LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Lake Elementary
CDS Code: 11 62596
School Year: 2022-23
LEA contact information:
Nikol Baker
Superintendent/Principal
nbaker@lakeschool.org
530-865-1255

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

Budget Overview for the 2022-23 School Year
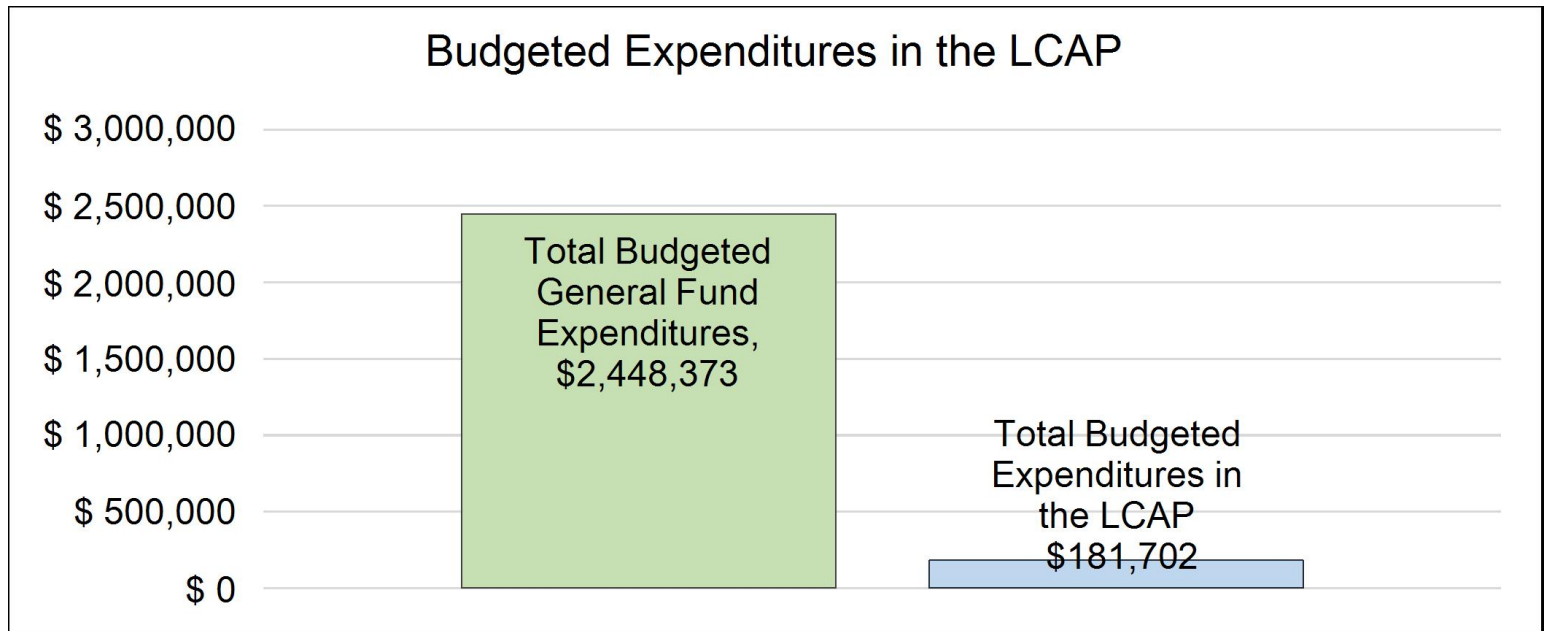
Projected Revenue by Fund Source
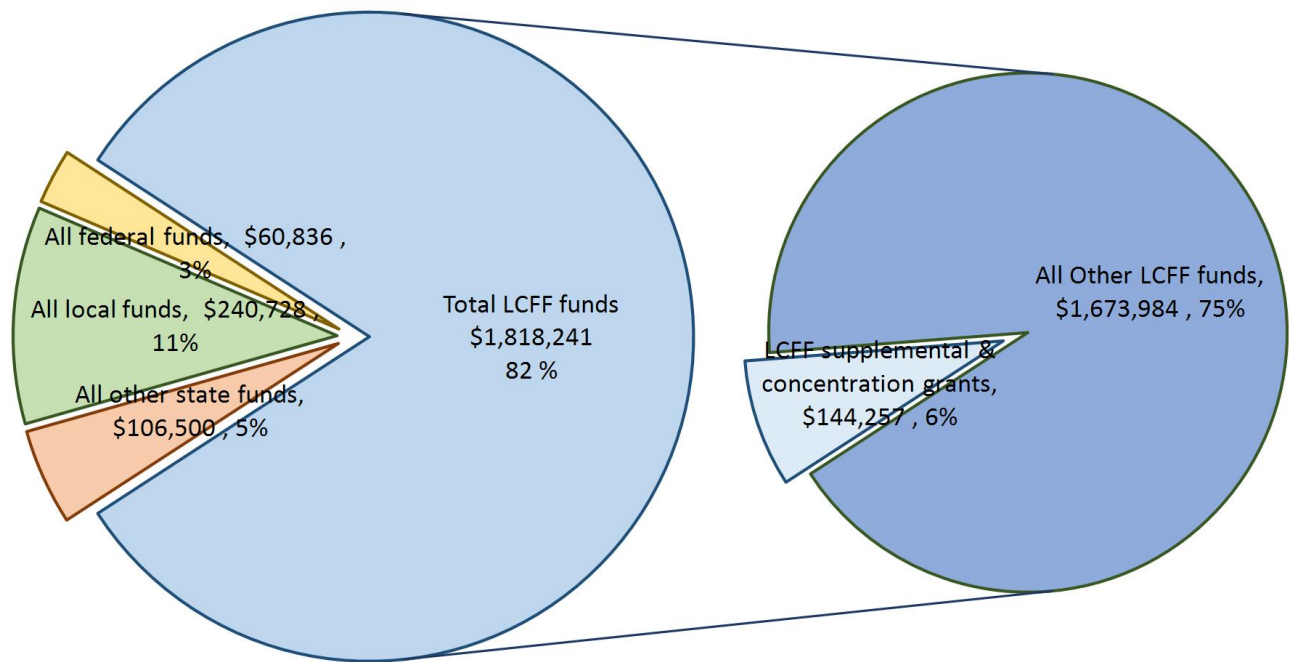
This chart shows the total general purpose revenue Lake Elementary expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Lake Elementary is $2,226,305, of which $1,818,241 is Local Control Funding Formula (LCFF), $106,500 is other state funds, $240,728 is local funds, and $60,836 is federal funds. Of the $1,818,241 in LCFF Funds, $144,257 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

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

Budgeted Expenditures in the LCAP

Total Budgeted General Fund Expenditures, $2,448,373

Total Budgeted Expenditures in the LCAP $181,702

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

The text description of the above chart is as follows: Lake Elementary plans to spend $2,448,373 for the 2022-23 school year. Of that amount, $181,702 is tied to actions/services in the LCAP and $2,266,671 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:
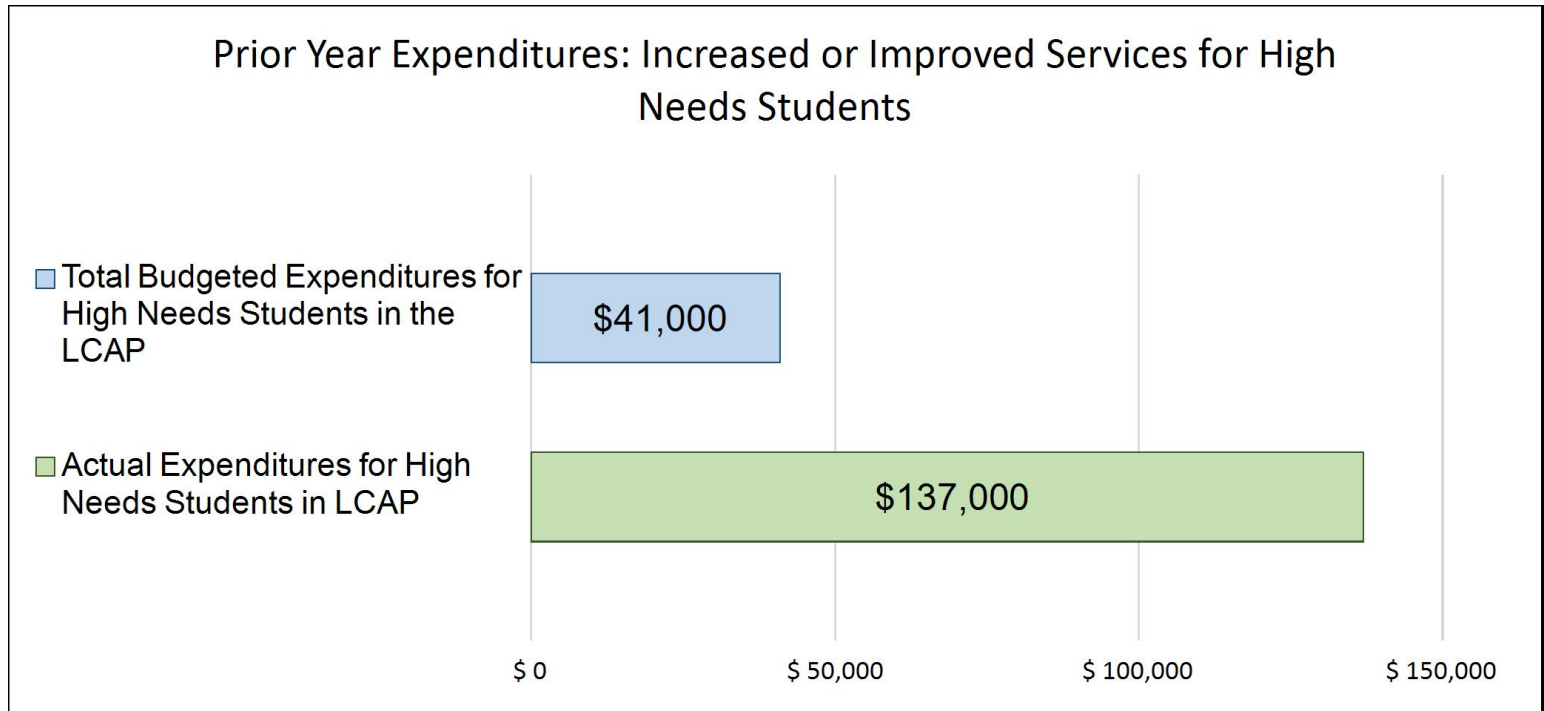
Recruiting, employing, and retaining highly qualified certificated and classified staff
Providing standards-aligned instructional materials and professional development
Providing a broad course of study covering all required academic subjects that support college and career readiness
Providing a comprehensive, research-based English Language Development (ELD) program; Special Education services; and alternative educational opportunities
Providing opportunities for exploration and participation in athletics, visual and performing arts (VAPA), clubs, and more to build school connectedness when allowed per public health guidelines
Providing parents/guardians opportunities for meaningful engagement during a pandemic
Maintaining basic operating services (i.e., facilities, transportation, and technology infrastructure)
Providing Educational Services, Human Resources, and Business Services

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

In 2022-23, Lake Elementary is projecting it will receive $144,257 based on the enrollment of foster youth, English learner, and low-income students. Lake Elementary must describe how it intends to increase or improve services for high needs students in the LCAP. Lake Elementary plans to spend $169,702 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

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

Prior Year Expenditures: Increased or Improved Services for High Needs Students

☐ Total Budgeted Expenditures for High Needs Students in the LCAP	$41,000
☐ Actual Expenditures for High Needs Students in LCAP	$137,000

$ 0 $ 50,000 $ 100,000 $ 150,000

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

The text description of the above chart is as follows: In 2021-22, Lake Elementary's LCAP budgeted $41,000 for planned actions to increase or improve services for high needs students. Lake Elementary actually spent $137,000 for actions to increase or improve services for high needs students in 2021-22.

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Lake Elementary	Nikol Baker Superintendent/Principal	nbaker@lakeschool.org 530-865-1255

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

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

The District received two grants through the Budget Act of 2021 that were not included in the 2021-2022 Local Control & Accountability Plan (hereinafter, "LCAP"), (1) the Educator Effectiveness Block Grant ($41,069), and (2) the Expanded Learning Opportunities Program ($50,000). The District has elected to use its School Site Council/Local Control Accountability Plan Committee (LCAP Committee) to seek input on the expenditure of these funds to support both the mitigation of learning loss and to provide social and emotional support for students. The LCAP Committee is comprised of certificated staff members, a representative from the Business Office (classified staff member), and parents of

students attending Lake School. The Committee is tasked with reviewing the needs of students, staff, educational programs and providing input to the District administration as it develops plans for the expenditure of additional funds.

The District intends to use these additional, supplemental funds to ensure Excellence in Education in the following manner:
1. Professional Development that is supportive of sustained academic achievement, positive school culture and climate, and building leadership among staff and students;
2. Implementation of the iReady Mathematics and Reading baseline and formative assessment instrument;
3. Support the development of the Garden Project that integrates core instruction across all subject areas and improves student engagement, morale, and well-being;
4. Support additional opportunities for the community to engage with the school administration for the exchange of information and to improve the culture and climate of the school.

The District has engaged with the stakeholders at a variety of different meetings. The District regularly meets with the School Site Council, School Board, and Staff to review the LCAP goals, actions, and expenditures. The District also reviews all plans, including all COVID-related plans with the LCAP Advisory Committee. This year, the Committee met on October 7, 2021, and November 2, 2021. On October 7th, the District reviewed the ESSER III Plan and the update to the California Dashboard. At the November 2 meeting, the District reviewed Educator Effectiveness Block Grant Plan with the Committee. This Supplemental to the Annual Update was reviewed with School Site Council on February 7, 2022 . During the meeting, the District reviewed the underlying Plans, including the Expanded Learning Opportunities Program Grant, and the use of all supplemental funding.

At the January 2022 regularly scheduled Governing Board meeting, reading needs before Covid were reviewed and presented to the Governing Board and the community. This data identified the intervention needs of District students. The District used this data to prioritize educational and supplemental expenditures to support student achievement.

On December 7, 2021, progress on the California Dashboard and local indicators was presented to the Governing Board. The Superintendent also presented formative assessment data with the Board and community for iReady Reading and Math. At the same meeting, the ESSER III Plan was presented and approved by the Governing Board.

On November 4th, at the Regularly scheduled meeting of the Governing Board, the District reviewed the Educator Effectiveness Block Grant. The Grant was approved at the following Board meeting on December 7, 2021. The Superintendent reviewed student achievement data with the Governing Board at the November 4, 2021, Governing Board Meeting.

The District meets regularly with the certificated teaching staff to review student formative assessment data and plan enrichment and intervention services. During these meetings, the District reviews the LCAP and various supplemental funding plans. This supplement to the Annual Update, along with the Educator Effectiveness Block Grant and Expanded Learning Opportunities Program were presented to the certificated staff at the November 5, 2021 staff meeting. The Superintendent regularly reviews the additional time and effort that has been and continues to be implemented by teachers to provide students with individualized attention and to expand the learning opportunities to those students that need it. Teachers have provided individualized intervention to students in their classes and have provided support to those

students that are on Independent Study due to COVID. These activities are supporting the individual needs of students to ensure mastery around the critical standards.

In November 2021, the District sent out its annual healthy survey to staff members, parents, and community members in order to identify health and safety needs as it pertains to LCAP Goal 3. This survey seeks input from the various District and School stakeholders on the goals, actions, and progress towards meeting those LCAP goals and actions.

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

Lake Elementary does not receive concentration grant add-on funding.

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

The District received two grants through the Budget Act of 2021 that were not included in the 2021-2022 Local Control & Accountability Plan (hereinafter, "LCAP"), (1) the Educator Effectiveness Block Grant ($41,069), and (2) the Expanded Learning Opportunities Program ($50,000). The District has elected to use its School Site Council to seek input on the expenditure of these funds to support both the mitigation of learning loss and to provide social and emotional support for students. School Site Council is comprised of certificated staff members, classified staff members, and English learner representative, and parents of students attending Lake School. The Council is tasked with reviewing the needs of students, staff, educational programs and providing input to the District administration as it develops plans for the expenditure of additional funds.

The District has engaged all stakeholders in prioritizing the expenditure of one-time federal funds. The stakeholders were engaged through online surveys, community meetings, and through School Site Council. These stakeholders have prioritized small class-size, instructional assistants to support at-risk students, and before and after school tutoring, reading intervention, and a robust specialist program to meet the needs of the whole child. A strong emphasis is placed on teachers providing individualized attention and expanding the learning opportunities to those students that need it. Teachers have provided individualized intervention to students in their classes and have provided support to those students that are participating in short-term Independent Study.

All funding is being used to support all students in reducing learning loss, providing a safe and orderly environment, and providing greater student engagement in academics and enrichment activities. Maintaining small class-size, a robust specialist program, instructional assistants, and targeted intervention have been prioritized by our LCAP Advisory Committee.

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

The Lake Elementary School District anticipates receiving $28,992.00 in Elementary and Secondary School Emergency Relief ("ESSER") III funds. The funds are divided into three categories of expenditures: (1) Strategies for Continuous and Safe In-Person Learning; (2) Addressing Lost Instructional Time; and, (3) Use of Remaining Funds. The District adopted a plan that allocated funding to travel and conferences in the amount of $9,135.00 in the first category, additional aid time for RTI and reading intervention in the amount of $10,888.00 in the second category, and additional aide time for Kindergarten and the afterschool program in the amount of $18,769.00 in the third category. Based on the community and stakeholder input, the funds will also be used to provide focused supplemental tutoring and instruction to those students that are in need of supplemental services.

District academic interventions have been fully implemented by the classroom teachers, specialist teachers, and the intervention teacher. Every effort has been made to ensure a small class ratio. As a result, the academic intervention, education specialist, and maintenance of small class sizes have been extremely successful for keeping students safe, healthy, and in-person during the COVID-19 Pandemic. The intervention has been an effective tool for targeted instruction for mitigating any learning loss that may have resulted from the Pandemic. Finally, professional development has effectively provided teachers and staff with the tools to provide additional emotional support to students and fellow staff members.

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

The Lake Elementary School District is reviewing the ESSER III Expenditure Plan and Safe Return to In-Person and Continuity of Services Plan and aligning the expenditure of those funds to the LCAP and the goals therein. The LCAP goals include:

LCAP Goal 1: Conditions of Learning: Provide all staff with continuous professional development;
LCAP Goal 2: Pupil Outcomes: Improve student achievement;
LCAP Goal 3: Engagement: Maintain a safe, nurturing environment

Each new funding source must support and further the goals set forth in the LCAP. In many cases, the expenditure is included across multiple grants. The community has placed a strong emphasis on in-person instruction in a small class environment served by the regular classroom teacher.

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

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

Introduction

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

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

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

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

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

- The Instructions for the LCAP Template

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

Instructions

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

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

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

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

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

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

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

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

Prompt 3: "*A description of how and when the LEA engaged its educational partners on the use of one-time federal funds received that are*

intended to support recovery from the COVID-19 pandemic and the impacts of distance learning on pupils."

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

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

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

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

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

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

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

California Department of Education
November 2021

Local Control Accountability Plan

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Lake Elementary	Nikol Baker Superintendent/Principal	nbaker@lakeschool.org 530-865-1255

Plan Summary [2022-23]

General Information

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

Lake Elementary School District is a small single school district situated on approximately 5 acres in the Sacramento Valley 100 miles North of Sacramento and approximately 3 miles north of Orland, California in Glenn County. Lake School District was named for Daniel Jefferson Lake who settled in the district in 1872, the school opened that same year. The primary industry is agriculture.

Lake is a K-8 district that currently serves approximately 180 students in single-grade classrooms. District population includes 44%

socioeconomically disadvantaged, 10% students with disabilities, and 10% English learners. Student demographics include 68% White, 28% Hispanic, 2% American Indian, and 0.5% Filipino, African American, Pacific Islander, and students with two or more races.

It is the mission of Lake Elementary School that the united efforts of students, parents, staff and community will develop students who:
- value themselves and others
- pursue high academic achievement
- come to school ready to learn
- speak and write effectively
- compute and problem solve both individually and in groups
- value personal health and fitness
- use information and technology resources

The vision is that Lake Elementary School students, parents, and staff will strive for high quality student work within a safe, enriched environment, utilizing a wide variety of resources and strategies.

The guiding principle at LAKE - Leading the Advancement of Knowledge Everyday - provides a common theme throughout the school community.

Reflections: Successes

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

In regards to the Dashboard, care was taken when interpreting results. Due to factors surrounding the novel coronavirus (COVID-19) pandemic, attendance, testing, survey, and activity participation varied.

Our student information system data reflects an overall daily attendance rate of 96%, which is about 2% lower than the typical school year, but still continues to meet standards in absenteeism.
The district maintains zero expulsions and less than 1% suspensions, all of which reflect a quantitative measure of positive school climate and culture.

Qualitatively speaking, it is the belief of Lake Staff that strong school connectedness is in direct correlation to student recognition and student voice. During the 2021-22 school year, the superintendent principal has:

- created daily opportunities for students to receive praise from the principal and reflect on the great "Lake Panther" behaviors they demonstrated

- established a monthly Pizza with the Principal routine where students are again recognized for outstanding behavior and/or academic performance
- created and distributed monthly newsletters to the school community

Students of the Month continue to be selected by teachers based on students' observed application of kindness and academic growth/effort. Panther Pride recipients are equivalent to "caught being good awards" and are based on Lake's definition of Panther Pride: Being kind and helpful, having good sportsmanship, expecting success in themselves and believing in others as well as having pride in their school and community with the Lake Panther spirit. In addition to individual awards, classes are now recognized monthly for demonstrating Panther Pride, instead of the highest attendance percentage. The winning class is presented with an Ironman Trophy to proudly display in their classroom for the month. The purpose of this award is to promote team spirit and maintain our positive and a nurturing environment.

According to stakeholder surveys and interviews, all educational partners rate the school highly in its ability to promote fairness, rule clarity, positive student behavior in a safe environment, and respect for diversity. Student responses indicate adequate access to home supports, school involvement efforts, and effective social, emotional learning supports. Parent responses highlighted the school's ability to provide effective supports in a clean, well-maintained facilities and properties.

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.

According to the dashboard indicators, the District is not a candidate for strategic assistance or intensive intervention as none of our subgroups have a red performance level in two or more state priority areas. Of note, however, is the district's poor academic performance in both English Language Arts and Mathematics. 50% of students met or exceeded state standards in Language Arts, and 33% of students met or exceeded state standards in Mathematics.
Local data indicates 42% of English Language Learners are making progress towards English language proficiency.

Some areas of growth identified in stakeholder surveys and interviews include:
- expanding and improving services to enhance the school environment, school connectedness, and academic motivation
- improving parental involvement
- improving optimism
- addressing the harmful effects of alcohol consumption
- addressing incidents of harassment, bullying, and physical fights

LCAP Highlights

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

The overarching goal of the Local Control Accountability Plan (LCAP) is the constant improvement of the educational outcomes for all students. The LCAP represents our district's allocation of resources towards specific actions designed to meet Board-established goals that include identifying resources that will be directed toward each of the State's eight priority areas. The goal-setting process is based on the school district's vision, mission, and values. The current three-year LCAP continues to be organized under three goal areas:

1. Conditions of Learning: Provide all staff with continuous professional development relevant to assignment in order to support high-quality classroom instruction, standards-based curriculum, supported with relevant technology in well-maintained facilities.

2. Pupil Outcomes: Increase student academic achievement by establishing and maintaining support mechanisms for all students.

3. Engagement: Provide a safe, supportive, and nurturing environment for students and their families.

With the aforementioned goals and actions outlined by the Board, refinements and features of this year's LCAP include specific actions outlined within the existing goals:

1. Conditions of Learning
a) Community involvement regarding campus beautification and school-wide events
b) Align professional development needs with district and community resources.
c) Implement a school-wide social-emotional program

2. Pupil Outcomes
a) Implement Early Reading Intervention
b) Sustain minimum days for professional development
c) Implement a school-wide social-emotional program
d) Implement a school-wide standards-based report card
e) Implement restorative justice practices
f) Establish a schoolwide P.E. program
g) Implement a departmentalized model for grades 6-8
h) Offer access to an annual free summer camp program

3. Engagement
a) Solicit stakeholder input via annual surveys
b) Sustain a positive school climate
c) Implement solution-focused training
d) Implement an additional administrator role-Dean of students, Physical Education Program Coordinator, Maintenance and Facilities Advisor

e) Improve parental involvement

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.

Not applicable.

Support for Identified Schools

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

Not applicable.

Monitoring and Evaluating Effectiveness

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

Not applicable.

Engaging Educational Partners

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

Lake Elementary consulted with all stakeholder groups during the 2021-22 school year. It's important to note that, due to the small size of Lake Elementary School District, the School Site Council serves as the parent advisory committee for the district and has become highly involved in the planning and accountability of the LCAP. School Site Council members represent all student subgroups, including English learners as well as Title I students, both of which have parent representatives serving on the Council. Additionally, the Superintendent Principal attends the Parent Teacher Organization (PTO) meetings quarterly. Monthly all-staff meetings are held to review and solicit input for board items and updates. To solicit the student body voice, the Healthy Kids Survey and the Healthy Kids Parent Survey are distributed to all 6-8 students and all K-8 parents every other year. This state-sponsored survey is an anonymous, confidential survey of school climate and safety, student wellness, and youth resiliency. All final LCAP agenda items are reviewed and approved at scheduled board meetings.

The School Site Council (SSC) focused on developing and approving their role as a Parent Advisory Council given the district doesn't receive any Title I funds. Utilizing School Site Council as the district's parent advisory council provides relevant stakeholder input on a consistent basis as SSC typically meets quarterly. The discussion and identification of updates to LCAP goals keep the LCAP a relevant and timely document. SSC reviews progress on LCAP goals throughout the year. Both English Learner and Title 1 students are represented via parents through this council. The council assists in the alignment of LCAP goals with existing plans to streamline the process and application of all plans, not just LCAP. School Site Council reviews LCAP and provides input through a series of quarterly meetings.

Staff Stakeholders
Lake Staff meetings (certificated and classified) are held throughout the year and provide opportunities for all staff to engage in the development and implementation of LCAP goals, action steps, measurable outcomes, services, and expenditures. Reviewing goals, action steps, and measurable outcomes helps all staff to clearly understand the goals along with clarifying their role in implementing action steps, which in turn leads to more engagement in the LCAP process. Certificated and classified staff appreciated the open disclosure of the budget as well as the LCAP goals and alignment with district philosophy. As one of the very few districts in the state operating without a Bargaining Unit for either certificated or classified staff, open forum discussions add upon the trust already existing at this site. These types of discussions allow for open communication regarding LCAP and/or other goal-related activities. Providing an opportunity for all staff to mark/identify outcomes in which they may have a direct impact on assisted in a deeper understanding of their own impact on achieving our LCAP goals. Monthly check-ins with staff support implementation of LCAP action steps with the intended consequence of reaching measurable goals. All staff discussed relevant action plans related to school climate, discussed their role in supporting a positive school climate, as well as identifying possible new action plans.

Student Stakeholders
Administered annually, the 8th-grade graduate survey's purpose is to identify both academic and social preparedness for high school. Responses indicate that students feel prepared academically, yet need more support in selecting high school coursework. Student responses also indicated that they are not properly prepared for physical education. Student involvement in school decisions leads to a positive school climate and increased student engagement, which has a direct impact on attendance, as required by the LCAP process.

School Board members agree that the LCAP provides strategic guidance to the district. Monthly board meetings provide stakeholders opportunities to communicate with the Board to help them establish an LCAP development and adoption process that ensures many ways for all parents and community members to participate and be heard. The superintendent/principal's LCAP Report outlines programs and services currently being offered in the district, and their effectiveness in achieving student outcomes. The LCAP Report also assists the board in its own planning and budget process to meet the requirements of both LCFF and LCAP. Reviewing LCAP progress at Board Meetings keeps all stakeholders involved in the process of implementation of goals. Public Hearings provide opportunities for stakeholder input. The monthly LCAP Report at board meetings provides the board and attending stakeholders with transparency of alignment of all LCAP goals and LCFF funding.

Outside Agencies
County office meetings help to assist in clarifying various aspects of the LCAP for all stakeholders. The District worked with SELPA Program Specialist on a monthly or as-needed basis to coordinate services. The District Administrator met at least monthly with SELPA Director.

A summary of the feedback provided by specific educational partners.

August:
As it relates to LCAP goal 3-Engagement, certificated staff were provided with training in Solutions Focused Schools, which stems from Solutions Focused Brief Therapy. As it's used by therapists, it is a short-term, goal-focused, evidence-based approach which incorporates positive psychology principles and practices. In the academic setting, it is designed to help parents and students change their thinking by constructing solutions rather than focusing on problems. Considering the continued state of pandemic as well as the polarizing effect the pandemic has had, not only on our country, but our local community as well, this approach gives staff tools in conversations and/or meetings with both parents and students to support constructing solutions rather than focusing on the problem. Thus, the reason for bringing this to the teaching staff. GCOE local therapists, Ciara Daigre and Laura Romano, facilitated the training.

September:
As it relates to LCAP goal 1-Conditions of Learning, vertical team meeting time began.
As it relates to LCAP goal 3-Engagment, certificated staff developed a progress report/report card timeline for the year and communicated this timeline to parents. School Site Council discussed using ESSER III funds for funding additional aides in supporting reading intervention. Bringing back the PALS reading program was also discussed. Reviewing and updating the school's safety plan was moved to a future meeting for continued collaboration. The School Plan for Student Achievement was presented and it was agreed that the district's LCAP template would meet the school's needs.

October:
As it relates to LCAP goal 1-Conditions of Learning, grade bands began their exploration work on standards-based grading by participating in

book studies. K-2 focused on The Science of Reading. 3-8 focused on Grading for Equity.
As it relates to LCAP goal 2-Pupil Outcomes, all staff established schoolwide academic diagnostic screening in reading and math.
As it relates to LCAP goal 3-Engagement, certificated staff discussed the school's mental health services continuum and all staff discussed expectations regarding the annual school Christmas play.

November:
As it relates to LCAP goal 1-Certificated staff voted to use Educator Effectiveness Funds (EFF) on professional development.
As it relates to LCAP goal 3-Engagement, certificated staff discussed piloting a new Discipline Card and a virtual parent teacher conference schedule.

December:
As it relates to LCAP goal 1-Conditions of Learning, The Board approved the use of EFF.
As it relates to LCAP goal 2-Pupil Outcomes, Certificated staff began implementing anonymous grading, putting principles from Grading for Equity into practice.

January:
As it relates to LCAP goal 2-Pupil Outcomes and LCAP goal 3-Engagement, certificated staff discussed implementing a schoolwide number scale on report cards. Middle school will continue to use letter grades based off of a 4 point number scale. This shift and rationale was communicated to all parents.

February:
The Board and School Site Council reviewed and approved the school's SARC report, LCAP Mid-Year update and supplement.

March:
As it relates to LCAP goal 3-engagement, the Healthy Kids Survey Results were received and analyzed for strengths and areas of improvement.
Additionally, the Superintendent /Principal held an all-staff meeting, inviting all staff to complete an LCAP self-assessment, as well as review Expanded Learning Opportunities Program (ELOP). Identified action items for funding include:

- Extended instructional learning time (9 hour days that includes meals and recess)
- Summer Camp (30 day summer camp beginning in 2023)
- Implementation, expansion, or enhancement of learning supports
- Additional Music, Art personnel for potential grant

As it relates to LCAP goal 2-Pupil Outcomes, certificated staff participated in a professional development regarding the special education assessment process and tiered services within a MTSS model.

April:
As it relates to LCAP goal 2-Pupil Outcomes, K-8 certificated staff engaged in vertical collaboration covering student performance on Data Snapshot sheets.
As it relates to LCAP goal 3-Engagement, All staff were involved in identifying action items based on stakeholder feedback from community surveys. Additionally, a draft of the 2022-23 LCAP was presented to the board and public for review. A result summary of the 2022 Healthy Kids Survey was also presented to the board and public for review. Lastly, the 2022 ELOP plan was presented to the board and public for review.

May:
As it relates to LCAP goal 3-Engagement, The School Site Council agreed to implementing a Panther Parent Advisory (Parent Mentors) by Grade Bands. This parent mentor program is designed to help new parents gain an understanding of all the ways they can be involved in enriching their students' educational experience at Lake School.

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

Stakeholder feedback provides information and guidance to the district, specifically regarding engagement and school climate. This year, the California Healthy Kids Survey survey was distributed in the fall to elementary and secondary students as well as to parents. Furthermore, a spring survey was sent to all 2021 eighth grade graduates concerning the transition and preparation for high school. Instructional staff were also surveyed in the spring with respect to the district's implementation of state standards. The questions asked in this LCAP Priority 2 survey closely align with the questions measuring effective school supports in the Healthy Kids Survey. All survey results were analyzed using the average in order to identify the school's strengths and areas of growth.

Student data shows the school's ability to promote fairness, rule clarity, and positive student behavior in a safe environment while preventing acts of violence and victimization. Additionally, student responses indicate adequate access to home supports, school involvement efforts, and effective social, emotional learning supports. Only a couple concerns arose in the student surveys. Some categorical responses suggest that services could be expanded and improved to enhance the school environment, school connectedness, and academic motivation. Addressing alcohol consumption and improving optimism may also be potential areas of focus for school improvement.

76% of elementary students reported "Yes, most of the time" or "Yes, all of the time" on questions measuring School Environment, School Connectedness, and Academic Motivation. These questions measure student perception on the presence of
- caring adults in school
- high expectations from adults in school
- meaningful participation in school
- school connectedness
- academic motivation

Comparatively, 66% of secondary students reported "Yes, most of the time" or "Yes, all of the time" on questions measuring School Environment, School Connectedness, and Academic Motivation. These questions measure student perception on the presence of
- caring adults in school
- high expectations from adults in school
- meaningful participation in school
- school connectedness
- academic motivation
- promotion of parental involvement in school

Regarding Social Emotional Learning and Health, 88% of elementary students reported "Yes, most of the time" or "Yes, all of the time" on questions measuring the presence of effective social, emotional learning supports. 80% of secondary students reported feeling satisfied with life.

In measuring Fairness, Rule Clarity, and Positive Student Behavior, 88% of elementary students reported "Yes, most of the time" or "Yes, all of the time." on questions within this domain.

In measuring School Violence, Victimization, and Safety, 92% of elementary students and 85% of secondary students report feeling safe at school.

In measuring Home Supports and the Involvement of Schooling, 100% of elementary students reported the presence of high expectations from adults in their home.

In measuring Alcohol, Drug, and Tobacco Use, 38% of elementary students and 10% of secondary students have consumed alcohol. 85% of elementary students perceive marijuana use as "very bad." 5% of secondary students have tried marijuana. 0% of elementary students have tried tobacco and vaping.

In measuring Other Physical and Mental Health Risks, only 8% of elementary students experience sadness most of the time; yet, 54% report feeling good and happy some or most of the time. Additionally, only 65% of secondary students indicated optimistic views of life and 24% reported experiencing chronic social, emotional distress.

Parent data mirrored strengths highlighted in the student surveys. The school was rated highly in its ability to promote fairness, rule clarity, and respect for diversity as well as provide effective school supports for students. 92% of parents also strongly agree or agree the school has clean and well-maintained facilities and properties. Substance use and school disorder are minor concerns amongst parent survey responses. However, 65% of parents indicate that harassment or bullying is a problem and 37% of parents indicate that physical fights are a problem. Furthermore, the data also revealed a need for increasing and improving services in parental involvement. Concurring evidence can be seen in the low percentage of parent surveys completed, 30% (37/121). This is the lowest survey participation response to date.

72% of parents strongly agree or agree the school encourages Parental Involvement.

Strengths the school can continue to build on includes:

- promptly responding to phone calls, messages, or e-mails
- encouraging parents to be an active partner with the school in educating their children
- actively seeking the input of parents before making important decisions
- making parents feel welcome to participate at school
- school staff treating parents with respect
- school staff taking parent concerns seriously
- encouraging participation in fundraising for the school
- encouraging parents to attend school and class events
- encouraging parents to participate in a regularly scheduled parent-teacher conference with their child's teacher

Areas of growth to improve in includes:

- increasing participation in a PTO meeting
- increasing the percentage of parents who have served on a school committee
- increasing the percentage of parents who have attended a general school meeting
- increasing the percentage of parents who have served as a volunteer in their child's classroom or elsewhere in the school

80% of parents strongly agree or agree the school provides effective School Supports for Students

Strengths the school can continue to build on includes:

- sustaining student motivation to complete schoolwork and learn
- maintaining teacher communication with parents about what students are expected to learn in class
- maintaining teacher communication with parents about how their children are doing in school between report cards
- maintaining school communication with parents about school activities.
- maintaining school communication with parents in promoting academic success for all students
- maintaining treatment of all students with respect
- maintaining quality programs for children's talents, gifts, or special needs
- maintaining high quality instruction
- maintaining teacher practices in going out of their way to help students
- retaining adults who really care about students
- maintaining high expectations for all students
- encouraging students to care about how others feel

- giving all students opportunities to make a difference by helping other people, the school, or the community
- providing a supportive and inviting place for students to learn
- maintaining the school as a safe place for their child
- maintaining teacher responsiveness to their children's social and emotional needs
- providing adequate instruction from teachers to support assigned work

Areas of growth to improve in includes:

- providing information about why your child is placed in particular groups or classes
- providing information on a parent's expected role at the school
- providing parents with information about how to help their children with homework
- providing parents with information on how to help their children plan for college or vocational school
- providing parents with information regarding how to access quality counseling or other ways to help students with social or emotional needs
- providing instructional materials that reflect their child's culture, ethnicity, and identity
- ensuring support staff are available to children if they need them
- providing parents with advice and resources to support their child's social and emotional needs
- bridging the gap between parent perception of secondary students feeling hopeful (94% of parents strongly agree (50%) or agree (44%) their children feel hopeful about the future) and the percentage of secondary students reporting poor optimism (only 65% of secondary students indicated optimistic views of life and 24% reported experiencing chronic social, emotional distress)

88% of parents strongly agree or agree the school promotes Fairness, Rule Clarity, and Respect for Diversity.

Strengths the school can continue to build on includes:

- enforcing school rules equally for their child and all students
- respecting all students
- respecting different cultural beliefs and practices

77% of parents strongly agree or agree the school prevents Substance Use, School Disorder, and Bullying

Strengths the school can continue to build on includes:

- maintaining a campus free of drugs, alcohol, gangs, weapons, and vandalism
- maintaining low incidents of racial/ethnic conflicts
- maintaining low incidents of student disrespect of staff

Areas of growth to improve in includes:

- decreasing incidents of harassment or bullying
- decreasing physical fights

The Eighth Grade Graduate Survey continues to testify to the school's efficiency in preparing students for the academic rigor of high school. While the Leadership Elective was mentioned as a success in building student confidence, the social transition to a larger high school campus continues to be a challenge for most students.

The LCAP Priority 2 Survey afforded all instructional staff with an opportunity to rate the district's progress in providing professional learning for teaching academic standards and/or curriculum frameworks. Professional learning in Mathematics and Language Arts received a rating of full implementation or full implementation and sustainability. Professional learning in ELD, NGSS, and Social Science received a rating of initial implementation, full implementation, and full implementation and sustainability. Staff also measured the district's progress in aligning instructional materials to standards and/or curriculum frameworks. Staff provided varied ratings in this area from initial implementation to full implementation and sustainability. The same ratings were also attributed to the district's progress in identifying professional learning needs and implementing policies or programs to support staff in improving instruction. World Languages was the only outlier receiving an "exploration and research" rating

In reviewing all survey responses, the district aims to add the following action items within existing LCAP goals:

1. Conditions of Learning
c) Implement a school-wide social-emotional program
- Provide training and collaboration time for developing a Student-led Leadership Committee focused on service learning
- Provide ongoing training for the TOSA's role as Dean of students,, Physical Education Program Coordinator, Maintenance and Facilities Advisor

2. Pupil Outcomes
a) Implement Early Reading Intervention
- Implement Lindamood-Bell intervention in grades 3-5

c) Implement a school-wide social-emotional program
- Grades K-2 will incorporate the ToolBox Project within the classroom. Grades 3-5 will incorporate Empowering Education lessons within the classroom. Grades 6-8 will establish a Student-led Leadership Committee.

f) Implement a schoolwide P.E. program

- A teacher on special assignment will oversee the schoolwide physical education program and a paraprofessional on special assignment will incorporate S'Cool Moves, which is a multisensory approach to improving focus, regulation, developmental and academic skills, into the P.E. program for primary grades

g) Implement a departmentalized model for grades 6-8
- English Language Arts, Mathematics, and Science will be taught in a 3 block model

h) Offer access to a free annual summer camp
- Maintain low student to staff ratio to emphasize targeted instruction/intervention

3. Engagement
- Implement an additional administrator role-Dean of students, Physical Education Program Coordinator, Maintenance and Facilities Advisor
- Improve parental involvement

Goals and Actions

Goal

Goal #	Description
1	Conditions of Learning: Provide all staff with continuous professional development relevant to assignment in order to support high quality classroom instruction, standards-based curriculum, supported with relevant technology in well-maintained facilities.

An explanation of why the LEA has developed this goal.
Due to the district's ongoing construction and landscaping phases, students and staff are in need of well-maintained learning and outdoor recreational facilities. The superintendent also continues to encourage families to volunteer time, services, and donate materials to beautifying the school campus. Input and service from students will also come from a newly developed student-led leadership committee. Quarterly agenda items continue to be added to PTO and SSC meetings to approve and review a facilities roadmap. The superintendent and board have appointed a new TOSA to support the district in leading community involvement regarding campus beautification and facilities as well as oversee the school's new physical education program. This will provide general education teachers with weekly vertical collaboration time. Additionally, in response to a William's Complaint regarding restroom cleanliness, the district designed a number of daily auditing procedures to ensure restrooms are well-stocked and within working order.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Priority 1: Teachers in the LEA are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching	SARC report indicates 90% of certificated staff are appropriately assigned and fully credentialed.	SARC report indicates 100% of certificated staff are appropriately assigned and fully credentialed.			100% of certificated staff will be appropriately assigned and fully credentialed as measured by SARC report.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Priority 1: School facilities are maintained in good repair.	Overall SARC/FIT report from July 2021 report rated school as exemplary with a 99.55% rating.	FIT report rated school as exemplary with a 99.55% rating.			Maintain overall SARC/FIT report of good (90-98.99%) or higher (99-100%).
Priority 2: The implementation of state board adopted academic content and performance standards for all students	Within the certificated teacher agreement, it is required that certificated staff attend a minimum of one professional development opportunity per year.

The superintendent principal notifies classified and certificated staff of professional development opportunities on a trimester basis and provides substitutes. Staff members are also encouraged to approach the district with professional development requests. | All certificated staff participated in at least one professional development opportunity this school year. | | | Certificated staff will maintain attendance of one professional development opportunity per year. Additionally, the district will have sustained the practice of notifying staff of relevant professional development opportunities and providing substitutes/prep time for staff to participate in trainings regarding implementation of state standards and ELD as measured by narrative summary or self-reflection tool. |
| Priority 3: The efforts the school district | Stakeholder input regarding school | The Healthy Kids Survey was sent to all | | | The district will have solicited quarterly |

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
makes to seek parent input in making decisions for the school district and each individual school site	improvements is included annually in the parent survey.	parents and guardians in November 2021.			stakeholder input regarding outdoor landscaping and construction projects via a facilities roadmap at PTO and SSC meetings as measured by log of communication efforts.
Priority 7: Extent to which pupils have access to and are enrolled in: A broad course of study including courses described under EC sections 51210 and 51220(a)-(i), as applicable.	Continue offering electives to students in grades 4-8 in order to offer broad course of study on a self-contained campus.	Electives are offered in cohorts across grades 4-8.			Electives schedule that supports electives in all three trimesters for students in grades 4-8.
Priority 1: Pupils in the school district have sufficient access to the standards- aligned instructional materials.	Every pupil in the district has sufficient access to standards aligned materials.	100% of students have access to curriculum.			100% of students have access to curriculum.
Priority 2: How the programs and services will enable English learners to access the CCSS and	Priority 2 self-assessment baseline indicates 57% of staff rate programs and services supporting	XXX The self-assessment measuring staff implementation of CCSS and ELD			90% of staff rate program at full implementation.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
the ELD standards for purposes of gaining academic content knowledge and English language proficiency	English learner access to standards (both CCSS and ELD) is at full implementation.	standards is scheduled for a March staff meeting.			
Priority 2: The implementation of state board adopted academic content and performance standards for all students	Implement the state academic standards, the guidance in the frameworks for all content areas, and the practices of Universal Design for Learning to provide instruction that integrates multiple subject areas and supports cross-cultural understanding through a multi-tiered system of supports and services. Twenty percent (2 of 10) staff currently participating in UDL training.	Certificated teachers representing the elementary grade bands and middle school accompanied the school administrator to a UDL training provided by the Glenn County Office of Education.			Fifty percent of teaching staff have participated in UDL training. (More than attending a one-day workshop.)

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Community involvement regarding campus	1.1.1 Solicit stakeholder input regarding outdoor landscaping projects via meetings and surveys. 1.1.2 Add quarterly agenda items to PTO and SSC meetings to approve and review a facilities master plan.	$0.00	No

Action #	Title	Description	Total Funds	Contributing
	beautification and school-wide events	1.1.3 Provide ongoing training for the TOSA's role in serving as the district's Maintenance and Facilities Advisor		
1.2	Align professional development needs with district and community resources.	1.2.1 At the beginning of each school year, the superintendent will sustain the practice of staff creating wildly important goals (WIGS) for the year. WIGs will drive professional development needs. Progress will be reviewed each trimester at an all-staff meeting. 1.2.2 District will coordinate with the local county educational services department on planning relevant professional development for staff. 1.2.3 Superintendent Principal will align LCAP action items to agenda items for staff, board, PTO, and SSC meetings on a minimum day Wednesday following a Tuesday board meeting. 1.2.4 Provide ongoing training and collaboration opportunities for developing and implementing a student-led leadership committee	$7,000.00	No
1.3	Implement school-wide social emotional program	1.3.1 Grades K-2 will implement the Toolbox Project. Grades 3-5 will implement Empowering Minds lessons. Grades 6-8 will establish a student-led Leadership Committee.	$10,000.00	Yes

Goal Analysis [2021-22]

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

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

1.1.1 Post-Construction Projects were discussed at the September and February School Site Council meetings.
1.1.2 However, the landscaping committee did not remain in effect.

1.1.3 The school hosted a Back to School Breakfast and outdoor assembly on the first day of school.
1.1.4 A contract has been secured with a vendor in developing a facilities master plan.
1.2.1 Staff were asked to complete a professional and personal goal document by the end of August.
1.2.2 The district continues to coordinate with the local county educational services department on planning relevant professional development, such as UDL and MTSS, for staff.
1.2.3 LCAP action items are added and discussed at staff, board, and SSC meetings each month.
1.3.1 Students services staff provides weekly social emotional lessons by grade band cohort using the school's new multipurpose building.

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.

No Material Differences

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

The school experienced success in fully implementing actions involving professional development, school outreach events using new facilities, and a new schoolwide SEL program. Progress was made in action items involving facilities, but have not been fully realized at this time due to lack of personnel infrastructure.

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.

Professional Development is being provided for a new Teacher on Special Assignment (TOSA) within the district. Leading community involvement regarding campus beautification and facilities will fall under the assignment responsibilities of the TOSA. Additionally, the TOSA will act as Dean of Students and Coordinator for the schoolwide Physical Education program. Training and collaboration opportunities will also be provided to the teacher, who is assigned to facilitating the new student-led Leadership Committee.

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

Goals and Actions

Goal

Goal #	Description
2	Pupil Outcomes: Increase student academic achievement by establishing and maintaining support mechanisms for all students.

An explanation of why the LEA has developed this goal.

Internal data indicates pupil outcome deficits in reading and mathematic achievement and social, emotional skill development in the areas of motivation and optimism. School-wide reading and mathematics proficiency continues to be below 80%. Primary educators report that students in grades kindergarten through second grade experienced tremendous learning loss in the area of basic reading skills. Additionally, teachers and parents report that students are demonstrating a range of emotions and behaviors in response to the learning disruptions caused by the pandemic. These behaviors range from fatigue in acclimating to full days, to difficulty coping, to demonstrating PTSD symptoms. As a result, students' emotional intelligence and self-esteem have taken a toll and have negatively impacted learning progression. Parents are looking to the school district and teachers for increased communication and resources for addressing these needs. In turn, the school is looking to engage the family community in effectuating sustainable student outcomes. Current grading practices often measure and communicate student work completion versus students' academic levels of performance and social, emotional competency. Research surrounding equitable grading practices reveal that low grades do not prompt greater effort, but cause students to withdraw from learning. Using a 0-4 grading scale in which two-fifths is dedicated to student success and only one-fifth is dedicated to failure helps bridge that gap. By changing the way we grade and broadening the district's course of study to include social-emotional learning, the community will see an increase in student motivation to achieve academic success. Additionally, the district will have reinforced a growth mindset culture and provided more learning opportunities.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Priority 7: Extent to which pupils have access to and are enrolled in: A broad course of study including courses described under EC sections	SEL instruction is provided by the county student services onsite staff to specific students referred for tier 2 and tier 3 support.	The district implemented a social-emotional learning program using Empowering Education.			The district will implement social-emotional learning school wide as measured by local assessment of the master school schedule.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
51210 and 51220(a)-(i), as applicable.		The Healthy Kids survey was sent to all 6th-8th grade students in November to measure growth.			
Priority 2: The implementation of state board adopted academic content and performance standards for all students	Less than 50% of students in grades K-2 are proficient in reading.	K-2 teachers are planning on administering mid-year reading benchmarks by March 2022.			70% of students in grades K-2 will meet grade level benchmarks for reading proficiency.
Priority 4: Statewide assessments	According to 2019 dashboard data, 65.04% of students performed met or exceeded.	ELA CAASPP results for the 2020-21 school year show that 50% of students met or exceeded performance expectations.			District will maintain all student groups performing above standard as measured by dashboard data.
Priority 4: Statewide assessments	According to 2019 dashboard data, 60.17% of students performed met or exceeded	Math CAASPP results for the 2020-21 school year show that 33% of students met or exceeded performance expectations.			District will maintain all student groups performing above standard as measured by dashboard data.
Priority 6: Pupil Suspension rate	According to 2019 dashboard data, between 1.7%-5.4% of the student	1% of the student population has been suspended in the 21-22 school year.			Less than 2% of the student population will have been suspended.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	population has been suspended.				
Priority 4: Percentage of English learners who make progress toward English proficiency as measured by the ELPAC	2019-20 baseline data: 9 students designated EL 0-3 years; 5 students designated At-Risk; 1 student identified as LTEL.	2020-21: 7 students designated EL 0-3 years; 6 students designated At-Risk; 7 students identified as LTEL			Decrease number of LTEL students to zero.
Priority 2: The implementation of state board adopted academic content and performance standards for all students	Kindergarten, First, and Second Grade Teachers have a verbal progression regarding reading norms.	Kindergarten, First, and Second Grade Teachers follow the Lindamood-Bell progression for reading intervention: phoneme sequencing for reading, spelling, and speech (LIPS), a phonological and orthographic processing program for reading and spelling (Seeing Stars), and concept imagery for language comprehension and thinking (Visualizing and Verbalizing).			The district will publish a school-wide reading norms progression based on common core standards and MTSS.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		Additionally, the K-2 Team is engaged in a book study covering The Science of Reading during their monthly vertical collaboration time.			
Priority 4: The English learner reclassification rate	2019-20 baseline data: 15 students reclassified.	2020-21 22 students completed the ELPAC assessment in the 2020-21 school year.			Maintain 50% reclassification rate as outlined on DataQuest.

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	Implement Early Reading Intervention	2.1.1 Maintain the LIPS reading intervention in kindergarten through second-grade for at-risk students. 2.1.2 Implement Lindamood-Bell interventions in grades 3-5	$5,000.00	Yes
2.2	Sustain minimum days for professional development	2.2.1 Staff will utilize professional development time to develop a school-wide reading norms progression based on common core standards and MTSS framework. 2.2.2 Certificated staff will participate in a book study covering equitable grading practices in Joe Feldman's book Grading for Equity. 2.2.3 Certificated staff will implement a school-wide standards-based report card.	$10,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
2.3	Implement school-wide social emotional learning	2.3.1 Grades K-2 will implement the ToolBox Project. Grades 3-5 will implement Empowering Minds lessons. Grades 6-8 will participate in a student-led Leadership Committee focused on service learning, social-emotional learning, gratitude and kindness, student voice, and connections to CTE pathways.	$10,000.00	Yes
2.4	Implement a school-wide standards-based report card	2.4.1 Certificated staff (K-8) will implement data snapshots for the first two trimesters of the school year before issuing a summative report card at the end of the third trimester to reflect summative performance.	$5,000.00	No
2.5	Implement restorative justice practices	2.5.1 Restorative justice practices will be reviewed prior to issuing in-school and out-of-school suspension. https://www.hopecityredding.com/restorative-justice.html https://sandiegounified.org/UserFiles/Servers/Server_27732394/File/Departments/Placement%20and%20Appeal/BP%205144%20Restorative%20Discipline%20Policy%20(Public).pdf	$2,000.00	Yes
2.6	Implement a schoolwide P.E. program	2.6.1 A teacher on special assignment will oversee a schoolwide physical education program and ensure lessons are implemented daily. 2.6.2 A paraprofessional on special assignment will incorporate S'Cool Moves, which is a multisensory approach to improving focus, regulation, developmental and academic skills, into the weekly P.E. program for primary grades	$108,702.00	Yes

Action #	Title	Description	Total Funds	Contributing
2.7	Implement a departmentalized model for grades 6-8	2.7.1 English Language Arts, Mathematics, and Science will be implemented daily in a 3 block model		No

Goal Analysis [2021-22]

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

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

2.1.1 Both certificated and classified staff have been trained in the LIPS early reading intervention program.
2.1.2 The LIPS reading intervention has been implemented in kindergarten through second grade for at-risk students.
2.2.1 During vertical collaboration time, the K-2 team are participating in a book study covering The Science of Reading.
2.2.2 During vertical collaboration time, grades 3-8 are participating in a book study covering Grading for Equity. The school has been awarded an MTSS consortium grant. Professional development is scheduled to commence in the 2022-23 school year.
2.2.3 Schoolwide, certificated staff have implemented Data Snapshots as an approachable way for parent stakeholders to understand standards-based grading.
2.3.1 Student services is implementing a social-emotional learning program using Empowering Education.
2.3.2 Students across grade 4-8 are currently able to self-select a leadership elective to participate in leadership opportunities.
2.3.3 Families have been given an opportunity to communicate SEL program effectiveness by participating in the Healthy Kids Survey.
2.4.1 Efforts toward implementing a school-wide standards-based report card is beginning with, grades 3-8 participating in a book study covering Grading for Equity during vertical collaboration time.
2.4.2 Schoolwide, certificated staff have implemented Data Snapshots as an approachable way for parent stakeholders to understand standards-based grading.
2.4.3 The district is maintaining Google Classroom as the school's Learning Management System in addition to using Data Snapshots for increasing family access to student progress.
2.5.1 The superintendent/principal and the new TOSA attended a professional development series on restorative justice in the spring.

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.

No Material Differences

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

The district is currently in the exploration and installation phase when it comes to implementing a school-wide standards-based report card and restorative justice practices. The K-2 team is in the initial implementation phase of providing early reading intervention. Full implementation has been reached in sustaining minimum days for professional development and implementing a school-wide social emotional program.

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.

Out of all the district's goals, Pupil Outcomes is experiencing the most development. The K-2 team is looking to further their understanding on reading instruction by participating in a book study covering The Science of Reading. The intent is that the team will be able to contribute enhanced expertise in developing a schoolwide literacy progression regarding reading norms. In the 2022-23 school year, developing reading norms will be part of the focus during vertical collaboration time. Additionally, the district has been awarded an MTSS grant, which requires 90% of staff be trained by completing an 18 month online course. A stipend is issued for the time investment. A separate training is available for classified staff. The training will be introduced at the end of this school year. Staff may begin the course as early as the summer of 2022; course completion is expected by the winter of 2023. Furthermore, the district is exploring ideas for expanding course of study service offerings to 8th grade students. The first idea involves requiring a formal capstone service learning project or periodic field trips in the community based on the district's service learning policy. The second idea involves transitioning the 4-8th leadership elective to an 8th grade only requirement. Under the direction of the Leadership Coordinator, 8th grade students would develop leadership skills in the form of facilitating assemblies, planning schoolwide engagement events, participating in schoolwide beautification activities, and engaging in peer mentoring opportunities, such as kindergarten buddies, etc. A student-led leadership committee would encompass participation and input from students in grades 6-8. A schoolwide P.E. program is being implemented with the support of a certificated and classified staff member. Finally, the school is planning on implementing the practice of providing one report card at the end of the year with two data snapshots preceding the final assessment scores. This practice originated from best practices disseminated at a CAASPP conference. The practice lends itself well to the district's philosophy of life long learning.

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

Goals and Actions

Goal

Goal #	Description
3	Engagement: Provide a safe, supportive, and nurturing environment for students and their families.

An explanation of why the LEA has developed this goal.

The district would like to sustain the practice of surveying parents in the fall, middle school students in the spring, and graduates in the winter in order to solicit stakeholder input regarding overall school climate and course access. Furthermore, the district would like to improve student motivation, optimism, and parental involvement.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Priority 3: The efforts the school district makes to seek parent input in making decisions for the school district.	80.7% of parents strongly agree (53.1%) or agree (27.6%) that they feel welcome at the school.	72% of parents strongly agree or agree the school encourages parent involvement.			By 2023-24, parent survey results will reflect at least 90% of parents feeling welcome at school.
Priority 5: Chronic Absenteeism rates	2020-21 SchoolWise report (Students with Chronic Absences/Truancies) list 5 students with >= 10% absences; 1 student with >=10% truancy.	2021-22 SchoolWise report (Students with Chronic Absences/Truancies) list 21 students with >= 10% absences; 3 students with >=10% truancy.			Reduce truancy count to zero.
Priority 6: Other local measures, including surveys of pupils, parents, and teachers on the sense of safety	82% of parents strongly agree (61%) or agree (21%) that their children are safe	In measuring School Violence, Victimization, and Safety, 92% of elementary students			By 2023-24, parent survey results will reflect at least 90% of parents reporting that their children are safe

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
and school connectedness	and happy at Lake Elementary School.	and 85% of secondary students report feeling safe at school. However, 65% of parents indicate that harassment or bullying is a problem and 37% of parents indicate that physical fights are a problem.			and happy at Lake Elementary School.
Priority 7: Programs and services developed and provided to individuals with exceptional needs.	Contracted mental health clinician has been implementing solution-focused therapy during therapy sessions.	All certificated staff participated in a solution-focused training at the beginning of the school year.			All staff will have been trained in solution-focused mindset for engaging in transformative conversations.
Priority 5: School attendance rates	2020-21 ADA was 96.97%	P1 2021-22 ADA is 93.97%			Prior to the pandemic, the district's ADA was typically above 98%. Post-pandemic goal is 98% or higher.
Priority 5: Middle school dropout rates	0% drop out rate	0% drop out rate			Maintain 0% drop out rate.
Priority 6: Pupil suspension rate	Zero suspensions in 2020-21	2 suspensions in 2021-22 school year			Maintain zero suspensions by implementing Restorative Justice strategies.
Priority 3: The efforts the school district makes to seek parent input in making	82.7% of parents feel that the district encourages volunteering and	72% of parents strongly agree or agree the school			Increase to 90%.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
decisions for the school district and each individual school site	parent voice in district decision-making.	encourages Parental Involvement.			
Priority 6: Other local measures, including surveys of pupils, parents, and teachers on the sense of safety and school connectedness	90.8% of parents satisfied with student data snapshots, progress reports, and report cards regarding their child's progress toward grade-level standards.	80% of parents strongly agree or agree the school provides effective School Supports for students.			Maintain 90% satisfaction rate.

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	Solicit stakeholder input via annual surveys	3.1.1 School Board, School Site Council, and Certificated Staff will review stakeholder surveys for trends, identify areas of growth, and involve families in improving areas of growth.	$500.00	No
3.2	Sustain positive school climate	3.2.1 District will maintain grade band cohort recess breaks to maintain the reduction in Covid-transmission. 3.2.2 District will maintain positive student engagement in restorative justice practices by creating time each week for students to reflect on SEL core competencies (self-awareness, self-management, social awareness, relationship skills, and responsible decision-making). 3.2.3 District will maintain positive student engagement in unstructured settings, such as recess, by engaging students with prompts and visuals from ToolBox, Empowering Education, and/or solutions-focused programs. 3.2.4 Teacher Lead for student leadership will consult with superintendent principal to add LCAP agenda items, such as a climate survey, to Student Leadership meetings.	$4,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		3.2.5 The district will improve parent involvement by establishing informal meetings where parents can discuss and brainstorm opportunities for improving school climate 3.2.6 The district would like to continue sending out specific video orientations leading up to school starting. Then, on the first morning of school, the district will continue to host a back to school breakfast on campus followed by an outdoor morning assembly.		
3.3	Implement solution-focused training	3.3.1 District will provide stakeholders with training on how to engage in impactful, transformative conversations with the parent community using a solution-focused mindset.	$500.00	No
3.4	Implement a TOSA-Dean of students, Physical Education Program Coordinator, Maintenance and Facilities Advisor	With the support of a TOSA as Dean of students, student optimism and motivation will increase.	$20,000.00	Yes

Goal Analysis [2021-22]

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

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

3.1.1 Survey results from the Healthy Kids Survey for parents were shared at staff meetings, School Site Council meeting on DATE, and the School Board meeting held DATE. Review of the survey data outlined areas in which the school can increase family involvement.
3.1.2 SEL resource letters were sent home when applicable as follow up to the weekly lesson.

3.2.1 Recess breaks continued in grade bands K-2, 3-5, 6-8. Lunch breaks were as well.
3.2.2 Positive student engagement was created each week for students to reflect on SEL core competencies (self-awareness, self-management, social awareness, relationship skills, and responsible decision-making).

3.2.3 When needed, playground supervisor participated in SEL lessons. This opportunity provided her with strategies to implement during recess.
3.2.4 Superintendent/Principal consulted occasionally with the Student Leadership Advisor. Consultations did involve a focus on kindness throughout the campus.

3.3.1 District provided certificated staff with training on how to engage in impactful, transformative conversations with the parent community using a solution-focused mindset.

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.

No Material Differences

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

School-wide implementation of SEL (Empowering Minds) has been well-received by staff members. And although the recess breaks were intended to help support COVID protocols, small recess populations lends itself to safer playing opportunities for all children. The kindness initiative by the school's Leadership group could be seen in the cafeteria (kindness notes for students and staff) as well as throughout the campus as students supported a Kindness Campaign.

On-going support with solution-focused conversations continues to be beneficial as staff continue to support families through a pandemic.

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.

Results from the Healthy Kids Survey demonstrated a need to improve parental involvement as well as increase student motivation and engagement.

Some approaches for improving parental involvement includes hosting an annual Family Showcase Night each spring. The Family Showcase Night encourages families to share products, practices, and favorite pastimes in the following categories:
- Games
- Hobbies
- Crafts
- Cooking
- Family traditions, cultural practices

- Agricultural Practices
- Entrepreneurship

Another approach involves the hiring of a TOSA, who can act as Dean of students and facilitate solutions-focused conversations with families.

Formally establishing a student-led leadership committee can specifically target student motivation and optimism.

Additionally, the Superintendent/Principal would like to further engage parents and students by hosting Principal of the Day monthly events and featuring the occasion in Blue Paw News.

Another area of growth identified in meetings came out of this year's new vertical collaboration time. During one of the junior high department meetings, the team reviewed results from the Eighth Grade Graduate Survey. An ongoing challenge that continues to trend in the data points to difficulty in transitioning from being educated in self-contained classrooms for all subjects to a traditional high school setting. As a result, the district presented the idea of departmentalizing junior high for Math, Science, and English Language Arts to the Board, and the Board approved the plan for the 2022-23 school year.

School-wide implementation of SEL will continue with grades K-2 using the Toolbox program, 3-5 using the Empowering Minds program, and middle school focusing on executing SEL skills through schoolwide leadership opportunities, such as leading pep rallies. Grades 6-8 will participate in a student-led Leadership Committee focused on service learning, social-emotional learning, gratitude and kindness, student voice, and connections to CTE pathways.
Parent letters will be sent out as needed to communicate content learned and invite parent input.

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

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

Projected LCFF Supplemental and/or Concentration Grants	Projected Additional LCFF Concentration Grant (15 percent)
144,257	0

Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
8.73%	0.00%	$0.00	8.73%

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.

Goal 1 - Action 3 - Implementing school-wide social emotional program
While some research suggests there are not significant differences in nonminority students regarding social-emotional skills (MAWI Learning), social emotional skills can be used to predict academic success and dropout rates. And knowing that social emotional skills can help increase grades, social emotional learning can help close achievement gaps.

Goal 2 - Action 1 - Implementing early reading intervention

The increasing number of students struggling to read continues to dominate grade level conversations. Data review continues to identify low-income and English learners as the majority of those who struggle. By sustaining and enhancing the school's reading intervention programs that relies on a multisensory approach, the District intends for students to become independent readers at an earlier age and decrease the number of struggling readers in grades 3 and above.

Goal 2 - Action 4 - Implementing school-wide standards-based report card

To continue to increase parent involvement across subgroups, standards-based report cards provide more specific information regarding a child's progress in school. When parents have a better understanding of their child's progress, they have a clearer understanding of what students have or have not mastered. This understanding can lead to more informed conversations between school and home, resulting in higher parent engagement and increased student achievement.

Goal 2 - Action 5 - Implement restorative justice practices

Implementation of Restorative Justice will continue to support our "relationship focused" culture as well as reduce, prevent and improve harmful behavior of students.

Goal 3 - Action 2 - Sustaining positive school climate

According to the National School Climate Center, "school climate refers to the quality and character of school life." By focusing on a positive school climate, all students - including subgroups - will feel welcomed, safe, and engage in learning.

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

41% of the school population is categorized as socioeconomically disadvantaged. 11% of the school population are classified as English Language Learners.
21% of students with socioeconomic challenges and 9% of English Language Learners met or exceeded standards in mathematics.
40% of students with socioeconomic challenges and 9% of English Language Learners met or exceeded standards in English Language Arts.

In order to better target the specific academic needs of students, Lake Elementary has established self-contained classrooms for grade levels K-5. In order to better prepare students for transitioning to the high school environment and to improve academic scores, grades 6-8 are moving to a departmentalized model for math, science, and language arts. The school maintains an average student to teacher ratio of 20:1 in grades K-8 during the school year, and an even smaller ratio during summer camp. This year the ratio is 11:1.

Increased services include:

- specializing the SEL focus across the grade bands (introducing concepts in a concrete way using Toolbox, reinforcing the skills with specific lessons from Empowering Minds, and demonstrating concepts and skills through service in the new student-led middle school leadership committee).

- providing in-class literacy interventions in grades K-2, using Lindamood-Bell programs, which targets the sensory-cognitive processes that support successful reading

- piloting of a new language arts curriculum with embedded in-class intervention in grade 5

- implementing one uniform report card with frequent data snapshots that incorporates both SEL competencies and academic performance indicators

- establishing an additional administrator role. This teacher on special assignment will support students by acting as Dean of Students, Maintenance and Facilities Adviser, and coordinator of the new physical education program. This additional support will allow the district to improve and sustain a positive school climate.

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

n/a

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

2022-23 Total Expenditures Table

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$182,702.00				$182,702.00	$181,702.00	$1,000.00

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1.1	Community involvement regarding campus beautification and school-wide events	All					$0.00
1	1.2	Align professional development needs with district and community resources.	All	$7,000.00				$7,000.00
1	1.3	Implement school-wide social emotional program	English Learners Foster Youth Low Income	$10,000.00				$10,000.00
2	2.1	Implement Early Reading Intervention	English Learners Foster Youth Low Income	$5,000.00				$5,000.00
2	2.2	Sustain minimum days for professional development	English Learners Foster Youth Low Income	$10,000.00				$10,000.00
2	2.3	Implement school-wide social emotional learning	English Learners Foster Youth Low Income	$10,000.00				$10,000.00
2	2.4	Implement a school-wide standards-based report card	All	$5,000.00				$5,000.00
2	2.5	Implement restorative justice practices	English Learners Foster Youth Low Income	$2,000.00				$2,000.00
2	2.6	Implement a schoolwide P.E. program	English Learners Foster Youth Low Income	$108,702.00				$108,702.00

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
2	2.7	Implement a departmentalized model for grades 6-8	All					
3	3.1	Solicit stakeholder input via annual surveys	All	$500.00				$500.00
3	3.2	Sustain positive school climate	English Learners Foster Youth Low Income	$4,000.00				$4,000.00
3	3.3	Implement solution-focused training	All	$500.00				$500.00
3	3.4	Implement a TOSA-Dean of students, Physical Education Program Coordinator, Maintenance and Facilities Advisor	English Learners Foster Youth Low Income	$20,000.00				$20,000.00

2022-23 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
1652981	144,257	8.73%	0.00%	8.73%	$169,702.00	69.84%	80.11 %	**Total:**	$169,702.00
								LEA-wide Total:	$169,702.00
								Limited Total:	$0.00
								Schoolwide Total:	$0.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1.3	Implement school-wide social emotional program	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$10,000.00	8.73
2	2.1	Implement Early Reading Intervention	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools K-2	$5,000.00	8.73
2	2.2	Sustain minimum days for professional development	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$10,000.00	8.73
2	2.3	Implement school-wide social emotional learning	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$10,000.00	8.73
2	2.5	Implement restorative justice practices	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$2,000.00	8.73
2	2.6	Implement a schoolwide P.E. program	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$108,702.00	8.73

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 (%)
3	3.2	Sustain positive school climate	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$4,000.00	8.73
3	3.4	Implement a TOSA-Dean of students, Physical Education Program Coordinator, Maintenance and Facilities Advisor	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$20,000.00	8.73

2021-22 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$54,000.00	$54,000.00

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	Community involvement regarding campus beautification and school-wide events	No	$0.00	
1	1.2	Align professional development needs with district and community resources.	No	$7,000.00	7000
1	1.3	Implement school-wide social emotional program	Yes	$10,000.00	10000
2	2.1	Implement Early Reading Intervention	Yes	$5,000.00	5000
2	2.2	Sustain minimum days for professional development	Yes	$10,000.00	10000
2	2.3	Implement school-wide social emotional program	Yes	$10,000.00	10000
2	2.4	Implement a school-wide standards-based report card	No	$5,000.00	5000
2	2.5	Implement a restorative justice matrix	Yes	$2,000.00	2000
3	3.1	Solicit stakeholder input via annual surveys	No	$500.00	500
3	3.2	Sustain positive school climate	Yes	$4,000.00	4000

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
3	3.3	Implement solution-focused training	No	$500.00	500

2021-22 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
135,958	$41,000.00	$137,000.00	($96,000.00)	0.00%	0.00%	0.00%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.3	Implement school-wide social emotional program	Yes	$10,000.00	10000		
2	2.1	Implement Early Reading Intervention	Yes	$5,000.00	5000		
2	2.2	Sustain minimum days for professional development	Yes	$10,000.00	10000		
2	2.3	Implement school-wide social emotional program	Yes	$10,000.00	10000		
2	2.5	Implement a restorative justice matrix	Yes	$2,000.00	2000		
3	3.2	Sustain positive school climate	Yes	$4,000.00	100,000		

2021-22 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
1,558,821	135,958	0	8.72%	$137,000.00	0.00%	8.79%	$0.00	0.00%

Instructions

[Plan Summary](#)

[Engaging Educational Partners](#)

[Goals and Actions](#)

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

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

Introduction and Instructions

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

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

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning (California *Education Code* [*EC*] Section 52064[e][1]). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students.

- **Meaningful Engagement of Educational Partners:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful engagement (*EC* Section 52064[e][1]). Local educational partners possess valuable perspectives and insights about an LEA's programs and services. Effective strategic planning will incorporate these perspectives and insights in order to identify potential goals and actions to be included in the LCAP.

- **Accountability and Compliance:** The LCAP serves an important accountability function because aspects of the LCAP template require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:

  o Demonstrating that LEAs are increasing or improving services for foster youth, English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (*EC* Section 52064[b][4-6]).

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

  o Annually reviewing and updating the LCAP to reflect progress toward the goals (*EC* Section 52064[b][7]).

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

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

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

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

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

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

- **Schools Identified**: Identify the schools within the LEA that have been identified for CSI.

- **Support for Identified Schools**: Describe how the LEA has or will support the identified schools in developing CSI plans that included a school-level needs assessment, evidence-based interventions, and the identification of any resource inequities to be addressed through the implementation of the CSI plan.

- **Monitoring and Evaluating Effectiveness**: Describe how the LEA will monitor and evaluate the implementation and effectiveness of the CSI plan to support student and school improvement.

Engaging Educational Partners

Purpose

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

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

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

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

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

Requirements and Instructions

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

Local Control and Accountability Plan:
For county offices of education and school districts only, verify the LEA:

a) Presented the local control and accountability plan to the parent advisory committee in accordance with Education Code section 52062(a)(1) or 52068(a)(1), as appropriate.

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

c) Notified members of the public of the opportunity to submit comments regarding specific actions and expenditures proposed to be included in the local control and accountability plan in accordance with Education Code section 52062(a)(3) or 52068(a)(3), as appropriate.

d) Held at least one public hearing in accordance with Education Code section 52062(b)(1) or 52068(b)(1), as appropriate.

e) Adopted the local control and accountability plan in a public meeting in accordance with Education Code section 52062(b)(2) or 52068(b)(2), as appropriate.

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

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

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

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

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

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

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

- Inclusion of action(s) as contributing to increased or improved services for unduplicated 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:

  o **Scope**: The scope of an action may be LEA-wide (i.e., districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.

  o **Unduplicated Student Group(s)**: Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.

  o **Location**: Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate "All Schools." If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter "Specific Schools" or "Specific Grade Spans." Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades transitional kindergarten through grade five), as appropriate.

- **Time Span**: Enter "ongoing" if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter "1 Year," or "2 Years," or "6 Months."

- **Total Personnel**: Enter the total amount of personnel expenditures utilized to implement this action.

- **Total Non-Personnel**: This amount will be automatically calculated based on information provided in the Total Personnel column and the Total Funds column.

- **LCFF Funds**: Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA's total LCFF target (i.e., base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).

  o **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.

  o As noted in the instructions for the Increased or Improved Services section, when identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

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

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

- **6. Estimated Actual LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on of the number and concentration of unduplicated students in the current school year.

- **Estimated Actual Expenditures for Contributing Actions**: Enter the total estimated actual expenditure of LCFF funds used to implement this action, if any.

- **Estimated Actual Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis only to unduplicated students, and that does not have funding associated with the action, enter the total estimated actual quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%).

  o Building on the example provided above for calculating the Planned Percentage of Improved Services, the LEA in the example implements the action. As part of the annual update process, the LEA reviews implementation and student outcome data and determines that the action was implemented with fidelity and that outcomes for foster youth students improved. The LEA reviews the original estimated cost for the action and determines that had it hired additional staff to collect and analyze data and to coordinate supports for students that estimated actual cost would have been $169,500 due to a cost of living adjustment. The LEA would divide the estimated actual cost of $169,500 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Estimated Actual Percentage of Improved Services for the action.

LCFF Carryover Table

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

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

Calculations in the Action Tables

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

Contributing Actions Table
- 4. Total Planned Contributing Expenditures (LCFF Funds)

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

- 5. Total Planned Percentage of Improved Services

    o   This percentage is the total of the Planned Percentage of Improved Services column

- Planned Percentage to Increase or Improve Services for the coming school year (4 divided by 1, plus 5)

    o   This percentage is calculated by dividing the Total Planned Contributing Expenditures (4) by the Projected LCFF Base Grant (1), converting the quotient to a percentage, and adding it to the Total Planned Percentage of Improved Services (5).

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

- 6. Estimated Actual LCFF Supplemental and Concentration Grants

    o   This is the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on of the number and concentration of unduplicated students in the current school year.

- 4. Total Planned Contributing Expenditures (LCFF Funds)

    o   This amount is the total of the Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)

- 7. Total Estimated Actual Expenditures for Contributing Actions

    o This amount is the total of the Estimated Actual Expenditures for Contributing Actions (LCFF Funds)

- Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)

    o This amount is the Total Estimated Actual Expenditures for Contributing Actions (7) subtracted from the Total Planned Contributing Expenditures (4)

- 5. Total Planned Percentage of Improved Services (%)

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

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

    o This amount is the total of the Estimated Actual Percentage of Improved Services column

- Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)

    o This amount is the Total Planned Percentage of Improved Services (5) subtracted from the Total Estimated Actual Percentage of Improved Services (8)

LCFF Carryover Table
- 10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)

    o This percentage is the Estimated Actual LCFF Supplemental and/or Concentration Grants (6) divided by the Estimated Actual LCFF Base Grant (9) plus the LCFF Carryover – Percentage from the prior year.

- 11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)

    o This percentage is the Total Estimated Actual Expenditures for Contributing Actions (7) divided by the LCFF Funding (9), then converting the quotient to a percentage and adding the Total Estimated Actual Percentage of Improved Services (8).

- 12. LCFF Carryover — Dollar Amount LCFF Carryover (Subtract 11 from 10 and multiply by 9)

    o If the Estimated Actual Percentage of Increased or Improved Services (11) is less than the Estimated Actual Percentage to Increase or Improve Services (10), the LEA is required to carry over LCFF funds.

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

- 13. LCFF Carryover — Percentage (12 divided by 9)

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

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