



LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Raymond-Knowles Union Elementary School District

CDS Code: 20652766024095

School Year: 2023-24

LEA contact information:

Deena Hegerle

Superintendent/CBO

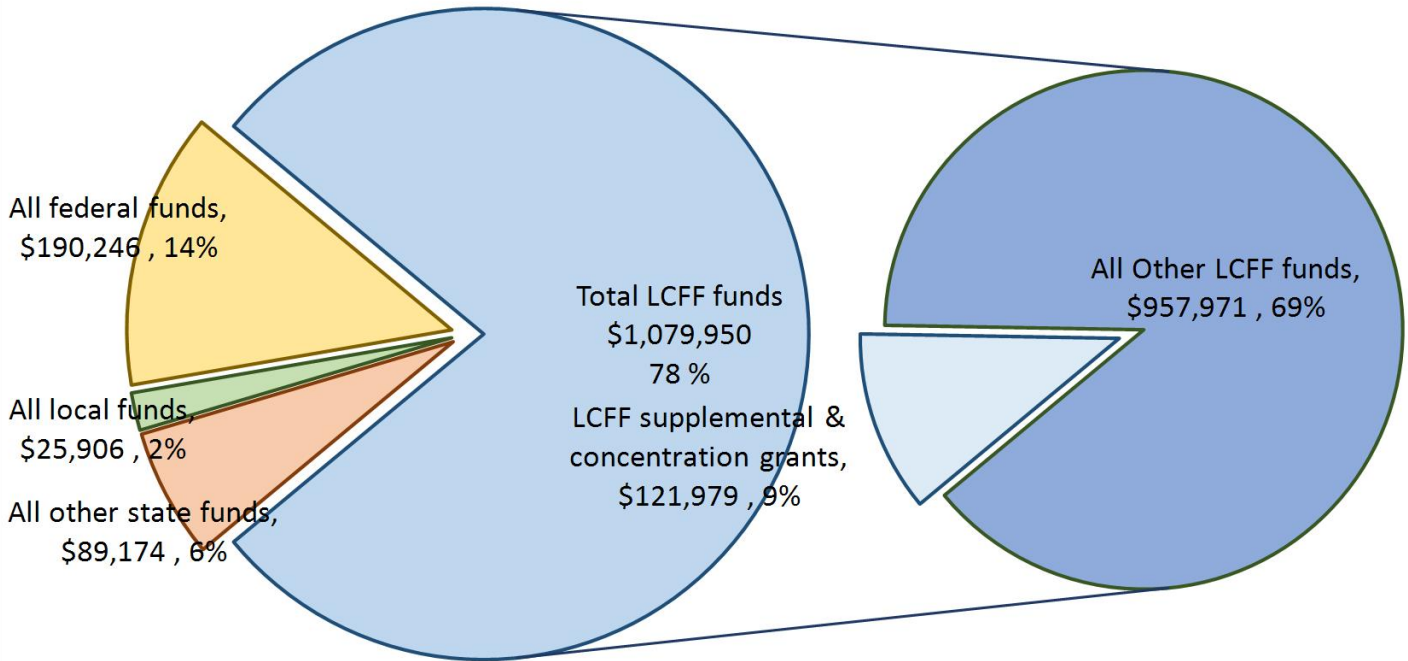
dhegerle@rkusd.org

559.689.3336

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

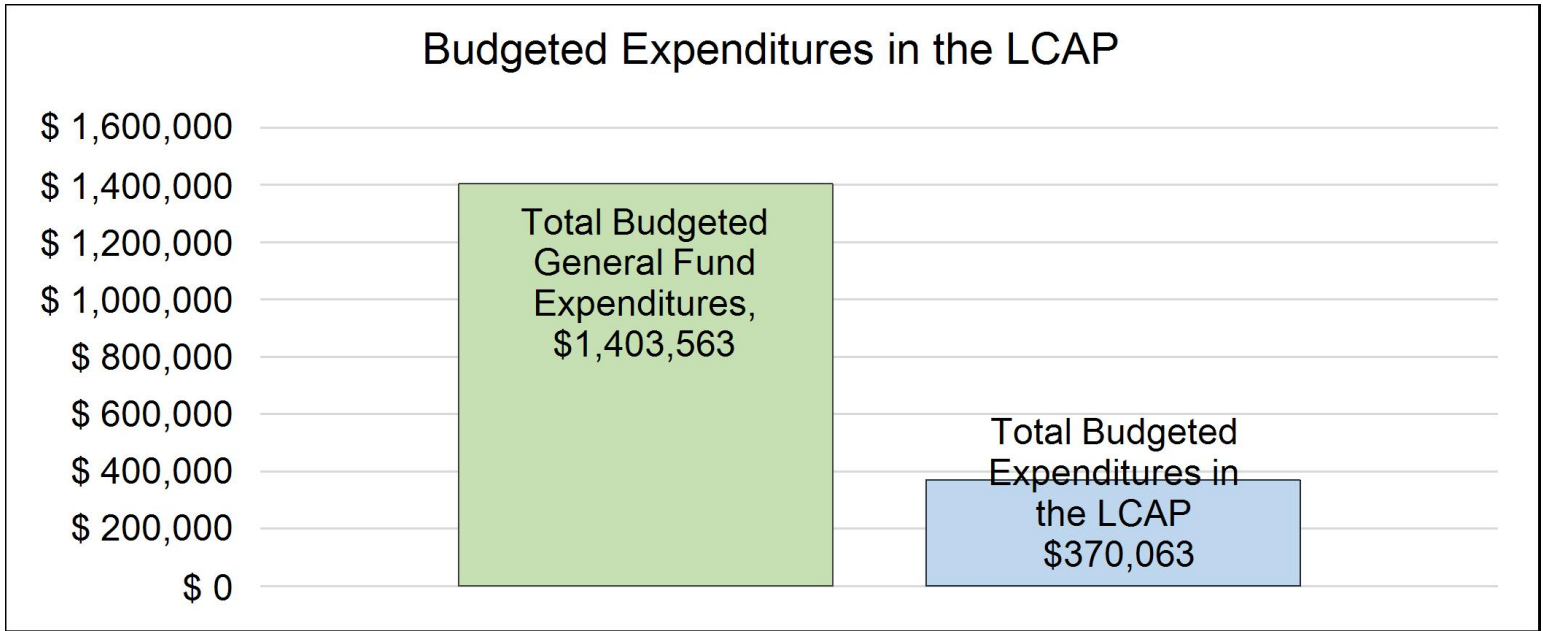


This chart shows the total general purpose revenue Raymond-Knowles Union Elementary School District expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Raymond-Knowles Union Elementary School District is \$1,385,276, of which \$1,079,950 is Local Control Funding Formula (LCFF), \$89,174 is other state funds, \$25,906 is local funds, and \$190,246 is federal funds. Of the \$1,079,950 in LCFF Funds, \$121,979 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 Raymond-Knowles Union Elementary School District plans to spend for 2023-24. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Raymond-Knowles Union Elementary School District plans to spend \$1,403,563 for the 2023-24 school year. Of that amount, \$370,063 is tied to actions/services in the LCAP and \$1,033,500 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

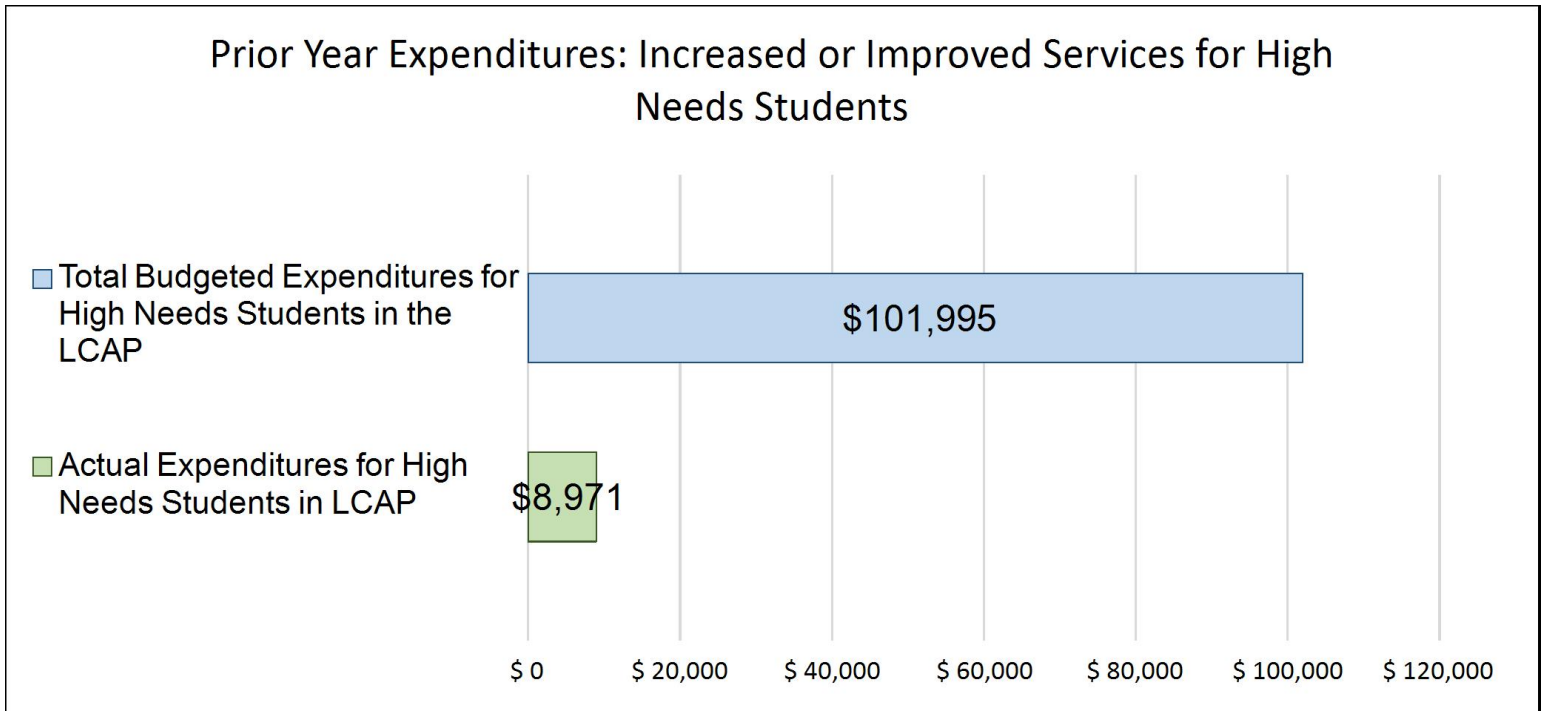
Expenditures that were not included in the Local Control Accountability Plan consist of salaries, benefits, operational utilities, and supplies.

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

In 2023-24, Raymond-Knowles Union Elementary School District is projecting it will receive \$121,979 based on the enrollment of foster youth, English learner, and low-income students. Raymond-Knowles Union Elementary School District must describe how it intends to increase or improve services for high needs students in the LCAP. Raymond-Knowles Union Elementary School District plans to spend \$240,409 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 Raymond-Knowles Union Elementary School District budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what Raymond-Knowles Union Elementary School District estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

The text description of the above chart is as follows: In 2022-23, Raymond-Knowles Union Elementary School District's LCAP budgeted \$101,995.00 for planned actions to increase or improve services for high needs students. Raymond-Knowles Union Elementary School District actually spent \$8,970.61 for actions to increase or improve services for high needs students in 2022-23.

The difference between the budgeted and actual expenditures of \$-93,024.39 had the following impact on Raymond-Knowles Union Elementary School District's ability to increase or improve services for high needs students:

The difference in the budgeted and actual expenditures for 2022-23 was due to the District being unsuccessful in hiring a Learning Director, as planned. Unfortunately, we had no qualified candidates. As a result, the planned increased services, including teacher coaching, demonstration lessons, and instructional support that were expected to provide enhanced instruction that would improve students' academic performance on state assessments, were not provided to the degree anticipated.



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
Raymond-Knowles Union Elementary School District	Deena Hegerle Superintendent/CBO	dhegerle@rkusd.org 559.689.3336

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.

Raymond-Knowles Union Elementary School District (RKUESD) is a single-school district located in the town of Raymond, an unincorporated community of less than 1,000 residents situated in the foothills of Eastern Madera County. The district encompasses 196.7 square miles of

sparsely populated foothills. In 2022-23, the district served 79 students enrolled in grades K-8, 9% of whom are American Indian, 34% Hispanic, 51% White, 5% Two or More Races, and 1% Asian. Approximately 56% of our students met the state's definition of Low-Income, 2% were Foster Youth, and 5% homeless. Students with disabilities comprised 18% of our students, and 1% were English Learner students.

The mission of the Raymond-Knowles Union Elementary School District is to educate all students in a challenging, disciplined, safe, and supportive environment, so they can reach their full potential of becoming productive citizens of high moral character, making life-long contributions to society. Students are taught by four teachers assigned to multi-grade classrooms; one Learning Director; one Resource Teacher, and one part-time Response to Intervention teacher. One school and district secretary, one site administrator (Principal), one Chief Business Officer/Superintendent, two maintenance/janitorial/food services/bus drivers, one part-time maintenance worker, and a business services worker provide support to the educational program.

Students at RKUEDSD are instructed in 21st century skills that include the learning areas of core academic subjects using 21st century themes of life and career skills, critical thinking, communication, collaboration, creativity, technology, and information/media literacy. We are a 1:1, student to device school. Every student in grades Kindergarten through eighth grades has a computer or technology device assigned to them. Kindergarten through eighth grades use Chromebooks. We are also a Google Apps for Education (GAFE) school. We take pride in our students work and accomplishments. We host a student showcase events throughout the school year where we invite the community to the school to see students' work on display. Students share with their families and the community what they have learned and created in school. These events foster a positive relationship between the school and community.

The Governing Board is a group of publicly-elected volunteers who are educational partners in the community and are active in the school program.

Reflections: Successes

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

SUSPENSIONS:

OVERALL	0%
LOW-INCOME	0%
FOSTER	n/d
HOMELESS	n/d
STUDENTS/DISABILITIES	0%

With the resumption of full in-person instruction in 2021-22, suspension rates remained at 0%.

2022 STATE ASSESSMENTS	MEETING/EXCEEDING STANDARD	CHANGE FROM 2021
MEETING/EXCEEDING STANDARD	CHANGE FROM 2021	

ELA OVERALL + 4.2%	38.3%	- 8.2%	MATH OVERALL	39.1%
LOW-INCOME + 7.1%	38.7%	+1.7%	LOW-INCOME	36.7%
NON LOW-INCOME 0	37.5%	-25.0%	NON LOW-INCOME	43.8%
FOSTER YOUTH n/d	n/d	n/d	FOSTER YOUTH	n/d
HOMELESS n/d	n/d	n/d	HOMELESS	n/d
STUDENTS/DISABILITIES n/d	8.3%	n/d	STUDENTS/DISABILITIES	9.1%

We were pleased to see that the percentages of Low-income students meeting or exceeding standard in Math and ELA increased from the prior year.

With a 10.5% increase in the percentage of students who feel connected to school, we feel that we are on the right track in restoring a positive school climate. We will continue our efforts to do so.

Teachers gave the school high marks for providing standards-aligned materials in ELA, math, and social studies.

Parents who responded to surveys gave the school higher ratings for access to standards-aligned materials, providing students with academic support when needed, and for setting high expectations for our students.

Reflections: Identified Need

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

State assessments:

After a hiatus from 2019, the California School Dashboard results were again reported in 2022. We expected declines in the median scale scores of our students and their resulting distance from standard, due to the disruptions in instruction and traumatic experiences of the pandemic. The results were as follows:

ELA.	CHANGE FROM 2019.	MATH.	CHANGE FROM 2019	
OVERALL	- 33.9 points	32.5 points decline	- 25.4 points	11.1 points decline
LOW-INCOME	- 35.7 points	21.8 points decline	- 39.6 points	14.1 points decline
SWD	-119.8	n/d (less than 11 tested)	- 112.5 points	n/d (less than 11 tested)
FOSTER YOUTH	n/d		n/d	
HOMELESS	n/d		n/d	

We have noted that as overall results and all groups have declined since the baseline year, the distance below standard is greater for Low-Income students than for the overall population, with a double digit inequality in math. Students with disabilities remain far behind other student groups in approaching standard. Also, results from the box above show that and Low-Income students continue to experience an inequality compared with the overall population in percentages meeting/exceeding standard in math.

iReady Math

Percentage of students “Early on grade level” or “mid or above grade level”

2022 Overall– 35%.	2023 Overall – 34%
Grade 2 36%	Grade 1 -- 33%
Grade 3 42%	Grade 2 -- 50%
Grade 4 10%	Grade 3 -- 40%
Grade 5 30%	Grade 4 -- 14%
Grade 6 60%	Grade 5 -- 17%
Grade 7 50%	Grade 6 -- 50%
Grade 8 38%	Grade 7 -- 20%
Grade 8 -- 43%	

iReady Reading

Percentage of students “Early on grade level” or “mid or above grade level”

2022 Overall– 34%	2023 Overall – 38%
Grade 2 27%	Grade 1 -- 34%
Grade 3 33%	Grade 2 -- 0%
Grade 4 30%	Grade 3 -- 50%
Grade 5 28%	Grade 4 -- 29%
Grade 6 40%	Grade 5 -- 42%
Grade 7 50%	Grade 6 -- 44%
Grade 8 38%	Grade 7 -- 20%
Grade 8 -- 57%	

The iReady data generally confirm the state assessment results, overall, though it is inconsistent by grade levels. The numbers of our students who test at each grade level is very small, and results can be significantly impacted by just a few scores. We understand that we need to continue providing best first instruction and academic supports to all of our students to provide them with a successful academic experience and to reach our expected outcomes.

The District will continue the Learning Director support for teachers with standards-based lesson planning, grading, and intervention strategies; -a full-time certificated Response to Intervention (RTI) coordinator to implement a tiered system of academic interventions; and hire an additional Math Support teacher who will provide smaller group instruction and more individual support that is focused on individual grade levels.

CHRONIC ABSENTEEISM:

OVERALL 70.3%

LOW-INCOME	69.2%	Countywide -- 45.0%
NON LOW-INCOME	72.7%	
FOSTER	n/d	
HOMELESS	n/d	
STUDENTS/DISABILITIES	62.5%	

Chronic absenteeism rates continued to increase from the prior year and the baseline year. When compared to results for Madera County, results show that an inequality exist in the chronic absenteeism rates of Low-Income students in our school in relation to their peers county-wide, putting our Low-Income and other student groups at risk of losing ground in academic achievement. As noted above, Low-Income students showed gains from the prior year in percentages meeting standard in ELA and math, closing inequalities between that group and others. However, the difference in ELA was due more to the declines in results for the overall population and non Low-Income groups. Both of these groups had higher chronic absenteeism rates than the Low-Income group.

The District will continue to provide high quality instruction in a safe and welcoming school climate that engages students, including counseling services from Camarena Health for at-risk students, and social-emotional learning curriculum school-wide. Also, the District will provide clear, timely communication and engaging activities for parents and families. We believe that re-engaging families in school will lead to better student engagement and lower chronic absenteeism rates.

Results from the students survey of school safety and connectedness were also cause for concern. Among the students who responded, only 58.2% felt safe at school, and even fewer, 53.6%, felt connected to school. The conditions that are creating this disconnect from school will be addressed through providing more social-emotional and mental health supports.

LCAP Highlights

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

Raymond Knowles UESD is committed to educating the whole child in a supportive environment. To that end, the LCAP highlights the following:

- To support teachers in improving their craft, and in providing best first instruction, the Learning Director (LD) will create and model standards-based lessons for teachers, and work with them to build their efficacy in creating their own meaningful standards-based lessons.
- The LD will also facilitate meetings to discuss instructional practices, student data analysis, and positive classroom culture and environment.
- To support at-risk students, counseling services are provided, along with in-class and out of class academic interventions for students.
- Our Student Showcase events engage students, parents, and the community-at-large in a positive demonstration of students' learning.

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.

The school is not in CSI.

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.

All parents, including parents of unduplicated pupils, students, community members, and LEA personnel are engaged and involved in the LCAP process through informal and formal feedback including LCAP surveys, SSC meetings, staff meetings, and community meetings.

The District sought input from teachers at Monday Staff meetings in 2022-23.

The Superintendent provided ongoing input during the development of the LCAP

The District sought input from other school personnel informally at meetings with staff in 2023.

The District does not have a local bargaining unit.

The School Site Council functions as the District's Parent Advisory Committee and the Plan was presented to them for input on March 30, 2023, April 6, 2023, and May 4, 2023. The Council members had no questions or comments that required a written response from the Superintendent.

The District does not have an English Learner Parent Advisory Committee due to the small number of English Learners enrolled.

The District consulted with the SELPA through attendance at its monthly meetings and individual consultation with staff. Student records for the students receiving services from MCSOS were reviewed to ensure information was up-to-date and parents were receiving appropriate notification regarding their child's services. Based on input from SELPA staff and consultation with MCSOS service providers, the District has ensured that actions in the LCAP for persons with exceptional needs were aligned with the strategies in the Local Plan for students with disabilities.

Parents and families, certificated staff, support staff, and 6-8 grades students were surveyed during the month of March, 2023.

The community input period took place as a discussion at April 2023 board meeting.

A public hearing of the LCAP took place at the Governing Board meeting on June 22, 2023.

The Local Indicators report was presented to the RKUESD Governing Board at its June 29, 2023, meeting. The LCAP was presented and approved by the RKUESD Governing Board following that report, after which the 2023-24 budget was approved.

Submitted to MCSOS on June 30, 2023.

A summary of the feedback provided by specific educational partners.

All LEA parents, community members, and staff members impacted the LCAP for the upcoming school year by providing feedback at meetings and through the LCAP survey. The LEA staff was involved in developing the LCAP through staff meetings and discussions around goals and actions. The School Site Council, which is made up of many of the LEA staff due to it being a small school, as well as several parents and community members, also provided input for the LCAP. The RKUESD School Board was informed on LCAP goals and was

frequently asked for their feedback and ideas for the LCAP. Many effective and insightful conversations were had with all the above educational partners on the LCAP and its goals, actions, and services.

2023 Parent/Family Suggestions:

A strong theme from families was that Parent Square communication could be more timely for events such as "spirit days, pictures days and things that are happening more than a few days before they are supposed to happen. Another was that more funds be provided for facilities and classroom budgets. A third theme was repeated suggestions for more field trips. Finally, more focus on reading and real world skills rather than technology was also suggested.

2023 PAC/SSC Suggestions:

The SSC requested that, if possible, both a Learning Director and additional math support teacher be in the LCAP.

2023 Student Suggestions:

Students' responses suggested that lunch offerings could be improved.

2023 Staff Suggestions:

The staff agreed with the SSC request that, if possible, both a Learning Director and additional math support teacher be in the LCAP.

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

The addition of the math support teacher (Action 1.8) was in response to SSC discussion of the math data from state assessments.

The addition of parent education classes to help students in reading and math were influenced by a positive response to this action in the LCAP survey that was sent to parents and the community.

It was clear and evident through meetings, discussions, and surveys that facilities need attention. The black top needs to be resurfaced, a shade structure is needed, and the outside of several building are in need of repair. (Goal 1, Action 7)

Teachers also voiced a need for a new English Language Arts Curriculum. (Goal 1, Action 6)

Workshops to support parents have been included in the plan, as well. (Goal 1, Action 3). Revisions to this action were supported by input from family educational partners.

The staff and students appreciate the improvements seen since the creation of the Learning Director position and the support the LD provides.

Goals and Actions

Goal

Goal #	Description
1	RKUESD students will master core academic content in a challenging, disciplined, safe, and supportive environment for students and staff, with the support of highly qualified teachers, families, and the community, so they can reach their full potential of becoming productive citizens of high moral character, making life-long contributions to society.

An explanation of why the LEA has developed this goal.

RKUESD is dedicated to teaching to high standards and implementing rigor into our academic programs. The district will continue to implement 8th-grade graduation requirements that hold students accountable in the areas of academics, real-world competencies (communication, collaboration, problem-solving, and technology), and community service. The district also uses a common core state standards report card for grades K-8. The district has seen an increase in how competitive our graduation 8th graders have become when they enter high school; this is attributed to the rigor and accountability for both students and teachers because of the graduation requirements and the standards-based report cards. The district is also committed to our Response to Intervention program.

Many of the district's facilities are aging and in poor repair. Addressing these needs is a priority for the district to ensure a safe, comfortable, and well maintained learning environment for students and staff. The district also recognizes the need to maintain strong relationships with the community. The COVID-19 pandemic put a strain on the school to home/community. Before the pandemic, this relationship was very positive. The school was regularly hosting events for students, families, and the community. This is important to RKUESD and the district is excited about hosting events at the school to rebuild relationships. There was also significant interest in parent education nights per our LCAP survey.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
SBAC ELA: Distance from Standard	2.8 points below standard [2019 California School Dashboard]	Data not available. "Distance from Standard" has not been reported on the California School Dashboard since 2019.	Overall -- 33.9 points below standard Low-Income -- 35.7 points below standard		Overall -- 3 points above standard Low-Income -- 3 points above standard

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
			[2022 California School Dashboard]		[2024 California School Dashboard]
SBAC Math: Distance from Standard	15.7 points below standard [2019 California School Dashboard]	Data not available. "Distance from Standard" has not been reported on the California School Dashboard since 2019.	Overall -- 25.4 points below standard Low-Income -- 39.6 points below standard [2022 California School Dashboard]		Overall -- 10 points below standard Low-Income -- 15 points below standard [2024 California School Dashboard]
English Learners Making Progress Towards English Language Proficiency: ELPAC Summative Assessment	No Data Reported – Too Few Students to Report [2019 California School Dashboard]	Data is not reported since there are fewer than 10 students.	Data is not reported since there are fewer than 10 students.		55% English Learners Making Progress Towards English Language Proficiency [2022 California School Dashboard]
Reclassification Rate	0% [2020-2021 DataQuest English Learner Data]	Data not reported.	Data not reported.		20% [2023-2024 DataQuest English Learner Data]
Teachers Appropriately Credentialed and Assigned Report to Board	NOT MET -- Results were not reported at the Board meeting at which the LCAP was adopted 100% Teachers Appropriately	MET -- Results were reported at the Board meeting at which the LCAP was adopted. 100% of teachers were appropriately	MET -- Results were reported at the Board meeting at which the LCAP was adopted. 40% of teachers were appropriately credentialed. 60%		MET -- Results Reported. 100% of teachers appropriately credentialed and assigned.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	Credentialed and Assigned	credentialed and assigned.	were interns. 100% were appropriately assigned with no vacancies. [2020-21 CDE DataQuest}		[2024 Report to Board]
iReady Assessments	<p>2019-2020 iReady Math Assessments:</p> <p>K-1 not assessed 2nd : 0% met typical annual growth 3rd : 42% met typical annual growth 4th: 80% met typical annual growth 5th : 67% met typical annual growth 6th : 43% met typical annual growth 7th : 43% met typical annual growth 8th : 67% met typical annual growth</p> <p>2019-2020 iReady ELA Assessments:</p> <p>K-3 not assessed 4th: 60% met typical annual growth 5th : 33% met typical annual growth</p>	<p>2021-22 iReady Math Assessments</p> <p>Percentage of students “Early on grade level” or “mid or above grade level”</p> <p>Overall– 35% Grade 2 36% Grade 3 42% Grade 4 10% Grade 5 30% Grade 6 60% Grade 7 50% Grade 8 38%</p> <p>2021-22 iReady ELA Assessments:</p> <p>Percentage of students “Early on grade level” or “mid or above grade level”</p> <p>Overall– 34% Grade 2 27% Grade 3 33% Grade 4 30%</p>	<p>2022-23 iReady Math Assessments</p> <p>Percentage of students “Early on grade level” or “mid or above grade level”</p> <p>Overall – 34% Grade 1 -- 33% Grade 2 -- 50% Grade 3 -- 40% Grade 4 -- 14% Grade 5 -- 17% Grade 6 -- 50% Grade 7 -- 20% Grade 8 -- 43%</p> <p>2022-23 iReady ELA Assessments:</p> <p>Percentage of students “Early on grade level” or “mid or above grade level”</p> <p>Overall – 38% Grade 1 -- 34% Grade 2 -- 0%</p>		<p>2023-24 iReady Math Assessments</p> <p>Percentage of students “Early on grade level” or “mid or above grade level”</p> <p>Overall– 75% Grade 2 75% Grade 3 75% Grade 4 75% Grade 5 75% Grade 6 75% Grade 7 75% Grade 8 75%</p> <p>2023-24 iReady ELA Assessments:</p> <p>Percentage of students “Early on grade level” or “mid or above grade level”</p> <p>Overall– 75% Grade 2 75% Grade 3 75% Grade 4 75%</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	6th : 57% met typical annual growth 7th : 43% met typical annual growth 8th : 64% met typical annual growth	Grade 5 28% Grade 6 40% Grade 7 50% Grade 8 38%	Grade 3 -- 50% Grade 4 -- 29% Grade 5 -- 42% Grade 6 -- 44% Grade 7 -- 20% Grade 8 -- 57%		Grade 5 75% Grade 6 75% Grade 7 75% Grade 8 75%
Maintain Campus in Good Repair Report to Board	NOT MET -- Results were not reported at the same Board meeting at which the LCAP was adopted Facility was in good repair. [2020 Facilities Inspection Tool (FIT) Report to Board]	MET -- Results were reported at the Board meeting at which the LCAP was adopted. Facility was in good repair.	MET -- Results were reported at the Board meeting at which the LCAP was adopted. Facility was in good repair [2022 Facilities Inspection Tool (FIT) Report to Board]		MET -- Results Reported. Facility in good repair. [2024 Report to Board]
School Climate Survey: % of Students Feeling Safe at School Report to Board	NOT MET -- Results were not reported at the Board meeting at which the LCAP was adopted. 56.3% of junior high students reported feeling safe and connected to the school. [2021 Student Survey]	MET -- Results were reported at the Board meeting at which the LCAP was adopted. 57.1% of surveyed students reported feeling safe at school.	MET -- Results were reported at the Board meeting at which the LCAP was adopted. 58.2% of surveyed students reported feeling safe at school.		MET -- Results Reported 70% of surveyed students reported feeling safe at school. [2024 Student Survey]

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
School Climate Survey: % of Students Feeling Connected to School Report to Board	NOT MET -- Results were not reported at the Board meeting at which the LCAP was adopted. 56.3% of junior high students reported feeling safe and connected to the school. [2021 Student Survey]	MET -- Results were reported at the Board meeting at which the LCAP was adopted. 43.1% of surveyed students reported feeling connected to the school.	MET -- Results were reported at the Board meeting at which the LCAP was adopted. 53.6% of surveyed students reported feeling connected to the school		MET -- Results Reported 70% of surveyed students reported feeling connected to the school. [2024 Student Survey]
Attendance	89.64% [2020-21 Aeries Monthly Summary total]	79.64% [2021-22 Aeries Monthly Summary total]	87.73% [2022-23 Aeries Monthly Summary total]		95% [2023-24 District Calculations]
Suspension Rate	2.4% [2019-20 DataQuest]	0%: Overall 0%: Low-Income 0%: White 0%: Hispanic [2020-21 DataQuest]	0%: Overall 0%: Low-Income 0%: White 0%: Hispanic [2022 CA School Dashboard]		0% [2023-24 DataQuest]
Expulsion Rate	1.19% [2019-20 DataQuest]	0% [2020-21 DataQuest]	0% [2021-22 DataQuest]		0% [2023-24 DataQuest]
Middle School Dropout Rate	0%	0%	0%		0%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	[2020-21 CALPADS Report 8.1c]	[2021-22 CALPADS Report 8.1c]	[2022-23 CALPADS Report 8.1c]		[2023-24 CALPADS Report 8.1c]
Chronic Absenteeism	22% [2020-21 CALPADS report 14.2]	23.4%: Overall 28.6%: Low-Income 19.1%: White 23.8%: Hispanic 33.3%: SWD [2020-21 DataQuest]	69.3%: Overall 69.2%: Low-Income 72.5%: White 61.3%: Hispanic 58.8%: SWD [2022 CA School Dashboard]		15% [2023-24 CALPADS Report 14.1]
State Standards Implementation and English Learner Access to Core Curriculum and ELD Standards: Report to Board	NOT MET -- Results were not reported at the Board meeting at which the LCAP was adopted State Standards were implemented in ELA, Math, Social Science, Science, PE, and Visual and Performing Arts.	MET -- Results were reported at the Board meeting at which the LCAP was adopted. State Standards were implemented in ELA, Math, Social Science, Science, PE, and Visual and Performing Arts. Using the state's self-reflection instrument, the District was rated at a 3.5 for implementation progress on a scale of 1 to 5.	MET -- Results were reported at the Board meeting at which the LCAP was adopted. State Standards were implemented in ELA, Math, Social Science, Science, PE, and Visual and Performing Arts. Using the state's self-reflection instrument, the District was rated at a 4.0 for implementation progress on a scale of 1 to 5.		MET -- Results Reported 4.0 average rating (on a scale of 1= exploration to 5 = sustained) for implementation of state standards in district classrooms and English Learner access to core curriculum and ELD standards. [2024, Report to Board]
Access to Standards-Aligned Materials:	NOT MET – Results not reported to the	MET -- Results were reported at the Board	MET -- Results were reported at the Board		MET -- Results Reported

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Report to Board	<p>Board at the meeting at which the LCAP was adopted.</p> <p>100% of students had access to standards-aligned instructional materials.</p>	<p>meeting at which the LCAP was adopted.</p> <p>100% of students had access to standards-aligned instructional materials.</p>	<p>meeting at which the LCAP was adopted.</p> <p>100% of students had access to standards-aligned instructional materials.</p>		<p>100% of students have access to standards-aligned curriculum materials.</p> <p>[June, 2024, Report to Board]</p>
<p>Access to a Broad Course of Study:</p> <p>Report to Board</p>	<p>NOT MET – Results not reported to the Board at the meeting at which the LCAP was adopted.</p> <p>All students had access to a broad course of study.</p>	<p>MET -- Results were reported at the Board meeting at which the LCAP was adopted.</p> <p>All students had access to a broad course of study.</p>	<p>MET -- The District’s measures in response to the State’s self-reflection tool to report students’ access to a broad course of study, including unduplicated pupils and students with exceptional needs were reported at the Board meeting at which the LCAP was adopted.</p> <p>All students had access to a broad course of study.</p>		<p>MET -- Results Reported</p> <p>The District’s measures in response to the State’s self-reflection tool to report students’ access to a broad course of study, including unduplicated pupils and students with exceptional needs will be reported to the Board.</p> <p>All students will have access to a broad course of study.</p> <p>[2024 Report to Board]</p>
<p>Parent Engagement</p> <p>Report to Board</p>	<p>NOT MET – Results not reported to the Board at the meeting</p>	<p>MET -- Results were reported at the Board</p>	<p>MET -- Results were reported at the Board</p>		<p>MET -- Results Reported</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	at which the LCAP was adopted.	meeting at which the LCAP was adopted. Using the state's self-reflection instrument, the District was rated at a 3.9 for parent and family engagement progress on a scale of 1 to 5.	meeting at which the LCAP was adopted. The state's self-reflection instrument was not used this year. Using the District's family engagement survey, it was rated at a 3.7 for communicating with parents and families on a scale of 1 to 5.		The state's self-reflection tool will reflect an average rating of 4.5 (on a scale of 1= strongly disagree to 5 = strongly agree) for parent and family engagement [2024, Report to the Board]

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Planning to Meet the Needs of Struggling Students	In order to increase learning outcomes and close achievement gaps for low-income students, English Learners, Foster Youth, homeless students, and students with exceptional needs, the District will hire and retain a Learning Director (LD) to coach and support all teachers. The LD will support teachers with standards-based lesson planning, grading, and intervention strategies. This will be done through weekly meetings and modeling instruction in classrooms. The Learning Director will also provide teachers with hands-on experience on the best teaching strategies. Weekly meetings with new teachers and the LD will consist of instructional practices, data analysis, assessments, and classroom management.	\$83,290.00	Yes

Action #	Title	Description	Total Funds	Contributing
1.2	Social-Emotional Supports	<ul style="list-style-type: none"> • Counseling services provided by Camarena Health for at-risk students on campus two days per month. • Access to the Public Works program that allows for anonymous bully reporting • Social and Emotional Learning Curriculum school-wide 	\$20,995.00	Yes
1.3	Family and Community Engagement	<p>In order to lower chronic absenteeism rates through increased school-family connectedness, the District will provide clear, timely communication and engaging activities for parents and families, including communications directed to parents of Low-Income students, English Learner parents, parents of Foster Youth, and parents of students with exceptional needs.</p> <ul style="list-style-type: none"> • Timely and frequent communication with families via Parent Square • Community based events at the school (outdoor movie night, school carnival/festival, community parade). • Increase classroom to home communication, Including, but not limited to: <ul style="list-style-type: none"> a. Information regarding standards being covered b. Ideas and resources for parents to help their students academically through multiple means of communication. c. Encourage parent participation in the classrooms. d. Graded student work sent home regularly. e. Maintain school website. f. Maintain the school's Facebook account. g. School Site Council will meet at least 3 times a year (once a trimester) and continue to review, update, and discuss LCAP goals and actions. • Parent Education Workshops led by teachers. These workshops will focus on teaching parents on how to help their students with reading and math effectively. Parent Education Workshops on internet safety for children. 	\$10,750.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<ul style="list-style-type: none"> The school will host at least three Student Showcase events throughout the school year. The student work on display will emphasize student work samples from project-based learning, arts, music, and/or physical education. 		
1.4	Supports for Learners	<ul style="list-style-type: none"> Review and revise, if necessary, English Learner support and reclassification processes and procedures to ensure EL progress is reviewed and targeted supports provided so they are assured access to instruction in the state standards. Discuss progress on the ELPAC assessment. Add a section on the report card that indicates an EL student's progress toward reclassification. Provide an instructional schedule that ensures all students will have access to a broad course of study (ELA, Math, ELD, Social Studies, Science, Arts, and PE), including unduplicated pupils' access to the standards and support for students with exceptional needs. Provide Chromebooks for all English Learners and Low-Income students. Set up Apps for Education for incoming students. Purchase new applications or programs that will aid those students in mastering standards and closing inequalities in academic outcomes. Independent Study: Purchase curriculum and devices as necessary to provide alternatives for Low-Income students who are struggling to be successful in a regular class setting. <p>Title I -- Supplementary instructional materials and devices, professional consulting services, Foster and Homeless Youth support.</p>	\$15,240.00	
1.5	Response to Intervention Program			Yes

Action #	Title	Description	Total Funds	Contributing
		<ul style="list-style-type: none"> • The Learning Director to implement a tiered system of academic interventions. • Provide daily in-class and out-of-class interventions for students not meeting standards. • Continue to create quarterly progress reports based on students with disabilities progress towards their IEP goals. • 8th grade graduation requirements tied to mastery of content standards. 		
1.6	Professional Supports for Highly Effective Instruction	<ul style="list-style-type: none"> • Monitor the credential status of all certificated employees on an annual basis. • Provide Teacher Induction support as a mentor to newly credentialed teachers. • Provide a Mentor Teacher to new teachers • The Learning Director will meet with new teachers weekly and veteran teachers biweekly. • The Learning Director will work closely with teachers on implementing project-based learning with the lessons they create. • Teachers and classrooms are provided with updated supplemental supplies and learning materials for all students 	\$12,000.00	Yes
1.7	Safe and Welcoming School Climate	<ul style="list-style-type: none"> • Continue one part-time custodian or outside company for custodial services • Active shooter training for all staff • Students, staff, and families will be surveyed annually to collect data on feelings about parent and family engagement and school climate • Professional Development for Food Services • Complete Improvements to Facilities 	\$114,414.00	No

Action #	Title	Description	Total Funds	Contributing
		<p>a. Resurface Blacktop</p> <p>b. Classroom and Building Repairs</p>		
1.8	Additional Math Support	<p>In order to increase learning outcomes and close achievement gaps in math for low-income students, the District will hire and retain a Teacher on Special Assignment/Math Teacher who will provide smaller group instruction and more individual support that is focused on individual grade levels, 2-8.</p> <p>Title I -- Additional math support for primary grades.</p>	\$83,374.00	Yes
1.9	Hire and Retain Qualified Teachers and Support Staff	<p>Small rural school districts often struggle to attract highly qualified educators and staff due to competition from larger districts. Offering a signing bonus will make us more competitive in the job market and enable us to attract the best talent available. This will significantly enhance the quality of education we can provide to our students.</p> <p>Rural areas frequently face difficulties in recruiting and retaining educators, specialists, and support staff. The signing bonus will serve as a powerful incentive for individuals to consider a career with us, helping us address critical staff shortages and maintain appropriate staff-student ratios. Pairing this with retention stipends can motivate staff to stay with us long-term.</p> <p>Offering retention stipends can symbolize our commitment to employees. It demonstrates that we value their contributions and are willing to invest in their professional growth and well-being. This can foster greater loyalty and commitment among our staff, reducing turnover rates.</p> <p>A well-functioning school district is often the heart of rural communities. Attracting and retaining top talent not only enhances the</p>	\$30,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		educational experience for students but also contributes to the overall growth and prosperity of the community. These measures are necessary steps to overcome recruitment challenges, enhance staff retention, and ultimately benefit our students, staff, and the entire community.		

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.

1.1 - The District was challenged in finding applicants for the position and was not able to hire a Learning Director.

1.2 - This action was not implemented as planned. Counseling services were successfully provided, though far less frequently than planned, as the need was not as great as anticipated. Anonymous bully reporting was available. Social and emotional learning was evident school-wide, but without a principal and Learning Directors, the District did not have staff to plan and execute professional learning activities.

1.3 - Implementation of this action was successful. Communication with Parent Square was carried out, and a cost somewhat greater than anticipated. Teachers used conferences and Back to school night to share Information regarding standards being covered and Ideas and resources for parents to help their students academically; parent participation in the classrooms was encouraged; and an attractive school website was maintained.

1.4 - This action was not implemented as planned. The review and revision of the English Learner support and reclassification processes and procedures and the discussion of progress on the ELPAC assessment, including a report card that indicated an EL student's progress towards reclassification due to lack of staff to accomplish the task. The lack of a principal and Learning Director created challenges on completing many actions in the manner and degree that was planned. The District successfully provided a broad course of study, including unduplicated pupils' access to the standards and supports for students with exceptional needs; however, apps and materials to support access to the curriculum were not purchased, due to the lack of staff to assess what was needed and to complete the ordering. The Resource teacher accomplished quarterly progress reports based on students with disabilities progress towards their IEP goals.

1.5 - The Response to Intervention Teacher successfully implemented this action and provided the planned services.

1.6 -Implementation of most aspects of this action were successful. The Superintendent/CBO and staff collaborated to complete the tasks. We were successful in providing classrooms with updated supplies and learning materials for all students, and in continuing to ensure that 8th

grade graduation requirements was tied to mastery of content standards. More was spent on the supplemental materials for ELA and math than anticipated.

1.7 - Although progress was successfully begun on the aspects of this action, it was not implemented as planned. The custodian was hired and planned facility improvements started. Students were surveyed. The proposed trainings were not held. The District's insurance provider determined that it was not necessary to replace the current play structure. Improvements to facilities, blacktop resurfacing, and classroom and building repairs were postponed due to difficulty in finding contractors to complete the jobs during the 2022-23 school year.

1.8 - New action for 2023-24.

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

1.1 - Under budget: The District was challenged in finding applicants for the position and was not able to hire a Learning Director.

1.2 - Under budget: This action was not implemented as planned. Counseling services were successfully provided, though far less frequently than planned, as the need was not as great as anticipated. Anonymous bully reporting was available. Social and emotional learning was evident school-wide, but without a principal and Learning Directors, the District did not have staff to plan and execute professional learning activities.

1.3 - Over budget: Implementation of this action was successful. Communication with Parent Square was carried out, and a cost somewhat greater than anticipated. Teachers used conferences and Back to school night to share information regarding standards being covered and ideas and resources for parents to help their students academically; parent participation in the classrooms was encouraged; and an attractive school website was maintained.

1.4 - Under budget: This action was not implemented as planned. The review and revision of the English Learner support and reclassification processes and procedures and the discussion of progress on the ELPAC assessment, including a report card that indicated an EL student's progress towards reclassification due to lack of staff to accomplish the task. The lack of a principal and Learning Director created challenges on completing many actions in the manner and degree that was planned. The District successfully provided a broad course of study, including unduplicated pupils' access to the standards and supports for students with exceptional needs; however, apps and materials to support access to the curriculum were not purchased, due to the lack of staff to assess what was needed and to complete the ordering. The Resource teacher accomplished quarterly progress reports based on students with disabilities progress towards their IEP goals.

1.6 - Over budget: Implementation of most aspects of this action were successful. The Superintendent/CBO and staff collaborated to complete the tasks. We were successful in providing classrooms with updated supplies and learning materials for all students, and in continuing to ensure that 8th

grade graduation requirements was tied to mastery of content standards. More was spent on the supplemental materials for ELA and math than anticipated.

1.7 - Although progress was successfully begun on the aspects of this action, it was not implemented as planned. The custodian was hired and planned facility improvements started. Students were surveyed. The proposed trainings were not held. The District's insurance provider determined that it was not necessary to replace the current play structure. Improvements to facilities, blacktop resurfacing, and classroom and building repairs were postponed due to difficulty in finding contractors to complete the jobs during the 2022-23 school year.

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

Actions 1.1, 1.3, 1.5, and 1.6, combined, were created to support improved academic outcomes for students and close achievement gaps between Low-Income students and the overall population. The state assessment data indicates that these actions have been effective in closing the gap in ELA, but not in increasing academic achievement. In examining math data, it is clear that they have not been as effective as planned in closing the gap. iReady data appear to confirm these evaluations. While it is impossible to determine the lingering impact of the pandemic on assessment results, the data clearly show the need for the planned additional math supports (Action 1.8)

Actions 1.2, 1.3, and 1.7 are all focused on a positive school environment that supports connectedness of students and families to the school. The metrics associated with this cluster of actions indicate that it has been effective in some regards, and less-than-so in others. Students' feelings of connectedness increased significantly, which suggests that the actions have been effective in increasing school connectedness. However, those increased feelings are not reflected in decreases in chronic absenteeism. Since the absenteeism rate is from 2022, and the survey data from this spring, we anticipate that absenteeism rates for the current year will show significant decreases when published by the state. Suspension rates indicate that students are getting along with their peers and treating others respectfully when at school. Feedback from families is clear that communication efforts have been less effective, and will be improved for next year.

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

- Data source for the metric "teachers Appropriately Credentialed and Assigned changed to [2020-21 CDE DataQuest]} to comply with new state requirements.
- "Desired Outcomes for 2023-24" for "SBAC ELA: Distance from Standard" and "SBAC Math: Distance from Standard" revised to include Low-Income student group and to reflect that "Desired Outcome" will be 2024 Dashboard information.
- Data source for Year 2 "Suspension Rate" changed to "CA School Dashboard" to align with the state's accountability indicator.
- Data source for Year 2 "Chronic Absenteeism" changed to "CA School Dashboard" to align with the state's accountability indicator.
- The first element in Action 1.2 revised to "Counseling services from Camarena Health for at-risk students on campus two days per month" to reflect change in our agreement with the provider.

- "In order to lower chronic absenteeism rates through increased school-family connectedness, the District will provide clear, timely communication and engaging activities for parents and families" added to Action 1.3 for clarity of the purpose of the action. "Digital flyers through Peach Jar and a mobile version of the district website" removed from the action, as were "YouTube" and "Instagram."
- "Timely and frequent communication with families via Parent Square," added to Action 1.3 in response to requests from educational partners.
- "New play structure for K-3" removed from Action 1.7. " Students will be surveyed throughout the year for data on the breakfast and lunch menu, revised to "Students, staff, and families will be surveyed annually to collect data on feelings about parent and family engagement and school climate." " Increase student participation in the School Nutrition Program by 15%," deleted as all students are now eligible to participate if their families choose to.
- "8th grade graduation requirements tied to mastery of content standards," moved to Action 1.5 to reflect that 8th grade students may be provided tier academic supports, if needed, to master graduation requirements.
- Action 1.6 revised to "Professional Supports for Highly Effective Instruction" to more accurately reflect the nature of the action.
- Action 1.8 added based on data showing need for additional math support for Low-Income students.

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)
\$121,979	\$6,926

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
14.02%	13.15%	\$106,210.39	27.17%

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.

The actions included in the Local Control and Accountability Plan and marked as contributing to the increased or improved services requirement for foster youth, English learners, and low-income students are being provided on an LEA-wide basis and are consistent with 5 CCR Section 15496(b). As described in the instructions to the 2021-24 LCAP, these actions are 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.

Input from educational partners was also a significant consideration in determining students’ needs, actions, and potential effectiveness. Indicators for unduplicated student groups are monitored and reported internally and with educational partners to ensure the focus and determination of effectiveness remains centered on outcomes for these students.

Goal 1, Action 1:

The needs, conditions, or circumstances of unduplicated pupils --

As described in the "Identified Needs section of this plan, distance-from-standard data show overall results and all groups have declined

since the baseline year; distance below standard is greater for Low-Income students than for the overall population, with a double digit inequality in math. Students with disabilities remain far behind other student groups in approaching standard. Also, results from CAASPP percentage of students meeting or exceeding standard show that and Low-Income students continue to experience an inequality compared with the overall population in percentages meeting/exceeding standard in math. Though Low-Income students showed gains from the prior year in percentages meeting standard in ELA and math, closing inequalities between that group and others, the difference in ELA was due more to the declines in results for the overall population and non Low-Income groups. While results for English Learners and Foster Youth are not reported due to the small size of the groups, our experience has been that those students need additional supports to close inequalities in academic outcomes.

The action, or aspect(s) of the action (including, for example, its design, content, methods, or location), is based on these considerations: The District will hire and retain a Learning Director (LD) to coach and support all teachers. The LD will support teachers with standards-based lesson planning, grading, and intervention strategies. This will be done through weekly meetings and modeling instruction in classrooms. The Learning Director will also provide teachers with hands-on experience on the best teaching strategies. Weekly meetings with new teachers and the LD will consist of instructional practices, data analysis, assessments, and classroom management.

How the action is intended to help achieve an expected measurable outcome of the associated goal:

We expect the coaching and support provided by the Learning Director will increase achievement in ELA and math, as measured by state assessments, and diminish learning gaps between Low-Income students and the overall population.

Goal 1, Action 2:

The needs, conditions, or circumstances of unduplicated pupils --

As described in the "Identified Needs section of this plan, chronic absenteeism rates continued to increase from the prior year and the baseline year. When compared to results for Madera County, results show that an inequality exist in the chronic absenteeism rates of Low-Income students in our school in relation to their peers county-wide, putting our Low-Income and other student groups at risk of losing ground in academic achievement. English Learner and Foster Youth data were nor reported due to small numbers that created privacy concerns. Results from the students survey of school safety and connectedness were also cause for concern. Among the students who responded, only 58.2% felt safe at school, and even fewer, 53.6%, felt connected to school.

The action, or aspect(s) of the action (including, for example, its design, content, methods, or location), is based on these considerations:

The District will provide the following services to address the social-emotional and mental health needs of our Low-Income students, English Learners, and Foster Youth -- Counseling services provided by Camarena Health for at-risk students on campus two days per month; access to the Public Works program that allows for anonymous bully reporting; and the implementation of Social and Emotional Learning Curriculum school-wide.

How the action is intended to help achieve an expected measurable outcome of the associated goal:

We expect that providing these increased services will result in students feeling safer and more connected to school, as reflected in increased percentages of students feeling connected to school, and decreased chronic absenteeism rates for out Low-Income students.

Goal 1, Action 3

The needs, conditions, or circumstances of unduplicated pupils --

As described in the "Identified Needs section of this plan, chronic absenteeism rates continued to increase from the prior year and the baseline year. When compared to results for Madera County, results show that an inequality exist in the chronic absenteeism rates of Low-Income students in our school in relation to their peers county-wide, putting our Low-Income and other student groups at risk of losing ground in academic achievement. A recurring theme of the parent/family input was that communication with families be more timely.

The action, or aspect(s) of the action (including, for example, its design, content, methods, or location), is based on these considerations:

The District will provide clear, timely communication and engaging activities for parents and families, including, but not limited to, timely and frequent communication with families via Parent Square; community-based events at the school; information regarding standards being covered; ideas and resources for parents to help their students academically; encouraging parent participation in the classrooms; maintaining the school website and the school's Facebook account; Parent Education Workshops led by teachers; and at least three Student Showcase events throughout the school year.

How the action is intended to help achieve an expected measurable outcome of the associated goal:

With a 10.5% increase in the percentage of students who feel connected to school, we feel that we are on the right track in restoring a positive school climate through current implementation of this action. We will continue our efforts to do so and expect to see increases in the percentages of students feeling connected to school, and decreases in chronic absenteeism rates for out Low-Income students.

Goal 1, Action 4

The needs, conditions, or circumstances of unduplicated pupils --

As described in the "Identified Needs section of this plan, distance-from-standard data show overall results and all groups have declined since the baseline year; distance below standard is greater for Low-Income students than for the overall population, with a double digit inequality in math. Students with disabilities remain far behind other student groups in approaching standard. Also, results from CAASPP percentage of students meeting or exceeding standard show that and Low-Income students continue to experience an inequality compared with the overall population in percentages meeting/exceeding standard in math. Though Low-Income students showed gains from the prior year in percentages meeting standard in ELA and math, closing inequalities between that group and others, the difference in ELA was due more to the declines in results for the overall population and non Low-Income groups. While results for English Learners and Foster Youth are not reported due to the small size of the groups, our experience has been that those students need additional supports to close inequalities in academic outcomes.

The action, or aspect(s) of the action (including, for example, its design, content, methods, or location), is based on these considerations:

The District will review and revise English Learner support and reclassification processes and procedures to ensure EL progress is reviewed and targeted supports are provided; ELPAC results will be reviewed and discussed, and included in the report card so parents are aware of their child's progress towards reclassification; the instructional schedule will ensure all students will have access to a broad course of study, including unduplicated pupils' access to the standards and supports for students with exceptional needs; Chromebooks will be provided for all English Learners and Low-Income students, including Apps for Education for incoming students; new applications or programs that will aid those students in mastering standards and closing inequalities in academic outcomes will be purchased; provide curriculum and devices, as

necessary, to provide alternatives for Low-Income students who are struggling to be successful in a regular class setting.

How the action is intended to help achieve an expected measurable outcome of the associated goal:

We expect the additional supports as described in this action will increase achievement in ELA and math, as measured by state assessments, and diminish learning gaps between Low-Income students, English Learners, Foster Youth, and the overall population.

Goal 1, Action 6

The needs, conditions, or circumstances of unduplicated pupils --

As described in the "Identified Needs section of this plan, distance-from-standard data show overall results and all groups have declined since the baseline year; distance below standard is greater for Low-Income students than for the overall population, with a double digit inequality in math. Students with disabilities remain far behind other student groups in approaching standard. Also, results from CAASPP percentage of students meeting or exceeding standard show that and Low-Income students continue to experience an inequality compared with the overall population in percentages meeting/exceeding standard in math. Though Low-Income students showed gains from the prior year in percentages meeting standard in ELA and math, closing inequalities between that group and others, the difference in ELA was due more to the declines in results for the overall population and non Low-Income groups. While results for English Learners and Foster Youth are not reported due to the small size of the groups, our experience has been that those students need additional supports to close inequalities in academic outcomes.

The action, or aspect(s) of the action (including, for example, its design, content, methods, or location), is based on these considerations:

The District will provide the following professional supports to our teachers in order to increase their self-efficacy and enhance the quality of instruction --

- Monitor the credential status of all certificated employees on an annual basis.
- Provide Teacher Induction support to newly credentialed teachers.
- Learning Director will meet with new teachers weekly and veteran teachers biweekly.
- Learning Director will work closely with teachers on implementing project-based learning with the lessons they create.
- Teachers and classrooms are provided with updated supplemental supplies and learning materials for all students

How the action is intended to help achieve an expected measurable outcome of the associated goal:

We expect that by training for lesson planning, delivery, and monitoring, including project-based learning, and by providing them with supplemental materials to implement those lessons, we will target instruction for Low-Income students, English Learners, and Foster Youth to get increased academic outcomes.

Goal 1, Action 8

The needs, conditions, or circumstances of unduplicated pupils --

As described in the "Identified Needs section of this plan, distance below standard is greater for Low-Income students than for the overall population, with a double digit inequality in math. Also, results from CAASPP percentage of students meeting or exceeding standard show that and Low-Income students continue to experience an inequality compared with the overall population in percentages meeting/exceeding standard in math.

The action, or aspect(s) of the action (including, for example, its design, content, methods, or location), is based on these considerations:
The District will hire and retain a Teacher on Special Assignment (TOSA)/Math Teacher that will provide smaller group instruction and more individual support that is focused on individual grade levels.

How the action is intended to help achieve an expected measurable outcome of the associated goal:
We expect the smaller group instruction and more individual support that is focused on individual grade levels provided by the Math TOSA will increase achievement in math, as measured by state assessments, and diminish learning gaps between Low-Income students and the overall population.

Goal 1, Action 9

The needs, conditions, or circumstances of unduplicated pupils --

As described in the "Identified Needs section of this plan, small rural school districts often struggle to attract highly qualified educators and staff due to competition from larger districts in comparison to their salary schedules. Offering a signing bonus will make us more competitive in the job market and enable us to attract the best talent available. This will significantly enhance the quality of education we can provide to our students.

The action, or aspect(s) of the action (including, for example, its design, content, methods, or location), is based on these considerations:
Offering retention stipends can symbolize our commitment to employees. It demonstrates that we value their contributions and are willing to invest in their professional growth and well-being. This can foster greater loyalty and commitment among our staff, reducing turnover rates.

How the action is intended to help achieve an expected measurable outcome of the associated goal:
These measures are necessary steps to overcome recruitment challenges, enhance staff retention, and ultimately benefit our students, staff, and the entire community. Rural areas frequently face difficulties in recruiting and retaining educators, specialists, and support staff. The signing bonus will serve as a powerful incentive for individuals to consider a career with us, helping us address critical staff shortages and maintain appropriate staff-student ratios. Pairing this with retention stipends can motivate staff to stay with us long-term. We expect that this will increase the number of qualified applicants, increase staff retention, improve education quality, and staff morale while resulting in quality student relationships thereby creating a safer and more welcoming school environment. This will reflect in increased percentages of students feeling connected to the school, and decreased chronic absenteeism rates for our low-income students.

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

The Raymond-Knowles Union Elementary School District provides a basic instructional program designed to provide learning opportunities for all students. However, the District's LCFF base funding constrains the services the District is able to provide. After examining the needs

of our Low-Income students, Foster Youth, and potential English Learners, the District uses its LCFF supplemental and concentration (S/C) funds, and other resources to provide the additional actions and services as described above.

All increased/improved services are Districtwide initiatives aimed at increasing success for all students by using strategies principally directed to improve the educational outcomes of unduplicated students. These actions and services would not be provided or increased and/or improved to the degree to which they are available to our high-needs students without the availability of the S/C funds.

The actions/services described in this section are principally directed at increasing or improving services and outcomes for unduplicated students, though all students may receive some of the services. We believe no action provides a disproportionate increase or improvement in services for the students not included in the Low-Income student group.

The percentage of all increased/improved services for high-needs students is equal to or exceeds the percentage noted at the top of this section.

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

The District does not receive an amount sufficient to hire any additional position, so it will use these funds to retain staff, as per the LCAP instructions, since all current employees provide direct services to students.

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	\$290,323.00	\$13,290.00		\$66,450.00	\$370,063.00	\$218,103.00	\$151,960.00

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1.1	Planning to Meet the Needs of Struggling Students	English Learners Foster Youth Low Income	\$83,290.00				\$83,290.00
1	1.2	Social-Emotional Supports	English Learners Foster Youth Low Income	\$20,995.00				\$20,995.00
1	1.3	Family and Community Engagement	English Learners Foster Youth Low Income	\$10,750.00				\$10,750.00
1	1.4	Supports for Learners			\$13,290.00		\$1,950.00	\$15,240.00
1	1.5	Response to Intervention Program	English Learners Foster Youth Low Income					
1	1.6	Professional Supports for Highly Effective Instruction	English Learners Foster Youth Low Income	\$12,000.00				\$12,000.00
1	1.7	Safe and Welcoming School Climate	All	\$49,914.00			\$64,500.00	\$114,414.00
1	1.8	Additional Math Support	English Learners Foster Youth Low Income	\$83,374.00				\$83,374.00
1	1.9	Hire and Retain Qualified Teachers and Support Staff	English Learners Foster Youth Low Income	\$30,000.00				\$30,000.00

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
\$869,923	\$121,979	14.02%	13.15%	27.17%	\$240,409.00	0.00%	27.64 %	Total:	\$240,409.00
								LEA-wide Total:	\$0.00
								Limited Total:	\$0.00
								Schoolwide Total:	\$240,409.00

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	Planning to Meet the Needs of Struggling Students	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools	\$83,290.00	
1	1.2	Social-Emotional Supports	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools	\$20,995.00	
1	1.3	Family and Community Engagement	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools	\$10,750.00	
1	1.5	Response to Intervention Program	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools		
1	1.6	Professional Supports for Highly Effective Instruction	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools	\$12,000.00	
1	1.8	Additional Math Support	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools	\$83,374.00	

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	1.9	Hire and Retain Qualified Teachers and Support Staff	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools	\$30,000.00	

2022-23 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	\$334,940.00	\$115,003.00

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	Planning to Meet the Needs of Struggling Students	Yes	\$100,895.00	\$1,672.00
1	1.2	Social-Emotional Supports	No	\$20,995.00	\$4,065.00
1	1.3	Family and Community Engagement	Yes	\$5,300.00	\$7,110.00
1	1.4	Supports for Learners	No	\$15,240.00	0
1	1.5	Response to Intervention Program	No	\$75,096.00	\$74,946.00
1	1.6	Highly Effective Instruction	No	\$3,000.00	\$10,514.00
1	1.7	Safe and Welcoming School Climate	No	\$114,414.00	\$16,696

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)
\$115,181	\$101,995.00	\$8,970.61	\$93,024.39	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	Planning to Meet the Needs of Struggling Students	Yes	\$100,895.00	\$1,672.00		
1	1.3	Family and Community Engagement	Yes	\$1,100.00	7298.61		

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)
\$807,740	\$115,181	0	14.26%	\$8,970.61	0.00%	1.11%	\$106,210.39	13.15%

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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