

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
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Plan Summary [2021-22]

General Information

A description of the LEA, its schools, and its students.

The Community

The Oroville City Elementary School District is located in the historic goldrush town of Oroville, home to the tallest earth filled dam in the United States. Oroville is situated at the base of the Sierra Nevada foothills in northern California's Sacramento Valley. Originally called Ophir and renamed Oroville in the late 1800's, the "City of Gold" was once the largest mining community in California and the fifth largest town in the state. Olives, nuts, and mandarins were also grown in the area, and these crops continue to be grown today. Grapes and wineries have also sprung up in the area, bringing new restaurants and visitors to the town. A yearly salmon festival, timed when the salmon are spawning in the Feather River, educates locals and visitors about the salmon and the environment. The downtown is experiencing a resurgence in renovation of the old buildings. The historic Oroville Inn has been beautifully restored and now houses students from the local Lineman's College, a training facility that prepares them for work on utility lines. The community is also home to a Chinese Temple, built in 1863, by the many Chinese citizens that were a vital part of the community.

Oroville is the county seat of Butte County. According to the most recent "Data USA" report, Oroville's population is 18,932. Residents have a median household income of \$35,764 and a median age of 32.9. The largest employers in the area are health care, government, and retail. Caucasian, Hispanic and Asian, with Hmong representing the largest segment of the Asian population, represent the three main races in the community. Approximately 26.6 percent of residents live below the poverty line.

The Oroville City Elementary School District:

There are seven schools within the District. Of these, four are TK-5 elementary (Oakdale Heights, Ophir, Stanford Avenue and Wyandotte Academy). Two are middle schools (Central, and Ishi Hills, both 6-8). Another school (Sierra Del Oro) houses a regional, severely handicapped preschool program, along with a California Children Services (CCS) medical therapy unit. Oroville City Elementary is the second largest school district in the county in terms of student enrollment.

Of the District's 2,365 K-8 students, approximately 79 percent qualify for free or reduced lunch. Although the District has been diligent in providing student interventions and striving to reduce the number of students receiving special services, approximately 17 percent qualify for special education. English Learners comprise 6.8 percent of the student population, with Spanish and Hmong students making up our two significant EL subgroups. Approximately 1.2 percent of our students have been in foster placements, while 86 homeless students account for 3.64 percent of the student population. The District works collaboratively with foster and homeless liaisons in neighboring districts and the county to accommodate the needs of homeless and foster students. Because of the high number of students from low socio-economic backgrounds, as well as the high percentages of foster, homeless and special needs students, the District provides free bus transportation to support student attendance.

The District's vision is to achieve excellence in education through the success of all our students and staff. Our mission is to empower all our students to be successful lifelong learners and citizens. In addition to rigorous classroom instruction and opportunities for education outside of the classroom, the area's rich history also allows for many authentic learning experiences.

Teachers are provided multiple opportunities to learn about and implement the California State Content Standards (CSCS). A math adoption occurred in 2015, and English Language Arts (ELA) materials were piloted in 2016-17 and adopted for the start of the 2017-18 school year. Teachers were trained in the curriculum and standards. In 2017-18, a specialist from BCOE helped K-5 teachers identify essential standards for ELA and "unwrap" them into teachable and measurable parts. K-8 teachers began developing ELA pacing guides and selecting assessments to measure students' progress towards meeting the ELA standards. In 18-19, teachers begin creating assessments in Illuminate to begin administering in the 19-20 school year. This was interrupted due to COVID. All students were sent home for Distance Learning and the project was placed on hold.

During the 20-21 school year all students began the year in Distance Learning. In October parents were given the choice to return their children to school in a hybrid model. Our hybrid model had students attend school two full days, and had three days a week when students worked independently at home. April 12, 2021, students began attending school five days a week in person, or they were given the option to continue Distance Learning.

This year our District entered into a five-year settlement with the Department of Justice. We have a monitor assigned to us and she has provided professional development centered on CR PBIS, implicit/explicit bias, and strategies to de-escalate behavior. In addition, the school PBIS teams have met monthly for team training and to work on their school's implementation of PBIS.

Reflections: Successes

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

The 2020 - 2021 school year has brought the biggest challenges education has faced in one year. OCESD began the tumultuous year daily watching county numbers to determine if we could open the school doors or begin the year in distance learning. Due to county data OCESD opened schools in a distance learning model. October 19th, we transitioned to a hybrid model for many students, and some stayed in distance learning. On April 12, OCESD returned to a regular schedule for families who chose that model. Other students stayed in distance learning. Through these transitions, the team spirit of everyone trying to make schedules work was remarkable. The classified personnel were flexible, adaptive, and supportive throughout the whole process. The teachers learned new ways to teach, learned new platforms, and adjusted instruction as needed. Our administrators worked tirelessly shifting the systems and addressing the needs with a problem-solving attitude. This was our greatest success this year.

Performance data in iReady

Reading scores remain about the same. Tier 3 indicates students at least 2 years behind in reading. Our Tier 3 data has remained steady at 34% (2019); 36% (2020); 36% (2021). Tier 1 data remained steady at 38% (2019); 31% (2020); 35% (2021). Tier 1 reflects students at grade level.

All students in the middle school grades received an SEL curriculum throughout the school year.

Suspension rates, due to Covid, were nonexistent until all students returned to school April 12. Behavior escalated but not to the levels of prior years. Accurate data is not yet available.

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.

Due to COVID, the 2020 dashboard data is not available. OCESD will remain at the same performance levels until new data is reported. OCESD will continue to be qualified for Differentiated Assistance based on Chronic Absenteeism and ELA scores for two student groups (Special Education and African American).

The Chronic Absenteeism rate is 30.4% (missing more than 10 percent or 18 days of the school year), as of May 28, 2021, in Aeries Analytics. The African American Student Group is 46.7%, Foster Youth is 40.5%, and Homeless is 41.0%. These rates are elevated from prior years. In 2019, the California Dashboard reported three subgroups with the poorest absenteeism. African American at 23.4%, Students with Disabilities at 29.6%, and Foster Youth at 32.4% were all in Red. Our African American and Foster Youth continue to be the area of greatest concern.

LCAP Highlights

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

At its core, the overall goal of the LCAP is to continually improve upon the educational outcomes for all students. The current LCAP is structured around three main goals: 1. The District will ensure that all teachers and paraprofessionals are appropriately assigned and highly qualified, and that school facilities are safe and maintained in good repair. 2. Improve Student Achievement: The achievement gap will be lessened as student achievement increases among all students, including foster youth, special education, socio-economically disadvantaged, and EL students. 3. The District will improve student engagement, parent involvement, and school climate. Reviewing OCESD data Suspension and Chronic Absenteeism data, it is very clear that the district needs to increase its focus on Goal No. 3. The data from this year's LCAP has not changed much since the pandemic data from the 2020 school year is not being reported and the district was not able to complete spring testing for the 2020 school year. However, due to lower student engagement, and being on a hybrid or distance learning schedule for $\frac{3}{4}$ of a school year, we have assessments that indicate a learning loss that has occurred during the pandemic. There is a heightened awareness and need to develop a robust Culturally Responsive Positive Behavioral Intervention Supports (CR-PBIS) system and support the system with an articulated Social Emotional Learning (SEL) taught at every grade level with trauma informed practices implemented in all classrooms. To address these needs, the 20-21 LCAP has increased counseling services for elementary students, and classroom teachers will teach Social Emotional Learning. This allows counselors more time to support tier 2 and 3 students. Middle school students will continue to have one section of SEL daily, and this will be taught by various teachers. An increased amount of professional development for both classified and certificated staff will occur to support a highly articulated and fully implemented CR PBIS that will encompass training on trauma informed practices, social emotional learning, equity, and restorative practices. To address the learning loss that occurred during the pandemic, there will be a reading coach at each of the elementary schools and an intervention teacher at the middle schools. In addition, instructional aides will receive targeted training to support students in math during an RTI model. OCESD will continue to utilize i-Ready assessments while adding STAR reading assessments and building local assessments through Illuminate. The District is contracting with an Illuminate support person to provide on-going training for teachers utilizing grade level meetings.

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.

OCESD does not have any schools that qualify for the Comprehensive Support and Improvement.

Support for Identified Schools

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

Monitoring and Evaluating Effectiveness

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

Stakeholder Engagement

A summary of the stakeholder process and how the stakeholder engagement was considered before finalizing the LCAP.

The Oroville City Elementary School District is committed to a meaningful stakeholder involvement in the development of the LCAP. During the 2020 - 2021 school year, the District coordinated different meetings to disseminate LCAP information and involve parents/community members, classified and certificated staff, students, administrators, and representation from the bargaining units we included in the decision-making process. All meetings were held virtually, and the groups followed the same format. Each group of stakeholders met individually to encourage all stakeholders an equal voice. The first meeting began with the review of the purpose of LCAP and how the funding worked. Then data was presented that aligned with the goal being discussed, and we reviewed the goals and actions that were currently in the LCAP. At the second meeting, a series of questions were asked to generate ideas to improve student outcomes. At the third meeting all goals and actions were reviewed and discussed. A final meeting was arranged to present the draft of the entire plan and answer any questions from all the stakeholders.

A summary of the feedback provided by specific stakeholder groups.

Parents - Identified a high need for additional counselors to support our students emotionally and to address the trauma their children have experienced. Parents would also like to see support for their children with homework and learning study skills as well as getting help in math. They expressed a need for staff to be able to support their child's learning level. Also due to the pandemic there was a heightened need for social activities for their students such as clubs after school, or social activities. Parents expressed a need for more attendance incentives for their children, especially if they are in distance learning. 20% of the parents expressed an interest in summer school for their child. If we can expand our programs, there was a high level of interest in a fine art and then a STEAM focus.

Teachers - Through the staff survey, keys areas of focus for professional learning on student engagement strategies both in person and online, how to support struggling students and how to use the adopted curriculum online. Staff discussed researching alternative programs to iReady that address the same function. Staff indicated the classroom budget provides enough for basics; however, if they need any class replacements or incentives, they are buying it out of pocket. They would like the amount increased. In Curriculum Council, the group identified adopting history books for the next year and then science for elementary the following year. The group discussed having additional instructional aides and how that could benefit the class at the elementary level if we trained the IA's to learn specific strategies. Middle school teachers determined it would be best to have an aide to support the intervention teacher. Teachers support the idea of clubs and activities after school. Teachers working with EL students discussed the need to continually talk about and learn effective strategies for EL students. Sending a few teachers to CABE was discussed, and it was agreed OCESD would support the on-going training need for EL instruction.

Classified Staff - Classified provided a wealth of ideas on how to improve our district through everyone working on connecting with students, more professional development for the classified staff, and programs to assist students with social and emotional support. The group brainstormed ways to support Foster Youth. One suggestion was classified staff would strengthen attendance through phone calls. Classified staff also wanted to be trained on a variety of topics such as trauma informed practices. Classified Staff would also like to see

more follow up communication by using text or phone calls, in case they miss an email. They also suggested that we advertise several times throughout the year if there are services available to parents. At the beginning of the year, make sure there are trainings, to ensure parents know how to access grades and post assignments to support their child.

Foster Youth Parents - identified the need for tutoring after school, counseling support, and teaching these students coping strategies.

CSEA - Staff wanted to see more professional development and at varied times. They also suggested attendance incentive programs with excellent suggestions on details of how to develop the program. Cleanliness and renovations need to be kept up in the schools. Utilize the classified staff more to support school climate and making connections with students.

OETA - Utilize the classified staff in the meetings and listen to the ideas suggested. At the first meeting they suggested using the instructional aides at the secondary level with the intervention teacher and that the elementary aides would need to be trained district-wide. At the second meeting, providing after school clubs and activities were discussed; however, transportation is a barrier, and they would like to see an activity bus if we provide after school activities or support.

Administrators - Many demands were placed on the administrators this spring, so an abbreviated process was used with them. They did review the data and all the suggestions presented. They were supportive of most of the suggestions and identified ways to make the activities work. They supported the additional reading teachers/intervention teachers, instructional aides to The a RTI time, and replacement for the technology. They supported finding ways to have the clubs or enrichment times during the school day because not all students can access after school clubs or interventions after school.

SELPA - Two additional actions were included in this LCAP based on SELPA input: Strategy for Development and Strategies for Improvement. These actions focus on professional development; mainstreaming students the appropriate amount of time and and supporting students in the least restrictive environment whenever possible.

A description of the aspects of the LCAP that were influenced by specific stakeholder input.

Based on the series of meetings with each fo the stakeholders additional items were added to the LCAP. Below is a list of itmes that had been included in the LCAP due to the stakeholders input.

Parents -
Additional counselor
Homework Support
Social clubs/activities
Attendance Incentives

Reading Coaches
RTI - support child

Teachers -

Professional Development on supporting struggling students, student engagement, core curriculum electronic components
History Textbook adoption
Reviewing i-Ready options
Provide Reading Coaches/Intervention - one per site
Instructional Aides to support RTI
Student activities/clubs
Learn new EL Strategies

Classified Staff

Professional Development for Classified
Support Foster Youth Attendance
Increase communication - repeatedly put out the services that schools offer
Utilize the classified staff more, support school climate, and make connections with students

Foster Youth Parents identified the need for tutoring after school, counseling support, teaching students coping strategies.

CSEA - Staff wanted to see more professional development at varied times so they could have a choice when to attend the trainings.

Attendance incentive Programs
Higher standards for Cleanly campus

OETA

Provide instructional aides at the secondary level to support intervention teacher and aides for the elementary
Provide training for instructional aides
If after school programs are offered then provide activity bus

Administrators

Reading Coaches
Technology Replacement
Activity/ clubs during school day
Instructional aides to support math RTI

SELPA

Support students in least restrictive environment
Provide professional development on strategies to support SPED studentsA. Provide training materials, resources and artifacts.

Provide a professional learning calendar and agendas.
Ensure SWD's are mainstreaming the appropriate amount of time.
Provide a professional development calendar

Goals and Actions

Goal

Goal #	Description
1	(1) The District will ensure that all teachers and paraprofessionals are appropriately assigned and highly qualified, and that school facilities are safe and maintained in good repair.

An explanation of why the LEA has developed this goal.

Maintenance of Goals

OCESD has strived to maintain facilities in good condition. Our facilities consistently receive a "good repair" in our FIT reports and students have indicated the facilities are clean as measured below. Due to this we want to maintain our goals and continue to meet or exceed the goals.

Our desire to maintain highly qualified staff is measured by appropriately credentialed teachers and students feedback on the Healthy Kids Survey regarding school connectedness, academic motivation, and caring adults. Therefore, this goal is listed as "Maintenance of Goals"

On the Healthy Kid Survey, 2019, 5th grade students report:
60% of the school building are clean most or all of the time.
56% are proud of their school
89% report high or moderated on school connectedness
81% high or moderate academic motivations

On the Healthy Kid Survey, 2018, 7th grades report:
57% agree or strongly agree they feel a part of the school
46% agree or strongly agree their school is usually clean and tidy
59% pretty much true or very much true that there are caring adults at school

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Priority 1 Credentialed Teachers	100% Credentialed				Maintain the 100% Credential Staff
Priority 1: FIT	100% of our facilities are in good or exemplary condition.				Maintain the 100% of our facilities ae in good or exemplary condition.
Priority 1: Sufficient Instructional Materials	100% of our classrooms have sufficient instructional materials.				Maintain 100% or our classrooms have sufficient instructional materials.

Actions

Action #	Title	Description	Total Funds	Contributing
1	Staffing	A. The District will hire and retain a highly qualified staff through a competitive salary schedule, comparable to districts identified in the collective bargaining agreements.		Yes
2	Maintenance of Facilities	B. The District will hire maintenance, grounds, custodial, and clerical staff, as needed. (Refer to Section "Demonstration of increased or Improved Services for Unduplicated Pupils")	\$50,521.00	Yes
3	Teacher Development	The District will contract with the Butte County Office of Education for BTSA services.	\$21,728.00	Yes

Action #	Title	Description	Total Funds	Contributing
4	Substitute Teachers	To support professional development and high quality substitutes, the District will maintain the current substitute teacher daily rate.	\$65,000.00	Yes
5	Facility Plan	The District will assess, revise, and continue implementation of the 5 year facility plan that will include safety priorities for each of the schools (Appendix C).	\$1,037,246.00	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.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

A report of the Estimated Actual Expenditures for last year's actions may be found in the Annual Update Expenditures Table.

Goals and Actions

Goal

Goal #	Description
2	OCESD will increase student achievement for all students while addressing the needs of subgroups to close the achievement gap.

An explanation of why the LEA has developed this goal.

Analysis of student data from the past three year's California Dashboard indicate growth in both ELA and Math progressing from orange in 2017 to yellow in both 2018 and 2019. ELA indicated 47 points from standard; math resulted in 69 points from standard in 2019. Specifically homeless, black and SWD have been in the red level for reading and math during the last four years. Local measures, iReady, also identifies sub groups performing at varying levels. In reading the American Indian, SED and Black groups are showing achievement gaps and in math the black group shows a significant gap. The district was just beginning to develop a district wide assessment system with formative and summative assessments before the pandemic closed schools down. The need still exists; assessment development will be restarted in the fall; used strategically to identify targeted groups of instruction and measure growth. These assessments will lead to an articulated MTSS and provide a more indepth root cause analysis. Due to the comprehensive actions in this goal resulted in this goal being broad with multiple ways to measure the goal.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Priority 4 SBAC Scores Math	Math SBAC 2018 - 19 Met or Exceeded Standards All Students 26% EL students 31% SWD 5% SED 22% Black 18% Am Indian 19% Asian 37% Hispanic 24% Two + Races 25%				Math Meets or exceeds standards by: All Students 31% EL students 36% SWD 13% SED - 30% African Am 26% Am Indian 27% Asian 42% Hispanic 31% Two + Races 31% White 31%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	White 26%				
Priority 4 SBAC ELA Scores	ELA SBAC 2018-19 Met or Exceeds All Students 33% EL students 10% SWD 8% SED 29% African Am. 20% Am Indian 31% Asian 43% Hispanic 29% Two +Races 36% White 33%				ELA SBAC Met or Exceeds Standards All Students 39% EL students 19% SWD 17% SED 28% African Am. 29% Am Indian 39% Asian 49% Hispanic 37% Two+ Rces 42% White 39%
Priority 8 Local Academic Benchmark	Baseline scores established during the 2020- 2021 school year with i-Ready Program. Window 3 1st - 8th Grade Reading				i-Ready Program. Window 3 1st - 8th Grade Reading Tier 1 40% Tier 2 30% Tier 3 30%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	Tier 1 34% Tier 2 30% Tier 3 36% Black 31% Hispanic 35% Am Ind 29% Asian 39% White 34% SED 30% Math Tier 1 28% Tier 2 40% Tier 3 32% Black 9% Hispanic 28% Am Ind 27% Asian 33% White 29% SED 25%				Black 40% Hisp 41% Am Ind 38% Asian 45% White 40% SED 39% Math Tier 1 34% Tier 2 40% Tier 3 26% Black 18% Hisp 34% Am Ind 36% Asian 39% White 35% SED 34%
Priority 2: Progress in implementing academic standards	Implementation Survey 2021 English Language Arts Explore and Research 3%				Implementation Survey 2021 English Language Arts Explore and Research 3%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<p>Beginning Development 13% Initial Implementation 37% Full Implementation 47%</p> <p>English Language Development Explore and Research 10% Beginning Development 24% Initial Implementation 38% Full Implementation 28%</p> <p>Math Explore and Research 5% Beginning Development 15% Initial Implementation 32% Full Implementation 48%</p> <p>History Explore and Research 34% Beginning Development 13% Initial Implementation 18%</p>				<p>Beginning Development 13% Initial Implementation 37% Full Implementation 47%</p> <p>English Language Development Explore and Research 10% Beginning Development 24% Initial Implementation 38% Full Implementation 28%</p> <p>Math Explore and Research 5% Beginning Development 15% Initial Implementation 32% Full Implementation 48%</p> <p>History Explore and Research 6% Beginning Development 14% Initial Implementation 30%</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	Full Implementation 5% Science Explore and Research 16% Beginning Development 31% Initial Implementation 32% Full Implementation 14%				Full Implementation 50% Science Explore and Research 10% Beginning Development 30% Initial Implementation 30% Full Implementation 30%
Priority 4: Reclassification Rates					
Priority 4: CELDT Proficiency Rates	30% of EL Learners increased a level.				35% of EL Learners will increase a language level.
Priority 7: Broad Course of Study	All students, including unduplicated pupils and individuals with exceptional needs in grades 6-8 have equal access to English/language arts, mathematics, science, social science, visual and performing arts, and physical education, as demonstrated by the master schedule.				Maintain Goal of all students having equal access.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Priority 5: Middle School Drop-out Rates	The middle school dropout rate was 0.				Maintain drop out rate of 0.

Actions

Action #	Title	Description	Total Funds	Contributing
1	Classroom Supply Budget	Each regular education classroom will be assigned a \$350 budget.	\$38,500.00	No
2	Professional Development	<p>A. The District will provide certificated, classified, and administrative staff with professional development to continually update their skills, and learn best practices related to improving student learning and academic achievement</p> <p>B. Grade-level meetings to share best practices, analyze student data, explore new mindsets for raising student achievement; supporting struggling learners and students with disabilities (SWD's)</p> <p>C. Offer BCOE paraprofessional training and additional support for math paraprofessionals</p> <p>D. Provide for new teachers Math, ELA, Science to support standards and curriculum implementation</p> <p>E. Provide training on best practices for student engagement including distance learning</p> <p>F. Review options for other programs in lieu of iReady</p> <p>G. The use of educational technology to improve pupil performance--i-Ready, Illuminate, Go Guardian,</p> <p>H. Training for paraprofessionals to maximize their effectiveness working with at-risk and students with special needs</p> <p>I. Provide monthly workshops for parents to support their child.(e.g. how to structure homework time; motivate your child; encourage literacy and wellness)</p> <p>J The District will provide in professional development regarding equity, implicit and explicit bias, trauma-informed practices, SEL, PBIS, engagement strategies, strategies for struggling learners,</p>	\$16,600.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>effective practices for SWD's and core content best practices including UDL.</p> <p>K. Provide annual training and support with child find, accommodations, modifications, 504 and manifestation determination, positive behavior intervention plan and implementation, and specialized instruction.</p>		
3	Strategy Development for SWD	<p>Ensure SWD's are being supported in the general education classroom to the greatest extent possible.</p> <p>Develop a culture of supporting students in the least restrictive environment.</p> <p>Provide support in specialized instruction and reasonable accommodation</p> <p>Increase staff to student ratio.</p> <p>Provide positive behavior intervention support and Behavior Intervention Plan as needed.</p>	\$16,600.00	No
4	Strategies for Improvement	<p>A. Provide training materials, resources and artifacts.</p> <p>B. Provide a professional learning calendar and agendas.</p> <p>C. Ensure SWD's are mainstreaming the appropriate amount of time.</p>	\$16,600.00	No
5	Implementation of state standards.	<p>A. The District will provide instructional aides, library clerks, and instructional resources.</p> <p>B. The District will continue to provide students, including students with disabilities (SWD's), with more instructional minutes than required by the State for Grs. TK-8. The district provides, on average, 10% more instructional minutes per day than as required. This additional</p>	\$1,947,437.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>class time will allow for academic intervention for students and local academic assessments like Accelerated Reader, and iReady.</p> <p>C. The District will provide supplemental materials in ELA/ELD, Science, and History-Social Science (HSS) to support the Literacy Standards.</p> <p>D. The District will identify and purchase a new history and social studies adoption.</p> <p>E. The District will hire teachers to maintain the goal of 24:1 in Grs. TK-3.</p> <p>Monthly grade level meeting will support best practices, data analysis and effective implementation of programs.</p>		
6	Technology Program	<p>A. In order to fully support the rigor of the CCSS, the District will maintain site technology facilitators and a technology support person based on identified district-wide needs.</p> <p>B. The District will continue to update technology and maintain a replacement program to continue the 1:1 Chromebook program.</p> <p>C. The District will continue to update school library resources in order to support 21st Century skills. This includes continuing to support Destiny, providing technology for research purposes, and updating book collections.</p> <p>D. The District will continue to provide "Go Guardian," a software application to help teachers monitor and manage student devices.</p>	\$284,831.00	Yes
7	Multilingual program.	<p>The District will support the EL learner in order to lessen the achievement gap.</p> <p>A. The District will provide bilingual aides at sites where needed to support EL students in the core academic program.</p> <p>B. Increased support to Bilingual Hmong (8 hrs) and Spanish-speaking parent liaison (7 hours) and both positions will support 504 and SPED parents.</p> <p>C. The District will continue to expand its relationship with the African American Family and Cultural Center, Hmong Cultural Center, and</p>	\$235,169.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>Mooretown Rancheria to provide opportunities for our African American, Hmong, and American Indian students to improve their performance in ELA and Math.</p> <p>Provide instructional support for MTSS</p> <p>D. Implement new "designated" and "newcomer" ELD curriculum for Grades 7/8.</p> <p>E. Professional development will be provided to classified and certificated to provide best practices and current strategies to support our EL students. (e.g. CABE)</p> <p>F Explore supporting Promotores to assist with homework support</p>		
8	Additional Instructional support	<p>A. Provide a literacy/reading coach for each of the elementary schools and an intervention teacher for the middle schools.</p> <p>B. Provide two instructional aides per site to support math MTSS at the elementary level and one instructional aide to support the intervention teacher for the middle school.</p> <p>C. Develop a tiered system of assessments in math and reading to support an MTSS approach. Continue to provide i-Ready for Grades 1-8.</p> <p>D. Provide homework assistance to students virtually.</p>	\$1,189,469.00	No
9	Assessments	<p>A. Management and use of state and local pupil data to improve student learning- i-Ready, Illuminate</p> <p>B. The District will continue to provide a student data analysis software program (Illuminate) for academics. Teachers will continue to be trained in how to use the system.</p> <p>C. The District Assessment Committee will create local assessments to support MTSS in math and reading.</p> <p>D. Continue to develop a coherent system of report cards in which data from assessments will feed into report cards.</p>	\$0.00	Yes

Action #	Title	Description	Total Funds	Contributing
10	Implement a broad course of study	A The District will support the Grades 6-8 band program by providing a teacher and purchaing band equipment and material.	\$108,879.00	Yes
11	Foster Youth and Homeless	Review monthly the academic needs of all homeless and Foster Youth. Provide additional after school support in math, ELA and study skills as determined by the monthly meetings. Counselor check in monthly to assess if needs are supports are appropriate.	\$5,000.00	No

Goal Analysis [2021-22]

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

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

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

A report of the Estimated Actual Expenditures for last year's actions may be found in the Annual Update Expenditures Table.

Goals and Actions

Goal

Goal #	Description
3	The District will improve school climate and school safety to provide a more equitable and thriving environment.

An explanation of why the LEA has developed this goal.

In 2018 two of our schools were identified for Comprehensive Support and Improvement in which root cause analysis identified creating orderly schools while reducing suspension through establishing stronger student/staff relationships. During the 2020-2021 school year OCESD entered into a Settlement with the DOJ focusing on equity and social justice. The actions identified in the DOJ are tied to the work started with the Comprehensive Support and Improvement however more extensive and broad. Therefore, this goal is written as a broad goal with specific growth targets identified across a wide range of metrics to allow for growth across multiple social, emotional and behavioral domains in partnership with our parents and community.

Metrics include:

- strengthening CR-PBIS tiered system of support
- Increase school climate
- increase in SEL strategies
- increase in safety as reported by parents and students
- increase in interventions and support services
- decrease in suspensions
- decrease in chronic absenteeism
- increase in school connectedness
- increase implementation of trauma informed practices
- Decrease students feeling sad

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Priority 5: Local Metric/Student Engagement/School Attendance Rates	CALPADS 2019-2020				

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Priority 5: State Indicator/Student Engagement/Chronic absenteeism rates	2018- 2019 Chronic absenteeism 23.4% Red Level. Black, Foster Youth, SWD CA Dashboard Aeries Analytics reports in 2021 Chronic Absenteeism 77% Homeless 53% Black 49% FY 37% Socio 33% All				Reduce to 20% Chronic Absenteeism Aeries Analytics will reduce to
Priority 5: Local Metric/Student Engagement/High school dropout rate	There were no student dropouts in 2018 - 2019				Maintain 0 Drop out rate.
Priority 6: State Indicator/Student Suspension Indicator	2018- 2019 Suspension Rate. 10.7% Red Level. None CA Dashboard				Suspension rate for at least one suspension will reduce to 6.7%. Maintain no students in red
Priority 6: State Indicator/Student Expulsion Indicator	There were two expulsions in 2018-2019.				Reduce to 0 Expulsions in a year.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Priority 3: Parent Involvement Local Evaluation Tool	Parent Involvement: Develop measurement tools and establish a baseline.				Increased participation
Priority 6: Local Indicator School Climate	OCESD will be developing a new instrument this year. Through this survey we will collect data and measure progress. This will be determined and baseline established after we select what measure to use then what question. Healthy Kids Survey				

Actions

Action #	Title	Description	Total Funds	Contributing
1	School Climate and Safety	A . Provide noon duty campus supervisors to ensure school safety and connect with students in a proactive manner to establish positive relationships.	\$280,982.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>B. Students will take the Healthy School Survey in 5th and 7th grade; results will be analyzed to determine student need.</p> <p>C. SRO officer, through the OPD, is contracted to promote a safe campus by connecting with students</p> <p>D The District Safety Committee will review the comprehensive plans and recommend training.</p>		
2	Student Support	<p>A. The District will hire an additional counselor to the existing 3.5 counselors to ensure each site will have a 1.0 counselor.</p> <p>B. School counselors will have ongoing check-ins with foster youth and homeless to identify needs and support accordingly.</p> <p>C. Schools will administer a screener to identify students needing additional support for things like peer group conflict, bullying, academic support, etc.</p> <p>D. Weekly foster status reports will be provided to counselors and principals for the purpose of identifying students with chronic absenteeism. The principals will ensure that SARB letters are sent in a timely manner and that counselors are reaching out to the students and families.</p> <p>E. SEL classes will be offered for all students at the middle school and SEL curriculum taught in elementary classrooms by the classroom teacher.</p> <p>F. Provide enrichment/club activities either during the day or after school to connect students to school.</p> <p>G. Provide a screener to</p>	\$438,955.00	Yes
3	Professional Development	<p>A. District will provide staff development in the areas of PBIS, SEL, bully prevention, de-escalation strategies and trauma informed practices for administrators, classified, and certificated. There will be increased training for classified staff.</p> <p>B. Professional development on data entry and analysis for administrators and PBIS teams.</p>	\$16,600.00	No

Action #	Title	Description	Total Funds	Contributing
4	Anti Bullying	<p>A. Principals will schedule monthly assemblies/activities to address bullying behavior and recognize students for positive behavior (e.g., perfect attendance, good citizenship, most improved).</p> <p>B. Teachers will emphasize how to prevent bullying, respond to bullying and how to be an ally through Second Step Lessons at the elementary and SEL classes at the middle school.</p> <p>C. Counselors will assist students experiencing bullying.</p> <p>D. School safety plans will address any problem areas bullying is occurring and address the problems.</p> <p>E. Specific staff will be identified that students can go to when bullying is occurring.</p> <p>F. The District will administer the Healthy Kids School Climate survey every other year to all students in Grades 5 and 7 to identify student need for support.</p> <p>G. Student will be</p>		No
5	Communication	<p>A. The District will maintain the social media/website/mobile app communication platform. (Thrillshare, Dojo [Elementary] Remind[Middle School]) to cast a wider net in keeping parents informed and involved.</p> <p>B. To improve home/school communication regarding attendance and academic achievement, all middle school parents will have access to the Parent Portal.</p> <p>C. Sites continue to use Edulink for communication regarding absences, announcements, and school events.</p> <p>D. The District will provide an 8 hour/day Hmong speaking and a 7 hour/day Spanish-speaking Parent Liaison to facilitate community outreach and support/advocated for EL, 504 and SPED parents.</p> <p>E. Remind parents of the resources available multiple times throughout the year.</p>	\$4,106.00	Yes

Action #	Title	Description	Total Funds	Contributing
		F. Parent liaisons will call parents to encourage attendance at events and/or meetings.		
6	School Attendance	<p>A. Clerks will assist in the collection and maintenance of attendance data.</p> <p>B. Nurse and health aides services will support increased student attendance by identifying and addressing health issues at school sites.</p> <p>C. Schools will have sufficient health supplies</p> <p>D. Schools will have activities to promote and recognize good and improved attendance. (e.g., school-wide assemblies, activities, prizes, school dance).</p> <p>E. State transportation funding will be supplemented to provide students, including low income (80% of our student population), a means of getting to school.</p> <p>F. Increase sites budget to develop and implement an incentive program to improve attendance</p>	\$1,530,906.00	Yes
7	Equity and Culturally Responsive Climate	<p>School site teams will identify three academic, SEL, and trauma-responsive in tier 1 and 2 to use at their school sites.</p> <p>District will conduct self-reviews to determine appropriate service delivery to SWD's.</p> <p>School site teams will consistently engage in and implement quality improvement efforts that will help improve school climate and safety.</p> <p>Staff will increase their awareness of cultural sensitivity, equity, bias, trauma-informed practices, discipline, social-emotional learning, and CR PBIS, and be able to consistently utilize these strategies in their classrooms.</p> <p>Staff will use research-based strategies for working with racially and culturally diverse and low socioeconomic status student populations including SWD's.</p>	\$16,600.00	No

Action #	Title	Description	Total Funds	Contributing
8	Alternatives to suspension	The District will explore alternatives to student suspension A. CR-PBIS training and guidance will be provided to school teams. B. The District will continue to support professional development that helps staff understand trauma-sensitive youth and learn strategies to redirect inappropriate behavior and support social-emotional well-being C. Materials will be developed to use as an alternative to suspension.	\$6,238.00	No
9	Foster Youth and Homeless	Counselors will monitor monthly student needs for social emotional issues, any logistics in participating in school activities or transitioning into the school and attendance. Staff will be assigned to personally call families on attendance. Groups will be established to support students on adjusting to change as needed		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.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

A report of the Estimated Actual Expenditures for last year's actions may be found in the Annual Update Expenditures Table.

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2021-22]

Percentage to Increase or Improve Services	Increased Apportionment based on the Enrollment of Foster Youth, English Learners, and Low-Income students
28.23%	5,353,606

The Budgeted Expenditures for Actions identified as Contributing may be found in the Increased or Improved Services Expenditures 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.

While many of the services and approaches to educating OCESD students are provided to all students, District staff recognizes that those students needing the most support are our socioeconomically disadvantaged students, including students experiencing homelessness, English learners, and foster youth. To specifically support these students, administrators, teachers, and support staff will provide the following actions to support our unduplicated students.

Based on the analysis of the unduplicated academic scores, students from low-income families are not scoring as high as their advantaged peers. Students from a low-income family experience more challenges and low engagement due to the additional trauma they experience. To address their needs, we will equip our staff with tools through professional development and the induction program. As a result of these trainings, our students will perform at a higher level on the CAASPP and our in our local assessment, iReady. This action is carried over from previous years because we were seeing a slight increase in our math and reading scores in CAASPP. (Goal 2 Action 2, Goal 1 Action 2, Goal 3 Action 3)

During the 2020 - 2021 school year, OCESD filled 1,581 substitute requests. This is a significant number of days for a student to experience having a substitute. Due to the trauma our low socioeconomic students suffer, they need the predictability of stability, and they have a more difficult time concentrating and completing work without it. As a result, we need highly qualified substitutes to carry out the lessons for our unduplicated students. In a trend analysis there is a slight increase in student performance for math and reading. This action will continue an upward trajectory of increased student achievement. (Goal 1 Action 4)

OCESD will continue working on negating the negative impact of poverty on learning. Visible LearningThe basic form for a book citation is: Last Name, First Name. Title of Book. City of Publication, Publisher, Publication Date.research (J Hatie 2017) states a tightly articulated curriculum aligned to standards can increase an additional year of learning for low-income students. Low socioeconomic students in the last CAASPP performed only 4 points behind the “All” student in math and reading. Students will continue to close the achievement gap in the CAASPP reading and math achievement. This is supported by our technology department and being able to provide differentiated instruction to address each student’s learning level through programs such as iReady. (Goal 2 Action 5, Goal 2 Action 9, Goal 2 Action 6)

Our EL students scored 23% lower on reading than all students on the 2019 CAASPP reading test. To work on lessening the gap there is an increase in our translators' work time to access parents and increase communication. In addition, we will focus on learning high leverage strategies through sending a cadre to CAFE and additional professional development. These additional actions will help to decrease the achievement gap in reading. (Goal 2 Action 7)

Students who have experienced trauma have difficulty with memory and concentration (Balfanz and Fox 2021). Many of our low socioeconomic students experience trauma at a much higher rate than their peers. Participating in band improves communication skills, attention, and memory, and may close the achievement gap. (Dr.Krau, NW University 2021). OCESD would like to continue this action and collect data on the impact of chronic attendance rate, CAASPP scores and iReady regarding SED, FY and EL compared to students taking band and not in band. (Goal 2 Action 10)

Unduplicated students suffer from more trauma than their peers. One of the effects of trauma is their difficulty in forming secure relationships with staff. In a traditional school discipline model students become more isolated. It becomes prudent for our students to experience a predictive environment with positive adult relationships. A student survey of 633 responses reported:

73% of students feel welcome by teachers, yard duty, and office staff

20.4 % sometimes feel welcome by teachers, yard duty, and staff

70.5% feel safe at school

23.5% sometimes feel safe

OCESD will continue to provide the actions for a safe and positive school climate with staff. (Goal 3 Action 1)

Our county has gone through a pandemic and many families and students struggled. During this time, our unduplicated students experienced additional trauma. To support our families and students OCESD will increase counseling services by adding another full-time counselor and a contracted counselor. This year baseline from a screener will be established to monitor student need and growth along with CHKS. (Goal 3 Action 2)

Title I funds support the unduplicated students. A fundamental tenant in Title I is to engage families which requires communication. Our parent portal, Dojo, Remind, website, and other apps support communicating with the families on a variety of platforms. Our communications are used to announce meetings, communicate school changes, communicate student achievements, and encourage participation in advisory meetings. To support our Title I requirements this goal is being forwarded into next year.

81% of parent feel welcome to participate at school

81% The District values and encourages parent participation (Goal 3 Action 5)

Our students struggle with attendance and engagement this year. 77% of our Homeless were chronically absent, 49% Foster Youth 37% Low Socioeconomic status, compared to 33%for all students. Due to COVID, our transportation routes were dramatically reduced and impacted attendance. Our most vulnerable was the low socioeconomic. Our school nurse worked closely with families regarding attendance and help them in getting the services they needed to come to school. This goal is moving forward to help reduce transportation issues, and reduce health concerns the nurse can support and address and a more robust incentive program will be developed. (Goal 3 Action 6)

OCESD wants to have well maintained facilities. According to Penn State Center for Evaluation and Education Policy Analyst well maintained facilities is an important predictor of teacher retention and student learning. OCESD had a facilities plan that it will follow. (Goal 1 Action 2, Goal 1 Action 5)

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

Total Expenditures Table

LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
\$5,666,939.00	\$1,089,667.00		\$571,361.00	\$7,327,967.00

Totals:	Total Personnel	Total Non-personnel
Totals:	\$4,893,881.00	\$2,434,086.00

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1	English Learners Foster Youth Low Income	Staffing					
1	2	English Learners Foster Youth Low Income	Maintenance of Facilities	\$50,521.00				\$50,521.00
1	3	English Learners Foster Youth Low Income	Teacher Development	\$21,728.00				\$21,728.00
1	4	English Learners Foster Youth Low Income	Substitute Teachers	\$65,000.00				\$65,000.00
1	5	English Learners Foster Youth Low Income	Facility Plan	\$1,037,246.00				\$1,037,246.00
2	1	All	Classroom Supply Budget	\$38,500.00				\$38,500.00
2	2	English Learners Foster Youth Low Income	Professional Development				\$16,600.00	\$16,600.00
2	3	Students with Disabilities	Strategy Development for SWD				\$16,600.00	\$16,600.00
2	4	Students with Disabilities	Strategies for Improvement				\$16,600.00	\$16,600.00

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
2	5	English Learners Foster Youth Low Income	Implementation of state standards.	\$1,834,305.00			\$113,132.00	\$1,947,437.00
2	6	English Learners Foster Youth Low Income	Technology Program	\$284,831.00				\$284,831.00
2	7	English Learners	Multilingual program.	\$213,319.00			\$21,850.00	\$235,169.00
2	8	All	Additional Instructional support	\$99,802.00	\$1,089,667.00			\$1,189,469.00
2	9	English Learners Foster Youth Low Income	Assessments					\$0.00
2	10	English Learners Foster Youth Low Income	Implement a broad course of study	\$108,879.00				\$108,879.00
2	11	Homeless/Foster Youth	Foster Youth and Homeless				\$5,000.00	\$5,000.00
3	1	English Learners Foster Youth Low Income	School Climate and Safety	\$280,982.00				\$280,982.00
3	2	English Learners Foster Youth Low Income	Student Support	\$438,955.00				\$438,955.00
3	3	All	Professional Development				\$16,600.00	\$16,600.00
3	4	All	Anti Bullying					
3	5	English Learners Foster Youth Low Income	Communication	\$4,106.00				\$4,106.00
3	6	English Learners Foster Youth Low Income	School Attendance	\$1,182,527.00			\$348,379.00	\$1,530,906.00
3	7	All	Equity and Culturally Responsive Climate				\$16,600.00	\$16,600.00
3	8	All	Alternatives to suspension	\$6,238.00				\$6,238.00
3	9	All	Foster Youth and Homeless					

Contributing Expenditures Tables

Totals by Type	Total LCFF Funds	Total Funds
Total:	\$5,522,399.00	\$6,022,360.00
LEA-wide Total:	\$5,522,399.00	\$6,022,360.00
Limited Total:	\$0.00	\$0.00
Schoolwide Total:	\$0.00	\$0.00

Goal	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
1	1	Staffing	LEA-wide	English Learners Foster Youth Low Income			
1	2	Maintenance of Facilities	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$50,521.00	\$50,521.00
1	3	Teacher Development	LEA-wide	English Learners Foster Youth Low Income		\$21,728.00	\$21,728.00
1	4	Substitute Teachers	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$65,000.00	\$65,000.00
1	5	Facility Plan	LEA-wide	English Learners Foster Youth Low Income		\$1,037,246.00	\$1,037,246.00
2	2	Professional Development	LEA-wide	English Learners Foster Youth Low Income	All Schools		\$16,600.00
2	5	Implementation of state standards.	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$1,834,305.00	\$1,947,437.00
2	6	Technology Program	LEA-wide	English Learners	All Schools	\$284,831.00	\$284,831.00

Goal	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
				Foster Youth Low Income			
2	7	Multilingual program.	LEA-wide	English Learners	All Schools	\$213,319.00	\$235,169.00
2	9	Assessments	LEA-wide	English Learners Foster Youth Low Income	All Schools		\$0.00
2	10	Implement a broad course of study	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$108,879.00	\$108,879.00
3	1	School Climate and Safety	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$280,982.00	\$280,982.00
3	2	Student Support	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$438,955.00	\$438,955.00
3	5	Communication	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$4,106.00	\$4,106.00
3	6	School Attendance	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$1,182,527.00	\$1,530,906.00

Annual Update Table Year 1 [2021-22]

Annual update of the 2021-22 goals will occur during the 2022-23 update cycle.

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Total Planned Expenditures	Total Estimated Actual Expenditures
			Totals:	Planned Expenditure Total	Estimated Actual Total
			Totals:		

Instructions

[Plan Summary](#)

[Stakeholder Engagement](#)

[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 LCAP template, please contact the local 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 LEAs to engage their local stakeholders in an annual planning process to evaluate their progress within eight state priority areas encompassing all statutory metrics (COEs have ten state priorities). LEAs document the results of this planning process in the Local Control and Accountability Plan (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] 52064(e)(1)). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. Local educational agencies (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 Stakeholder Engagement:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful stakeholder engagement (EC 52064(e)(1)). Local stakeholders possess valuable perspectives and insights about an LEA's programs and services. Effective strategic planning will incorporate these perspectives and insights in order to identify potential goals and actions to be included in the LCAP.
- **Accountability and Compliance:** The LCAP serves an important accountability function because aspects of the LCAP template require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:
 - Demonstrating that LEAs are increasing or improving services for foster youth, English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (EC 52064(b)(4-6)).
 - Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (EC 52064(b)(1) & (2)).

- Annually reviewing and updating the LCAP to reflect progress toward the goals (*EC 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 stakeholders 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 stakeholder engagement tool.

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 stakeholders and the public.

At its most basic, the adopted LCAP should attempt to distill not just what the LEA is doing, but also allow stakeholders 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 stakeholders 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 stakeholder engagement functions:

Given present performance across the state priorities and on indicators in the California School Dashboard, how is the LEA using its budgetary resources to respond to 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 or a set of actions that the LEA believes, based on input gathered from stakeholders, research, and experience, will have the biggest impact on behalf of its 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 students and community. 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, stakeholder input, 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? 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.

Stakeholder Engagement

Purpose

Significant and purposeful engagement of parents, students, educators, and other stakeholders, 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 stakeholder engagement should support comprehensive strategic planning, accountability, and improvement across the state priorities and locally identified priorities (EC 52064(e)(1)). Stakeholder engagement is an ongoing, annual process.

This section is designed to reflect how stakeholder engagement influenced the decisions reflected in the adopted LCAP. The goal is to allow stakeholders that participated in the LCAP development process and the broader public understand how the LEA engaged stakeholders 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 stakeholder groups 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 stakeholder 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 stakeholder engagement 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 stakeholder process and how the stakeholder engagement was considered before finalizing the LCAP.”

Describe the stakeholder engagement process used by the LEA to involve stakeholders in the development of the LCAP, including, at a minimum, describing how the LEA met its obligation to consult with all statutorily required stakeholder groups 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 stakeholders. A response may also include information about an LEA’s philosophical approach to stakeholder engagement.

Prompt 2: “A summary of the feedback provided by specific stakeholder groups.”

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

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

A sufficient response to this prompt will provide stakeholders and the public clear, specific information about how the stakeholder 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 stakeholder feedback described in response to Prompt 2. This may include a description of how the LEA prioritized stakeholder requests 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 stakeholder 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 stakeholders 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 stakeholders 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 stakeholders. 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 stakeholders, 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.

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 2020–2021 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 .

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 expenditure 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 expenditure 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. Minor variances in expenditures 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 stakeholders. 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 stakeholders with a comprehensive description, within a single dedicated section, of how an LEA plans to increase or improved services for its unduplicated students as compared to all students 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 stakeholders 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

This section must be completed for each LCAP year.

When developing the LCAP in year 2 or year 3, copy the "Increased or Improved Services" section and enter the appropriate LCAP year. Using the copy of the section, complete the section as required for the relevant LCAP year. Retain all prior year sections for each of the three years within the LCAP.

Percentage to Increase or Improve Services: Identify the 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).

Increased Apportionment based on the enrollment of Foster Youth, English Learners, and Low-Income Students: Specify the estimate of the amount of funds apportioned on the basis of the number and concentration of unduplicated pupils for the LCAP year.

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.

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% 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% 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%: For school districts with an unduplicated pupil percentage of 55% 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%: For school districts with an unduplicated pupil percentage of less than 55%, 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% 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% 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. 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.

Expenditure Tables

Complete the Data Entry table for each action in the LCAP. The information entered into this table will automatically populate the other Expenditure Tables. All information is entered into the Data Entry table. Do not enter data into the other tables.

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

- Table 1: Actions
- Table 2: Total Expenditures
- Table 3: Contributing Expenditures
- Table 4: Annual Update Expenditures

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, provide the following information for each action in the LCAP for the relevant 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.
- **Increased / Improved:** Type "Yes" if the action is included as contributing to meeting the increased or improved services; OR, type "No" if the action is **not** included as contributing to meeting the increased or improved services.
- If "Yes" is entered into the Contributing column, then complete the following columns:

- **Scope:** The scope of an action may be LEA-wide (i.e. districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.
- **Unduplicated Student Group(s):** Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.
- **Location:** Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate “All Schools”. If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter “Specific Schools” or “Specific Grade Spans”. Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades K-5), 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”.
- **Personnel Expense:** This column will be automatically calculated based on information provided in the following columns:
 - **Total Personnel:** Enter the total amount of personnel expenditures utilized to implement this action.
 - **Total Non-Personnel:** This amount will be automatically calculated.
- **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).
- **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.