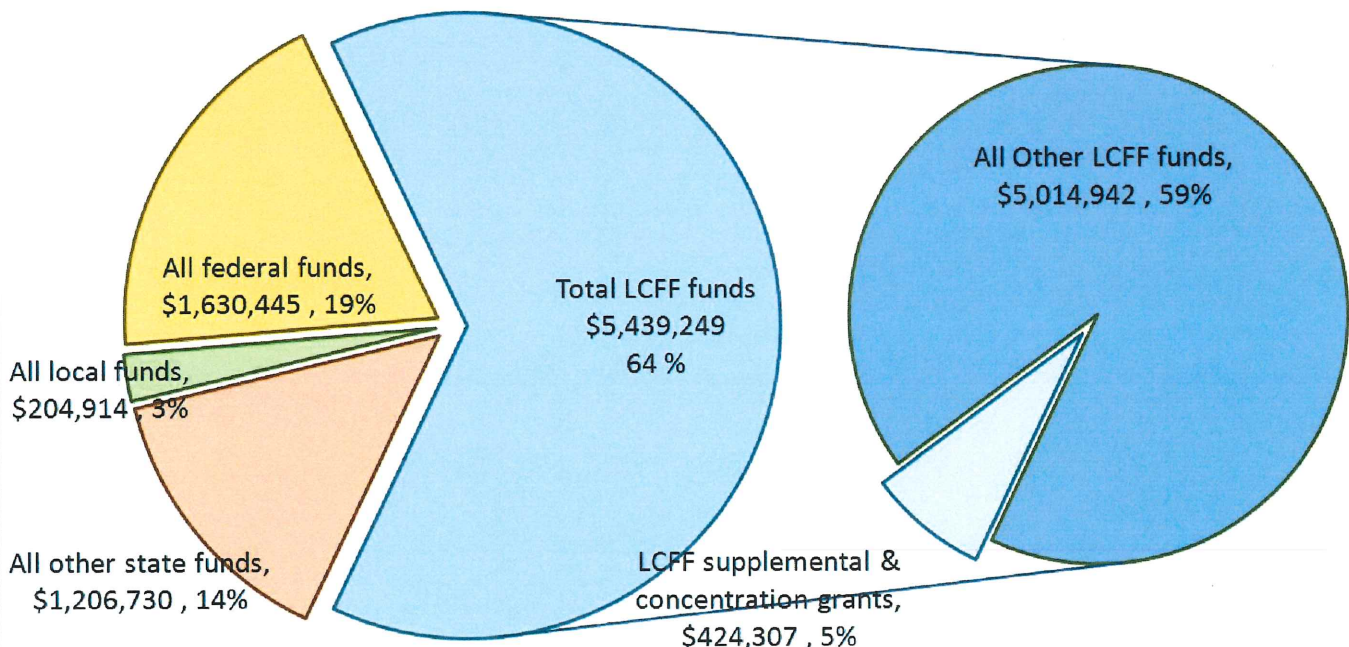
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(530) 926-6007

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

Budget Overview for the 2023-24 School Year

Projected Revenue by Fund Source

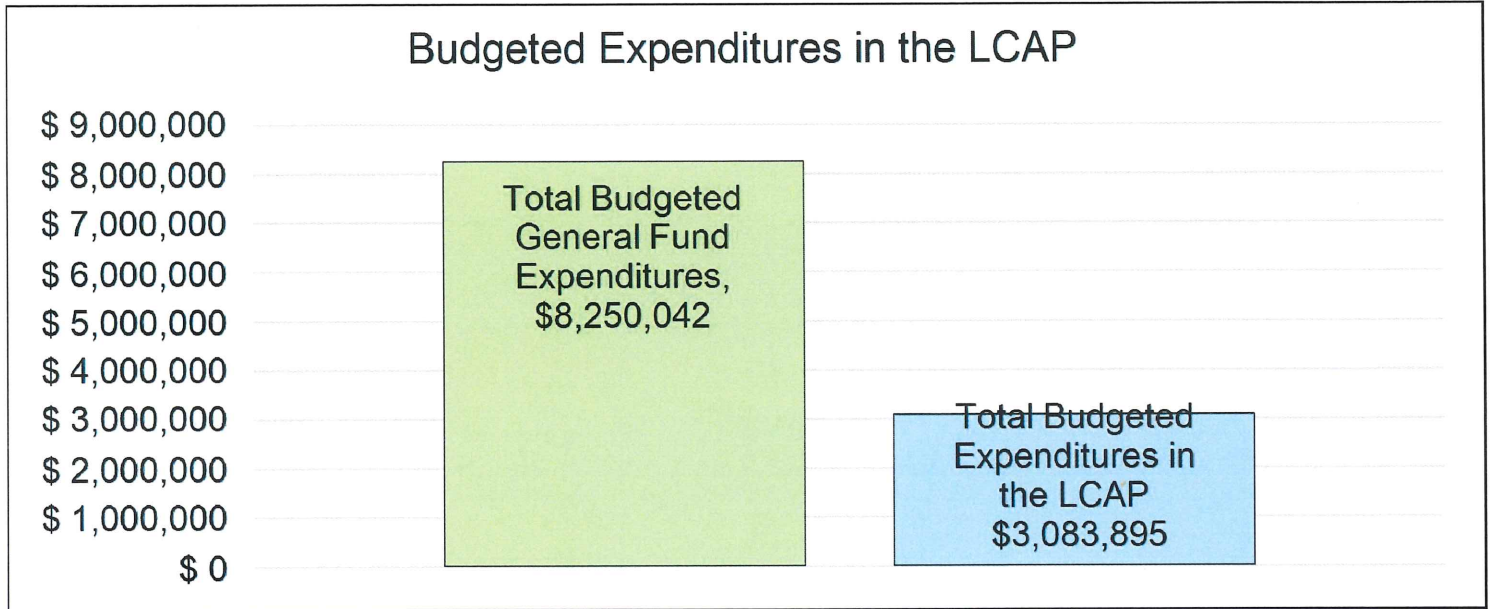


This chart shows the total general purpose revenue Mount Shasta Union School District expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Mount Shasta Union School District is \$8,481,338, of which \$5,439,249 is Local Control Funding Formula (LCFF), \$1,206,730 is other state funds, \$204,914 is local funds, and \$1,630,445 is federal funds. Of the \$5,439,249 in LCFF Funds, \$424,307 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 Mount Shasta Union School District plans to spend for 2023-24. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Mount Shasta Union School District plans to spend \$8,250,042 for the 2023-24 school year. Of that amount, \$3,083,895 is tied to actions/services in the LCAP and \$5,166,147 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

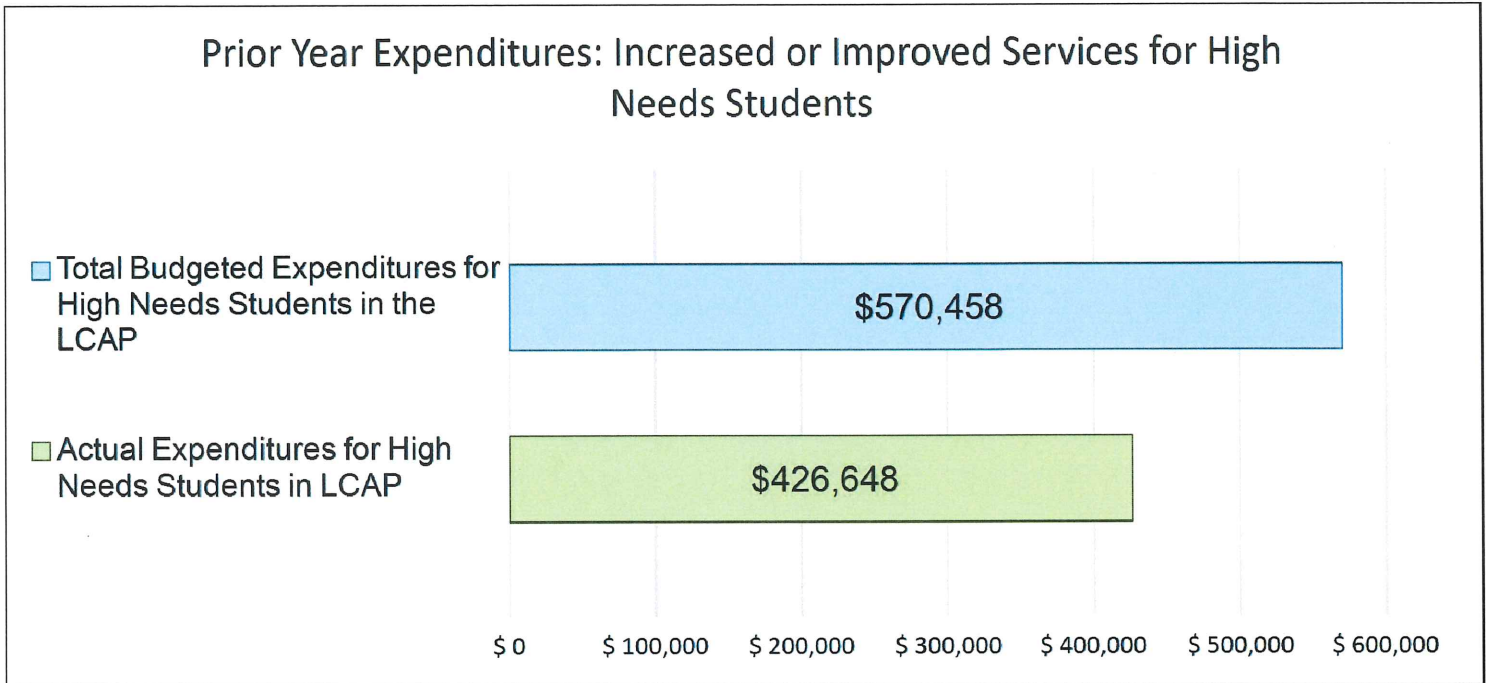
Funds were used for daily operational expenses and maintenance.

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

In 2023-24, Mount Shasta Union School District is projecting it will receive \$424,307 based on the enrollment of foster youth, English learner, and low-income students. Mount Shasta Union School District must describe how it intends to increase or improve services for high needs students in the LCAP. Mount Shasta Union School District plans to spend \$566,438 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

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



This chart compares what Mount Shasta 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 Mount Shasta 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 2022-23, Mount Shasta Union School District's LCAP budgeted \$570,458 for planned actions to increase or improve services for high needs students. Mount Shasta Union School District actually spent \$426,648 for actions to increase or improve services for high needs students in 2022-23.

The difference between the budgeted and actual expenditures of \$-143,810 had the following impact on Mount Shasta Union School District's ability to increase or improve services for high needs students:

We planned to hire an additional 1.0 FTE math intervention teacher and opted to offer tutoring instead.

Local Control and Accountability Plan

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Mount Shasta Union School District	Tami Beall Superintendent	tbeall@msusd.org (530) 926-6007

Plan Summary [2023-24]

General Information

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

The Mount Shasta Union Elementary School District is a two-school Transitional Kindergarten through eighth grade district in a small, rural mountain community. We believe all students can and will succeed. We offer small class sizes and a caring, committed, devoted staff. We employ a full time teaching assistant in every TK and Kindergarten class. We offer a variety of enriching programs to all students including music, athletics, Gifted and Talented Education, and more. We employ a math Intervention teacher in grades 4th - 8th. We partner with the Boys and Girls Club so students have access to after-school and intercession activities. We offer many fun and creative parent and community engagement opportunities throughout the year. Our unduplicated pupil percentage is 43%. Our significant subgroups as defined by the state are our white student population and our low-socio-economic-status student population. We have a small number of English learners who generally encounter the Spanish language while not at school.

Reflections: Successes

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

On the most recent state tests, our District scored 1.3 points below the standard on the English Language Arts standards compared to 12.2 below standard statewide. In math, we scored 36 points below standard compared to 51.7 statewide. We plan to maintain and build on these results by continuing our investment in small class sizes, TAs, and reading and math intervention thanks to an infusion of one-time COVID relief funds. Our Title I reading intervention teachers report progress of lower-performing students toward grade-level proficiency. We are proud of the rich educational experiences we provide our students. We initiated elective courses in grades 6 - 8. We continue to provide music, GATE, and other enriching activities that comprise a well-rounded education. Finally, we are proud of the amount of parent involvement and support in our district.

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.

Our emphasis this year was supporting students socially and emotionally, as well as academically. We are dedicating COVID-relief funds to increase our counseling services, increase our math intervention services, and increase our capacity to support students in the area of social-emotional learning. At the last Dashboard update, there were no district-wide indicators in the red performance category, and the only district-wide indicator in the orange performance category was in the area of chronic absenteeism. Staff members from both school offices meet at least every other month to discuss how to communicate with and support families who have students at both schools that are struggling with good attendance. Our math scores continue to lag even though our students scored above the state average. We adopted a new math curriculum, and our work with the Getting Reading Right grant and staff development in English language arts is building momentum. Finally, we are using one-time COVID funds to greatly improve our HVAC capabilities at both school sites, so that students can benefit from the circulation of clean air, even during times of heavy smoke from forest fires.

LCAP Highlights

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

Our LCAP is organized around three general areas: student academic achievement, social-emotional learning / student behavior, and facilities. We make a significant investment in our intervention services (both academic and behavioral) and in our facilities. For intervention, we are investing in more counselor hours, math intervention, and continued Bridges intervention. For facilities, we are investing in upgrading/installing HVAC systems. All of the items in the LCAP have strong support from our various educational partners.

Comprehensive Support and Improvement

An LEA with a school or schools eligible for comprehensive support and improvement must respond to the following prompts.

Schools Identified

A list of the schools in the LEA that are eligible for comprehensive support and improvement.

n/a

Support for Identified Schools

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

n/a

Monitoring and Evaluating Effectiveness

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

n/a

Engaging Educational Partners

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

On Feb. 15, the superintendent held a study session with the entire teaching staff to garner input. On March 2nd and April 4th, the superintendent consulted with the school site council at Sisson School, and on and March 2nd and April 6th at Mount Shasta Elementary School regarding LCAP input. Beginning in February and continuing into May, the superintendent continually encouraged LCAP feedback through the weekly update emailed to staff and in staff conversations. The superintendent included union representatives, teachers, principals, other staff, and family/community members in the making of the LCAP. Student/staff/parent surveys were sent during the spring. The superintendent synthesized the feedback from all these sessions in creating the LCAP draft.

Public Hearing: June 13, 2023

Board Adoption: June 20, 2023

A summary of the feedback provided by specific educational partners.

Staff members are in support of maintaining small class sizes, maintaining counseling services, increasing TA time, increasing math intervention services, and increasing our restorative practices and social-emotional learning capacity. In addition, they would like to advocate for more technology.

Families are in support of maintaining small class sizes, maintaining counseling services, increasing TA time, increasing math intervention services, and increasing our restorative practices and social-emotional learning capacity.

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

The LCAP includes maintaining small class sizes, increasing counseling services, maintaining and increasing TA time, maintaining math intervention services, increasing our restorative practices and social-emotional learning capacity, and We have contracted again with the Boys and Girls Club to provide our intersession and after-school services as part of our Expanded Learning Opportunities Program funding.

Goals and Actions

Goal

Goal #	Description
1	Students will have consistent access to rich instruction and materials and will demonstrate increasing proficiency in all academic areas.

An explanation of why the LEA has developed this goal.

In order for students to achieve high academic standards, they must have consistent access to high-quality instruction and materials. To provide high quality instruction, staff members must receive continuing professional learning support and have access to high-quality materials. This goal is in line with our Multi-Tiered System of Support (MTSS).

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Technology inventory	The student:device ratio is 1:1 for grades K-8.	The student: device ratio is 1:1 for grades K-8.	The student device ratio is 1:1 for grades K-8		The student:device ratio remains 1:1 for grades K-8.
Williams Report	All students have access to high-quality, state-standards-aligned instructional materials in English language arts and math.	All students have access to high-quality, state-standards-aligned instructional materials in English language arts and math.	All students have access to high-quality, state-standards-aligned instructional materials in English language arts and math.		All students have access to high-quality, state-standards-aligned instructional materials in all core areas.
Sign-in sheets and conference request forms	59% of teachers received professional development in state standards even in the face of the global pandemic.	70% of teachers received professional development in state standards, especially in the area of math instruction. 100% of teachers received professional	100% of teachers participated in math and ELA professional development. 20% of teachers participated in SEL professional development.		At least 50% of teachers receive professional development in state standards.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		development in social emotional best practices.			
Attendance rate	We have an attendance rate of 94.5%.	Due to the impacts of COVID, we have an attendance rate of 90%.	We have an attendance rate of 90.12%		Attendance rate is 95% or higher.
Middle school dropout rate	The middle school dropout rate is 0%.	The middle school dropout rate is 0%.	The middle school dropout rate is 0%.		The middle school dropout rate remains at 0%.
School Accountability Report Card (SARC) and Williams report	100% of teachers are appropriately credentialed and assigned.	100% of teachers are appropriately credentialed and assigned.	100% of teachers are appropriately credentialed and assigned.		100% of teachers are appropriately credentialed and assigned.
California School Dashboard / CAASPP State test results / local benchmark results / District-wide Title I proficiency criteria	In math and ELA, state test results have our students performing at the green level.	<p>On the most recent state tests, 55.7% of our students met or exceeded English language arts standards compared to 49% statewide.</p> <p>37.4% of our students met or exceeded math standards compared to 33.8% statewide.</p> <p>The state did not update the dashboard levels for the most recent state tests.</p>	<p>On the most recent state test, we scored 1.3 points below the standard on the English Language Arts standards compared to 12.2 below standard statewide. In math, we scored 36 points below standard compared to 51.7 statewide.</p>		In math and ELA, our students will reach "High" status, the blue level, on the California School Dashboard.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Targeted student lists, intervention rosters, benchmark reports, Title I / intervention reports, District-wide Title I proficiency criteria	We're projecting that an average of 20% of students receiving Tier 3 or 4 reading intervention will meet standards. We currently don't offer Tier 3 or 4 math intervention.	We're projecting that an average of 25% of students receiving Tier 3 or 4 reading intervention services will meet standards. We're projecting that an average of 20% of students receiving Tier 3 or 4 math intervention services will meet standards.	We're projecting that an average of 30% of students receiving Tier 3 or 4 reading intervention services will meet standards. We're projecting that an average of 20% of students receiving Tier 3 or 4 math intervention services will meet standards.		An average of 40% of students receiving Tier 3 or 4 reading or math intervention services meet state standards.
EL Progress Rate, District-wide Title I proficiency criteria	21% of students made progress towards English proficiency.	On the ELPAC, 50% of English learners improved at least one level. 33% stayed at the same level. 17% tested for the first time and tested at the highest level.	As of the June Board meeting, we only have 30% of our data available for EL students making progress towards English Proficiency. We will update when all results are in.		All EL students will make progress towards English proficiency based on ELPAC results.
California School Dashboard / CAASPP State test results	Due to the suspension of the CAASPP in the spring of 2020, we were not able to determine if our students with disabilities continued to close the gap between their state-test performance in ELA and math and that of the school as a whole.	On state testing in 2020-2021: In ELA, 13.8% of students with disabilities met or exceeded standards, and in math, 13.8% of students with disabilities also met or exceeded standards. Comparing those numbers to the numbers of all students noted above,	Our students with disabilities scored very low in both math and ELA (124 points below standard) and had a high chronic absenteeism rate.		Our students with disabilities continue to close the gap between their state-test performance in ELA and math and that of the school as a whole.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		we can see that there is a significant gap in the performance of students with disabilities on the state test.			
Chronic absence rate	Our chronic absence rate is 13.6%.	Our chronic absence rate is 33%.	Our chronic absenteeism rate is 37.1%		The chronic absence rate is 6% or less.
English learner reclassification rates	21% of our English learners qualified to be re-designated as Fluent English Proficient on the latest ELPAC. Of the remaining students who didn't qualify for RFEP, 50% are Level 3, getting close to re-designation as fluent speakers.	17% of our English learners were reclassified as fluent English speakers.	14% of our EL students were reclassified this year.		30% of our English learners will be re-designated as Fluent English Proficient (RFEP) each year.
Master Schedules	All students have access to a broad course of study.	All students have access to a broad course of study. Identified Title I students receive daily supplemental instruction in ELA and math.	All students have access to a broad course of study. Identified Title I students receive daily supplemental instruction in ELA and math.		All students continue to have access to a broad course of study. Identified Title I students receive daily supplemental instruction in ELA and math.

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Student Technology Devices	1.1: Student devices will be maintained and replaced annually according to the replacement plan developed by the technology committee.	\$25,000.00	Yes
1.2	Teacher Credentialing and Assignment	1.2: 100% of teachers will be fully credentialed and appropriately assigned.	\$0.00	No
1.3	Tier 4 Resource Program	1.3: Maintain a Resource program to provide Tier 4 intervention services to identified students.	\$368,920.92	No
1.4	Teacher/Classroom Technology Devices	1.4: Maintain or replace teacher/classroom devices according to the replacement plan developed by the technology committee. Purchase 23 TVs for classrooms at both sites @ \$900 each.	\$36,100.00	Yes
1.5	Science and Social Studies Curricula	1.5: Adopt and purchase science materials and then follow the same process at the appropriate time for social studies.	\$4,174.92	No
1.6	Teacher Professional Development	1.6: At least 25% of teachers will participate in standards-based professional development.	\$5,099.91	No
1.7	Bridges Program	1.7: Maintain an opportunity/intervention classroom to serve identified at-risk students in grades TK-8.	\$152,469.34	Yes
1.8	Small Class Sizes	1.8: Maintain small class sizes across both schools to offer the best educational environment as possible.	\$398,058.19	Yes

Action #	Title	Description	Total Funds	Contributing
1.9	Teacher Assistants	1.9: Continue additional TA support.	\$148,532.58	No
1.11	Intervention Services	Provide Tier 3 intervention services in ELA and math for identified students.	\$276,783.84	No
1.12	Intersession Learning	Partner with Boys and Girls Club to provide summer learning opportunities to mitigate learning loss.	\$34,695.30	Yes
1.13	After-School Tutoring	Partner with Boys and Girls Club to provide after-school tutoring to mitigate learning loss.	\$80,956.00	Yes
1.14	Gifted and Talented Education	Continue to support students with gifted and talented activities to help discover and strengthen their abilities.	\$15,528.08	No
1.15	School Improvement Coordinator	Hire a School Improvement Coordinator to address the needs of low-performing students. This person would also track homeless, low income, and foster youth and support them, their caregivers, and their teachers, in addition to improving district attendance and student achievement.	\$49,848.26	Yes
1.16	Additional Math Intervention Teacher	Hire an additional math intervention teacher to provide struggling students with additional support in math.	\$107,022.27	Yes
1.17	.50 English Learner Development Teacher	Support our EL learner by providing designated EL instruction.	\$57,983.09	No
1.18	MyON! Reading Program through	Purchase an online reading program to supplement ELA curriculum and provide families with home reading books on-line.	\$22,526.80	Yes

Action #	Title	Description	Total Funds	Contributing
	Renaissance Learning			
1.19	ELD Curriculum	Purchase English Language Development curriculum for EL students in grades 6-8	\$1,000.00	Yes
1.20	Go Guardian!	Purchase a computer software program that enables teachers to monitor student work on their devices.	\$2,000.00	No

Goal Analysis [2022-23]

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

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

We will hire an additional 1.0 general education teacher at MSE if numbers warrant to ensure small class sizes. Action 1.15 will be adjusted to reflect the cost of a .37 School Improvement Director vs .50 TOSA. We will increase spending in Action 1.9 to offer a full-day aide in TK and all K classes. We are adding a reading program called MyON! for teachers to use at school and families to use at home. We are adding a .50 ELD teacher. Successes include student technology, our Bridges program, math intervention, and small class sizes. Finding applicants for the teaching assistants is challenging. We also need a robust professional development plan.

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.

We won't need to spend as much for Action Item 1.5 as we will only need to purchase consumables this year. We will increase spending in Action 1.9 to offer a full-day aide in TK and all K classes. We won't need to allocate as much in action 1.11 as we will not have a math intervention teacher at MSE. Action 1.15 will be adjusted to reflect the cost of a .37 School Improvement Director vs .50 TOSA. 1.3 Intervention Staffing increases to step and salary schedule (Salary and benefits included) affects the total cost. 1.4 purchase of additional technology devices (smart TV) for each classroom. 1.6 decrease in cost for professional development services. 1.14 Gate Coordinator's increase in step and salary schedule (Salary and benefits included) affects the total cost.

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

The actions met the desired outcomes.

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

We will be changing the TOSA position to a .37 School Improvement Coordinator, adding attendance and student achievement support to the job duties, in addition to EL responsibilities. Having a TOSA to fulfill the duties of EL/ELPAC coordinator was extremely helpful to our District, and we are excited to expand the duties and add other responsibilities to the .37 School Improvement coordinator position. We won't need to spend as much for Action Item 1.5 as we will only need to purchase consumables this year. We are focusing on strong teaching strategies in TK-3 math, with built-in intervention, thus relieving the need for a math intervention teacher. We will provide after-school tutoring to students who need extra help in math.

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	Students will develop healthy bodies and minds and maximize their ability to get along with others.

An explanation of why the LEA has developed this goal.

This goal encompasses social/emotional learning and general student wellness. A plethora of non-academic issues can get in the way of student academic achievement, and this goal is all about overcoming those obstacles and supporting the whole child. This goal is in line with our Multi-Tiered System of Support (MTSS).

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Student survey results	5% of MSE students say students are not nice, and 8% report being treated disrespectfully. 9% of Sisson students feel other students do not treat them kindly and with respect.	4.8% of MSE students say students are not nice. 5.4% of Sisson students feel other students do not treat them kindly and with respect.	100% of students at MSE like coming to school		Less than 1% of students say other students do not treat them kindly and with respect.
Suspension rate	Our suspension rate is 3.1%	Our suspension rate is 2.6%	Our suspension rate is 2.1%		Our suspension rate will be below 1%.
Behavior intervention team notes	There are 16 students receiving intensive Tier 3 and 4 services across both school sites.	There are 18 students receiving intensive Tier 3 and 4 services across both school sites.	There are 127 students receiving Tier 3 and 4 services at Sisson and 44 at MSE.		We will have no more than 10 students receiving intensive Tier 3 and 4 services across both school sites.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Wellness Policy	Federal review indicates it's time for our Local School Wellness Policy Triennial Assessment.	We are preparing to conduct the Local School Wellness Policy Triennial Assessment.	We will be bringing this to our educational partners for feedback and to the Board in the fall.		All outcomes from the Local School Wellness Policy Triennial Assessment are in place, and the district is ready to assess the effectiveness of any changes or additions.
First 5 Flyers and Sign-ins, agreements with Great Northern Services, the farmers' market, the Resource Center, and the Land Trust	We collaborate with agencies to provide opportunities for strengthening families.	We continue to collaborate with agencies to provide opportunities for strengthening families. We've contracted with Boys and Girls Club to provide after-school and intersession support to students.	We continue to collaborate with agencies to provide opportunities for strengthening families. We've contracted with Boys and Girls Club to provide after-school and intersession support to students.		Continue the collaboration and deepen the connections.
Minutes from Site Councils and Partners in Education (P.I.E.), donations from the Education Foundation, sign-in sheets from LCAP stakeholder meetings, parent/caregiver survey results	The district will promote opportunities for all parents and caregivers to be engaged in school groups, activities, and decision-making.	Our report of local indicators details the data regarding opportunities to engage parents and caregivers. We are poised to participate in deeper planning in this area based on those data. We have started seeing more in-person attendance and activities with the loosening of COVID restrictions.	We have an increase of attendance at parent engagement activities such as Lunch on the Lawn and Cider on the Sidewalk.		Continue to provide these opportunities and maintain high participation.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Programs from performances and Back-to-School Night/Open House sign-ins	We consistently have over 90% participation from parents/caregivers in these types of school activities.	We are planning to bring back Back-to-School Night and Open House during the 2022-2023 school year.	We had well-attended Back-to-School Nights and Open Houses at both sites.		Continue to see high participation rates in these types of activities.
Expulsion rate	Our expulsion rate is 0%.	Our expulsion rate is 0%	Our expulsion rate is 0%		Our expulsion rate remains at 0%.

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	Physical Education	All students will have opportunities to be physically active on a regular basis including at least 200 minutes of research-based physical education every 10 school days.	\$0.00	No
2.2	Nutrition	Foods and beverages sold or served at school for breakfast and lunch will meet the nutrition recommendations of the U.S. Dietary Guidelines for Americans.	\$65,000.00	No
2.3	Health Education ACTION ELIMINATED	Action eliminated		No
2.4	Nursing	Maintain nursing days to support dental hygiene, other hygiene, nutrition, COVID contact tracing, and other health-related activities.	\$16,380.00	Yes
2.5	Counseling	Continue with the additional 1.0 FTE classified counselor to work with students and staff around restorative and trauma-informed practices, conflict resolution, and positive decision-making.	\$84,260.68	No

Action #	Title	Description	Total Funds	Contributing
2.6	Parental Involvement	Provide high-interest and engaging school activities for parents/caregivers to attend. Invite parents into the school to volunteer in the classroom, in the garden, and on the school yard. \$2,500 to each school site.	\$5,000.00	No Yes
2.7	Confidential Reporting of Bullying and Other Issues	We are purchasing access to an app where students can make confidential reports that are flagged directly to our behavior intervention team.	\$2,200.00	No
2.8	Social Emotional Leading	"Leader in Me" Program/Curriculum to assist students in becoming leaders. Consult with Trudy Arriaga and obtain her services to lead the District with school culture and climate.	\$10,525.00	No Yes
2.9	Motivational/Guest Speakers		\$5,000.00	No Yes

Goal Analysis [2022-23]

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

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

We increased our parent involvement opportunities district-wide significantly. The counselor is a much needed position per educational partner feedback. We will add the program, "Leader in Me" to help students district-wide learn social-emotional leading. We are also adding an action of "Motivational/Guest Speakers" so that our students have exposure to real-life experiences from exceptional people. A challenge we faces was increasing parent involvement but no funds were attached to this action last year. Hence, we added funding to help implement this goal.

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.

Goal 2.4: Nursing services will increase by 72%, so there is a significant financial increase in this category.

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

The actions were beneficial and met.

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

We are adding funding for Action 2.6. We will allocate \$2.500 to each site to encourage, support, and fund parent involvement activities and opportunities.

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	Maintain the district facilities in good condition and modernize systems where feasible.

An explanation of why the LEA has developed this goal.

Students cannot grow and learn at school without a clean, well maintained physical learning environment.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Facilities Inspection Tool (FIT)	There are currently no significant facilities inspection findings.	There are currently no significant facilities inspection findings.	There are currently no significant facilities inspection findings.		Continue to have no significant facilities inspection findings.
Construction Contracts	Our HVAC system at Sisson is not complete, nor is it up to the task of refreshing the air to standards that would battle COVID-19. There is no HVAC system at Mt. Shasta Elementary School, and the boilers to heat the building are very old.		We are well into the design/architecture phase of the HVAC project at Sisson and MSE.		HVAC systems with appropriate MERV filtration are installed at both sites and MSE no longer uses the boilers to heat the buildings.

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	Facilities in Good Repair	Use appropriate revenue streams to maintain the facilities in good repair.	\$25,000.00	No
3.2	Modernize/Install HVAC and Upgrade Heating	We will modernize/install HVAC and in the process, upgrade heating where appropriate.	\$1,083,831.00	No

Goal Analysis [2022-23]

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

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

Both sites have been approved through DSA and expenses reflect those costs. The length of time to implement this goal is challenging. We need to secure more bids to stay within our budget.

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

Action 3.1: The bulk of these expenses have not been used yet as construction has not begun.

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

Action 3.1: DSA was a lengthy process but everything is set in motion to move forward.

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 changes will be made.

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

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

Projected LCFF Supplemental and/or Concentration Grants	Projected Additional LCFF Concentration Grant (15 percent)
\$424,307	\$0

Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
8.72%	0.00%	\$0.00	8.72%

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.

Action 1.1 - Student technology devices: 1) Students in these groups are less likely to have access to devices for learning outside of school, and many struggle with connectivity issues. 2) By providing devices for student use, we remove the barriers that lack of access to technology create.

Action 1.4: We will purchase TV monitors (and attachments to install) so that students can have a better view of what the teacher is presenting on a larger scale, thereby increasing engagement.

Action 1.7 - Bridges program: 1) Students from these groups who struggle in the general education classroom benefit with a different, more personalized approach, and that is what our Bridges program offers. 2) The program helps us maintain our 0% dropout rate by providing the connection and supports that these students need.

Action 1.15 - Hire a .37 FTE School Improvement Coordinator to address the needs of low performing students, chronic absenteeism, and the needs of low income/foster youth.

1.8 Data, including CAASPP for 3rd graders and benchmark data for grades 1-3, reveal our low-socioeconomic students scored low in math and ELA. We are maintaining low class sizes and having an aide in every classroom in TK-3rd grade.

Action 1.12 - Intersession learning: 1) Extending the school year has proven to positively affect student achievement for students in these groups. 2) Students have more time to be exposed to academic environments, and English learners in particular can practice their English skills more frequently than if only being exposed to their native language at home when school is not in session. Students attending Boys

and Girls Club also have ready access to the intersession food program.

Action 1.13 - Tutoring: 1) Extending the school day has proven to positively affect student achievement for students in these groups. 2) Students who otherwise lack effective support away from school have access to Boys and Girls Club staff members who can help them complete their work and understand concepts with which they may be struggling.

1.16 - Recent CAASPP revealed our low-socioeconomic students scored lower in math than the all student group, so an intervention teacher will target this need. We have a 1.0 FTE Math Intervention Teacher at Sisson.

Action 2.4 - Nursing: 1) Students in these groups struggle to receive healthcare services, and the school nurse is a front-line professional who can connect families with proper medical care that may be needed. 2) Our nurse universally screens all students for vision and hearing, conducts contact tracing related to the COVID virus, and alerts families to issues that are affecting their children's health, using the services of an interpreter where needed.

Action 1.8: We will continue to maintain small class sizes, particularly in 1st grade, so that our students can have more individualized instruction and access to their teacher while learning to read.

Action 1.15: For students in these subgroups, a person who will be focused on improving their attendance and services will improve their academic success.

Action 1.18: English language learners will benefit from a designated ELD teacher who will provide 30 minutes of EL instruction daily.

Action 1.19: English language learners will have access to specific ELD curriculum, implemented by the ELD teacher.

Action 2.6: Students in these subgroups will have increased family engagement opportunities, enhancing and supporting students' education experience and supporting their academic success.

Action 2.8: Students in these subgroups, and all students, will have access to SEL opportunities. Staff will learn how to open doors for all students through SEL training.

Action 2.9: All students will be able to hear guest speaker(s) with the emphasis on social emotional learning and leading.

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

Our multi-tiered system of supports dictates that there are services available to low-income and English learner students outside the general education classroom, and the increased apportionment allows us to hire more people than we otherwise would be able to while enriching our programs in ways that would otherwise be unattainable. The above actions comprise an increase of over 15% which is above our required percentage of 8.8% to increase and improve services for the upcoming year.

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	n/a	n/a
Staff-to-student ratio of certificated staff providing direct services to students	n/a	n/a

2023-24 Total Expenditures Table

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	\$717,170.83	\$873,235.25	\$65,000.00	\$1,428,490.10	\$3,083,896.18	\$1,728,845.22	\$1,355,050.96

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1.1	Student Technology Devices	English Learners Foster Youth Low Income	\$25,000.00	\$0.00	\$0.00	\$0.00	\$25,000.00
1	1.2	Teacher Credentialing and Assignment	All	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
1	1.3	Tier 4 Resource Program	All		\$368,920.92			\$368,920.92
1	1.4	Teacher/Classroom Technology Devices	English Learners Foster Youth Low Income	\$36,100.00	\$0.00	\$0.00	\$0.00	\$36,100.00
1	1.5	Science and Social Studies Curricula	All				\$4,174.92	\$4,174.92
1	1.6	Teacher Professional Development	All				\$5,099.91	\$5,099.91
1	1.7	Bridges Program	English Learners Foster Youth Low Income		\$152,469.34			\$152,469.34
1	1.8	Small Class Sizes	English Learners Foster Youth Low Income	\$398,058.19				\$398,058.19
1	1.9	Teacher Assistants	All	\$148,532.58				\$148,532.58
1	1.11	Intervention Services	All				\$276,783.84	\$276,783.84
1	1.12	Intersession Learning	English Learners Foster Youth		\$34,695.30			\$34,695.30

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
			Low Income					
1	1.13	After-School Tutoring	English Learners Foster Youth Low Income		\$80,956.00			\$80,956.00
1	1.14	Gifted and Talented Education	All				\$15,528.08	\$15,528.08
1	1.15	School Improvement Coordinator	English Learners Foster Youth	\$49,848.26				\$49,848.26
1	1.16	Additional Math Intervention Teacher	English Learners Foster Youth Low Income		\$96,325.99		\$10,696.28	\$107,022.27
1	1.17	.50 English Learner Development Teacher	EL Students		\$57,983.09			\$57,983.09
1	1.18	MyON! Reading Program through Renaissance Learning	English Learners Foster Youth Low Income	\$22,526.80				\$22,526.80
1	1.19	ELD Curriculum	English Learners	\$1,000.00				\$1,000.00
1	1.20	Go Guardian!	All	\$2,000.00				\$2,000.00
2	2.1	Physical Education	All	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
2	2.2	Nutrition	All			\$65,000.00		\$65,000.00
2	2.3	Health Education ACTION ELIMINATED	All					
2	2.4	Nursing	English Learners Foster Youth Low Income	\$16,380.00	\$0.00	\$0.00	\$0.00	\$16,380.00
2	2.5	Counseling	All		\$76,884.61		\$7,376.07	\$84,260.68
2	2.6	Parental Involvement	All English Learners Foster Youth Low Income	\$5,000.00				\$5,000.00

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
2	2.7	Confidential Reporting of Bullying and Other Issues	All	\$2,200.00				\$2,200.00
2	2.8	Social Emotional Learning	All English Learners Foster Youth Low Income	\$10,525.00				\$10,525.00
2	2.9	Motivational/Guest Speakers	All English Learners Foster Youth Low Income		\$5,000.00			\$5,000.00
3	3.1	Facilities in Good Repair	All	\$0.00	\$0.00	\$0.00	\$25,000.00	\$25,000.00
3	3.2	Modernize/Install HVAC and Upgrade Heating	All	\$0.00	\$0.00	\$0.00	\$1,083,831.00	\$1,083,831.00

2023-24 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
\$4,865,912	\$424,307	8.72%	0.00%	8.72%	\$564,438.25	0.00%	11.60 %	Total:	\$564,438.25
								LEA-wide Total:	\$563,438.25
								Limited Total:	\$0.00
								Schoolwide Total:	\$1,000.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1.1	Student Technology Devices	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$25,000.00	
1	1.4	Teacher/Classroom Technology Devices	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$36,100.00	
1	1.7	Bridges Program	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools Specific Schools: Sisson TK-8		
1	1.8	Small Class Sizes	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$398,058.19	
1	1.12	Intersession Learning	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		
1	1.13	After-School Tutoring	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1.15	School Improvement Coordinator	Yes	LEA-wide	English Learners Foster Youth	All Schools	\$49,848.26	
1	1.16	Additional Math Intervention Teacher	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Sisson 4-8		
1	1.18	MyON! Reading Program through Renaissance Learning	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$22,526.80	
1	1.19	ELD Curriculum	Yes	Schoolwide	English Learners	Specific Schools: Sisson 6-8	\$1,000.00	
2	2.4	Nursing	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$16,380.00	
2	2.6	Parental Involvement	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$5,000.00	
2	2.8	Social Emotional Learning	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$10,525.00	
2	2.9	Motivational/Guest Speakers	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		

2022-23 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	\$3,533,800.16	\$1,896,802.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1.1	Student Technology Devices	Yes	\$25,000.00	\$27,196
1	1.2	Teacher Credentialing and Assignment	No	\$0.00	\$0.00
1	1.3	Tier 4 Resource Program	No	\$302,728.00	\$347,682
1	1.4	Teacher/Classroom Technology Devices	No	\$10,000.00	\$8,798
1	1.5	Science and Social Studies Curricula	No	\$142,994.88	\$156,340
1	1.6	Teacher Professional Development	No	\$5,443.29	\$85.00
1	1.7	Bridges Program	Yes	\$142,849.00	\$150,958
1	1.8	Small Class Sizes	Yes	\$392,497.00	\$393,179
1	1.9	Teacher Assistants	No	\$63,020.95	\$65,510
1	1.11	Intervention Services	No	\$345,174.00	\$255,572

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	1.12	Intersession Learning	Yes	\$34,695.30	\$34,695
1	1.13	After-School Tutoring	Yes	\$80,955.70	\$80,145
1	1.14	Gifted and Talented Education	No	\$12,171.37	\$9,617
1	1.15	ELD, Foster Youth, and Homeless Youth Support	Yes	\$57,722.00	\$52,318
1	1.16	Additional Math Intervention Teacher	Yes	\$100,456.35	\$105,579
2	2.1	Physical Education	No	\$0.00	\$0.00
2	2.2	Nutrition	No	\$65,000.00	\$0.00
2	2.3	Health Education ACTION ELIMINATED	No		
2	2.4	Nursing	Yes	\$10,112.00	\$10,112
2	2.5	Counseling	No	\$71,766.23	\$79,140
2	2.6	Parental Involvement	No	\$0.00	\$0.00
2	2.7	Confidential Reporting of Bullying and Other Issues	No	\$2,500.00	\$2,000
3	3.1	Facilities in Good Repair	No	\$25,000.00	\$8,073

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	3.2	Modernize/Install HVAC and Upgrade Heating	No	\$1,643,714.09	\$109,803

2022-23 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
\$398,113	\$570,458.00	\$426,648.00	\$143,810.00	0.00%	0.00%	0.00%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.1	Student Technology Devices	Yes	\$25,000.00	\$25,072		
1	1.7	Bridges Program	Yes	\$142,849.00	\$27,503		
1	1.8	Small Class Sizes	Yes	\$392,497.00	\$311,631		
1	1.12	Intersession Learning	Yes	\$0	\$0		
1	1.13	After-School Tutoring	Yes	\$0	\$0		
1	1.15	ELD, Foster Youth, and Homeless Youth Support	Yes	\$0	\$52,330		
1	1.16	Additional Math Intervention Teacher	Yes	\$0	\$0		
2	2.4	Nursing	Yes	\$10,112.00	\$10,112		

2022-23 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
\$4,812,777	\$398,113	0	8.27%	\$426,648.00	0.00%	8.86%	\$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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