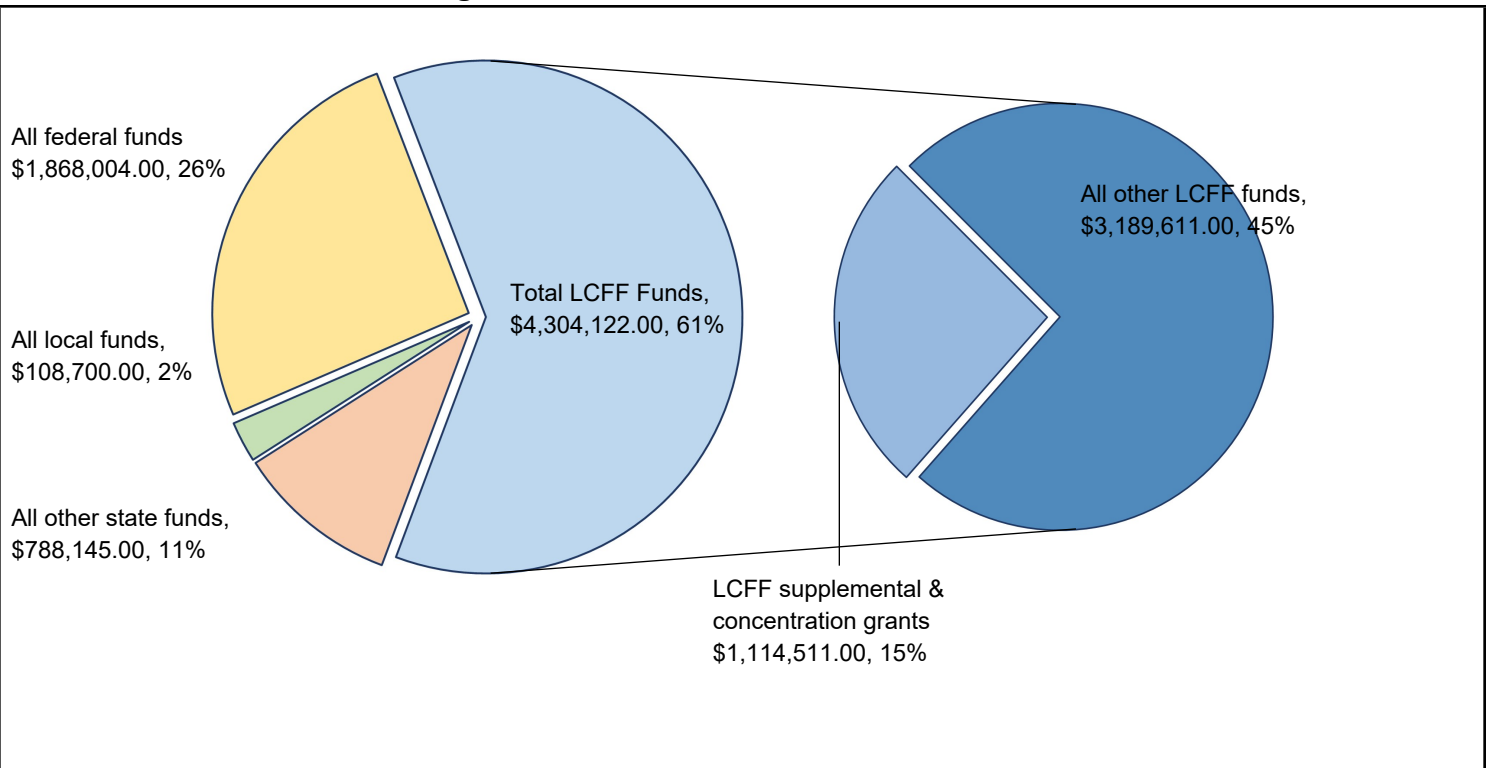


# LCFF Budget Overview for Parents

Local Education Agency (LEA) Name: Le Grand Union Elementary School District  
CDS Code: 24 65722 0000000  
School Year: 2022-23  
LEA contact information: Scott Borba, (209) 389-1040, sborba@lgelm.org

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

**Budget Overview for the 2022-23 School Year**

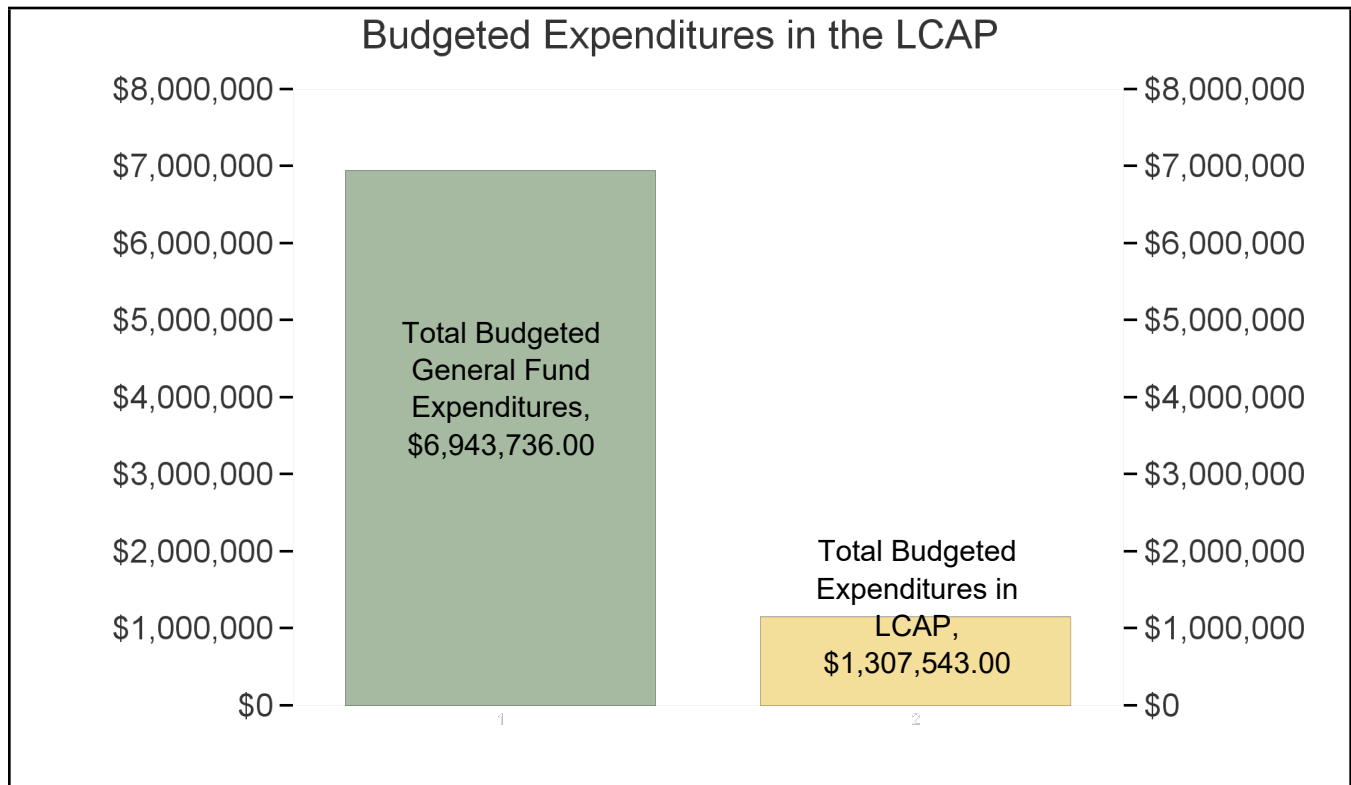


This chart shows the total general purpose revenue Le Grand Union Elementary School District expects to receive in the coming year from all sources.

The total revenue projected for Le Grand Union Elementary School District is \$7,068,971.00 of which \$4,304,122.00 is Local Control Funding Formula (LCFF), \$788,145.00 is other state funds, \$108,700.00 is local funds, and \$1,868,004.00 is federal funds. Of the \$4,304,122.00 in LCFF Funds, \$1,114,511.00 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

# LCFF Budget Overview for Parents

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



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

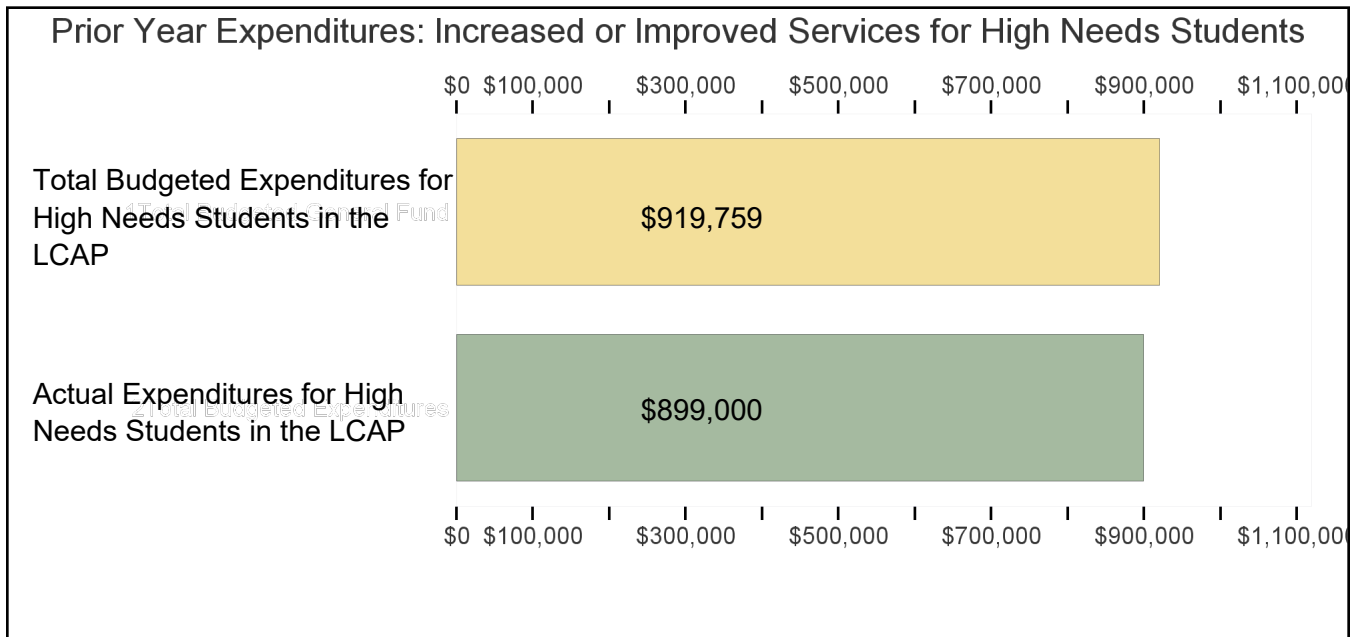
Le Grand Union Elementary School District plans to spend \$6,943,736.00 for the 2022-23 school year. Of that amount, \$1,307,543.00 is tied to actions/services in the LCAP and \$5,636,193.00 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following: General Fund budget expenditures not shown in the LCAP are general operating costs such as facilities, leasing, and some contracts with service providers as well as the majority of staff costs.

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

In 2022-23, Le Grand Union Elementary School District is projecting it will receive \$1,114,511.00 based on the enrollment of foster youth, English learner, and low-income students. Le Grand Union Elementary School District must describe how it intends to increase or improve services for high needs students in the LCAP. Le Grand Union Elementary School District plans to spend \$1,119,711.00 towards meeting this requirement, as described in the LCAP.

# LCFF Budget Overview for Parents

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



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

The text description of the above chart is as follows: In 2021-22, Le Grand Union Elementary School District's LCAP budgeted \$919,759.00 for planned actions to increase or improve services for high needs students. Le Grand Union Elementary School District actually spent \$899,000.00 for actions to increase or improve services for high needs students in 2021-22. The difference between the budgeted and actual expenditures of \$20,759.00 had the following impact on LGUESD's ability to increase or improve services for high needs students: There was a health coordinator hired but she was quickly placed on maternity leave and the district was unable to find a temporary replacement. The district made use of other personnel to fill in

# 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
Le Grand Union Elementary School District	Scott Borba Superintendent	sborba@lgelm.org (209) 389-1040

## Plan Summary [2022-23]

### General Information

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

The Le Grand Union Elementary School District is a elementary district in Merced county serving a rural community in grades TK-8. The district has 1 school. The current enrollment is 345 students of which 145 are ELs, 261 are socio-economically disadvantaged, 28 are white, 305 are hispanic, 31 are students with disabilities and the district has 4 foster youth.

As of the 2020 census, 81% of the population is Hispanic, 17% White and 2% other. 58.6% of the adults 25 and over have a high school diploma and 10.2% of that group have a bachelor degree or higher. The median family income in Le Grand is \$49,241 and per capita income is \$21,344.

LGUESD has been a leader in the education of English Learners. For example, LGE received a Golden Bell Award for their work with Math and EL students in 2019. In addition, LGUESD was one of the first districts in Merced County to go back to an in-person model of instruction In 2020-2021 and provided students with huge amounts of support throughout the pandemic. The district has an award-winning academic pentathlon team, competitive athletics, Chromebooks for every 2nd-8th-grade student, Junior Medical Academy; and a rigorous instructional program that prepares learners for college, careers, and life are just a few of the many opportunities provided to our scholars. Partly based on these results, the superintendent was the 20-21 ACSA State Superintendent/Principal of the Year.

### Reflections: Successes

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

The LEA is most proud of the progress on the following state and local indicators.

98% - % of students completing 2 formative local assessments ( baseline = 100% ) Data Source: ESE LCAP Teacher Survey

95.8% - % on the *Facilities Inspection Tool* overall rating ( baseline = 92.5% ) Data Source: Local-FIT

76.9% - % on the *District Parent Survey* agreeing that district seeks parent input ( Item 24 ) ( baseline = 69.0% ) Data Source: ESE Parent Survey

100% - % of teachers who are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching ( baseline = 100% ) Data Source: SARC

The LEA has included the following actions in the LCAP to assist in maintaining and building upon this progress: 01.02, 01.07 and 03.08. These actions will train teachers on research based CA State Standards strategies as well as the CA ELD Framework. Additionally, the use of formative ELA and Math assessments. The training of teachers and providing them with tools to be successful will help LGUESD retain and attract the best and most qualified teachers. The district will also focus maintaining facilities in good repair and maintaining good security on campus.

## 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.

There were no state indicators on the 21-22 school year CA School Dashboard in which any student group was Red or Orange.

There were no state indicators on the 21-22 school year CA School Dashboard in which any student group was two or more performance levels below the all student performance.

While there was no CA Dashboard data that met identified need criteria the district does feel the need to improve upon metrics 4.E: % of ELs reclassified (Reclassification Rate). The most recent reported data for this metric is from the 20-21 school year and the rate was 5.3%.

To address this need the district will ensure the most up to date ELD programs for all EL scholars (01.01) and train teachers on research based strategies to meet the rigor of CA State Standards and the CA ELD Framework (01.02).

## LCAP Highlights

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

The 2022-23 LCAP has the following goals as top priorities:

01 - Increase the ELA, Math, Science and Informational Literacy of all Le Grand Scholars.

03 - Create a safe, secure, and welcoming learning environment so Le Grand Scholars attend regularly and they and their families feel nurtured, engaged and connected to the school and with the staff.

To measure this progress the LCAP calls for the following expected outcomes:

50.0% - % of ELs making progress towards English Proficiency (CA Dashboard, Status) ( Baseline: 47.4% )

3.0% - % on Chronic absenteeism rate (CA Dashboard, Status) ( Baseline: 4.6% )

The 20-21 outcome on Chronic Absenteeism was 13.2%. The state did not report out the data on the Progress towards English Proficiency. The district took many actions designed to support the unduplicated student population including: Having multiple intervention specialists that provide tiered academic support to scholars in need of intensive or strategic academic interventions. LGUESD also provided a robust summer school program at the end of the 21-22 school year; as well as, ensuring that teachers meet as Professional Learning Communities every other Wednesday for grade level meetings.

The following actions are designed to assist in meeting the highlighted goals: 01.02, 02.01 and 02.03

- 01.02: Train teachers on research based strategies to meet the rigor of CA State Standards and the CA ELD Framework that are effective to meet the needs of scholars in the three student groups that perform the lowest. Activities include: Extended days for staff development; use of Instructional Rounds process to refine strategies that are effective for EL's and underperforming students; release teachers by grade level for internal rounds with a focus on research based strategies that are effective for students in the three student groups that perform the lowest.
- 02.01: Staff an additional Intervention Specialist to provide small group support to the most at risk Le Grand Scholars and to continue to modify and expand the MTSS tiered intervention system's academic supports for all scholars in need of strategic or intensive academic.
- 02.03: Provide technology support with Tech Specialist on-site, technology devices and subscriptions for staff in order to increase services to scholars (Translation software, ST Math, iPads, audio/video equipment) and provide a more robust learning experience. Provide mobile hotspots for families who can't afford or do not have internet access due to the location of their residence. Provide access for all staff and scholars to working technology hardware and/or research-based instructional software for use in the classroom.

## 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.

No schools were identified for CSI.

### Support for Identified Schools

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

No schools were identified for CSI.

### Monitoring and Evaluating Effectiveness

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

No schools were identified for CSI.

# Engaging Educational Partners

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

The LGUESD administration team met to discuss both current year and next year's LCFF, LCAP, and progress towards completion of LCAP Actions on 2/3/2022 and 3/22/2022. During these meetings the admin team discussed all five sections of the LCAP and how all goals and the eight state priorities are covered by various actions in the plan. The group specifically discussed progress on last year's LCAP (Annual Update) and began initial planning for the coming year's LCAP. Administration input into the LCAP was informed by the following factors: discussions with teachers, classroom observations, daily professional experiences, professional judgment, and student achievement data.

LGUESD conducted a focus group with all teachers including certificated staff local bargaining unit members 2/7/2022. During the focus group a facilitator reviewed: the LCFF, the LCAP's purpose, the eight state priorities, the district's current LCAP including the district's goals, metric data, and key actions. Once the review was complete the focus group was broken into small groups. Each group was tasked with identifying traits that they want students to acquire, and actions that the district could take that would assist students in developing these traits. The groups then wrote the student traits and supporting actions on "digital" posters. These posters were then shared out with the rest of the group. After the focus group meeting the traits and actions on the posters were then aggregated and used to modify the district's goals as well as identify new and continued actions for the LCAP. The results can be found in the 2nd response section of this educational partner engagement section of the LCAP. An identical focus group process was used for the classified staff, student and parent / community educational partner groups.

LGUESD conducted a focus group with the non certificated staff including classified staff local bargaining unit members classified staff on 2/7/2022.

LGUESD conducted a focus group with the student educational partner group on 2/8/2022.

LGUESD conducted a focus group with the parent / community educational partner group on 2/8/2022.

LGUESD 's LCAP Committee met on 4/12/2022 and 5/10/2022. The committee consists of parents of low income students, English learners, and students with special needs. This body serves as the district's Parent Advisory Committee. During this meeting the committee reviewed the purpose of the LCAP and the eight state priorities. Once these topics were covered the committee began a review of both the progress on the current LCAP (Annual Update), and the coming year's Draft LCAP. All five sections of the Draft LCAP were reviewed. The committee members were asked for any concerns about or comments to the draft. The members were also asked if anyone wanted to submit written questions to be answered by the superintendent.

LGUESD 's DELAC met on 4/12/2022 and 5/10/2022. During this meeting the DELAC reviewed the purpose of the LCAP and the eight state priorities. A process similar to that used with the LCAP Committee meetings was followed in the DELAC meetings.

The Draft LCAP was posted on LGUESD s' website for review on 4/15/2022.

A group of certificated staff, classified staff, parents, and students served as the primary group used to conduct the Annual Update. This group consisted of parents of; low income students, english learners, and students with disabilities along with certificated and classified bargaining unit members, administrators, and students. This committee met on 2/3/2022 and 3/7/2022 to review the progress made on the previous LCAP. The committee was tasked with determining the percentage of each action that had been completed along with creating a brief narrative describing the progress made on each action. To facilitate the process the committee was briefed on the state purposes and guidelines for LCFF and LCAP, as well as the district's current year LCAP. Participants were given

a very brief overview of the metrics that are used to measure LCAP progress.

On 6/1/2022 the LGUESD administration and LCAP team met with representatives of the SELPA to discuss the coming year's LCAP and how the LCAP might support the Special Education program.

#### A summary of the feedback provided by specific educational partners.

The board gave input that they were pleased with the focus and direction of the LCAP and encouraged the district to effectively implement the plan. The board held a Public Hearing on 6/14/2022 and approved the final version of the LCAP on 6/28/2022.

The administration team's feedback was primarily to discuss how to implement the LCAP and what specific priorities from the various educational partner groups were more readily achievable and based on this to provide a direction for the goals and actions within the LCAP.

The certificated staff focus group listed the following five traits and actions that they would like students to develop as top priorities.

##### Traits:

- 13% - Academically Proficient (Reading, Writing, Math)
- 09% - Communicators (Active listener, articulate speaker)
- 09% - Critical Thinker (Analytical, Independent)
- 09% - Emotionally Healthy (compassionate / empathetic)
- 09% - Problem Solvers

##### Actions:

- 07% - Provide more problem solving classes.
- 07% - Provide social-emotional health curriculum and instruction to all students.
- 07% - Provide more socialization activities.
- 07% - Implement/continue learning lab, intervention, differentiation.
- 05% - Implement/continue Ambassadors / student mentors.

The classified staff focus group listed the following five traits and actions that they would like students to develop as top priorities.

##### Traits:

- 15% - College / Career Ready
- 15% - Communicators (Active listener, articulate speaker)
- 15% - Problem Solvers
- 08% - Academically Proficient (Reading, Writing, Math)
- 08% - Critical Thinker (Analytical, Independent)

##### Actions:

- 11% - Provide more problem solving classes.
- 11% - Implement/continue a kindness program.
- 11% - Provide more hands-on learning activities.
- 05% - Implement/continue Ambassadors / student mentors.



05% - Provide more leadership classes and opportunities.

The student focus group listed the following five traits and actions that they would like students to develop as top priorities.

Traits:

- 10% - Academically Proficient (Reading, Writing, Math)
- 08% - College / Career Ready
- 08% - Physically Healthy (healthy, physically fit)
- 08% - Independent Learners
- 08% - Productive

Actions:

- 05% - Provide more leadership classes and opportunities.
- 04% - Provide more problem solving classes.
- 04% - Provide social-emotional health curriculum and instruction to all students.
- 04% - Provide tutoring after school.
- 04% - Provide more hands-on learning activities.

The parent / community focus group listed the following five traits and actions that they would like students to develop as top priorities.

Traits:

- 13% - Academically Proficient (Reading, Writing, Math)
- 13% - Technologically Proficient
- 13% - Bi-lingual
- 06% - College / Career Ready
- 06% - Communicators (Active listener, articulate speaker)

Actions:

- 12% - Implement/continue the bilingual program.
- 08% - Implement/continue with STEAM
- 04% - Provide planners to all students.
- 04% - Provide instruction on responsible technology use.
- 04% - Provide more problem solving classes.

The LCAP Committee is serving as the advisory body to the superintendent with regards to edit and revisions of the LCAP. Any suggestions given by this committee were taken under advisement and if possible were incorporated into the Final LCAP.

The DELAC had several questions which were answered and a few comments for the plan. Any suggestions given by the DELAC were taken under advisement and if possible were incorporated into the Final LCAP.

The LCAP Annual Update Committee provided information on the progress, successes and challenges of the previous year's plans. While this committee did not provide specific feedback regarding the coming years' LCAP, the information from this group was used by administration and the LCAP Committee to inform the goals and actions in the LCAP.

The feedback from the SELPA was to provide some actions items in the LCAP that relate to the Special Education program as well as to briefly describe the program in the introductory section of the plan.

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

LGUESD values the significant role that all educational partners played in contributing to the development of this LCAP. The process used for educational partner engagement is reflective of LGUESD's commitment to all members of the school community. The input of educational partners was essential in the review of data and especially in soliciting ideas regarding the future direction of the district including goals and actions for the LCAP as well as which metrics to focus on for measuring success. The following traits and actions were cited repeatedly by multiple educational partner groups signaling the importance attached to these and the desire to see these reflected in the LCAP.

Traits:

- 11% - Academically Proficient (Reading, Writing, Math)
- 8% - College / Career Ready
- 8% - Communicators (Active listener, articulate speaker)
- 7% - Emotionally Healthy (compassionate / empathetic)
- 7% - Problem Solvers

The traits Academically Proficient (Reading, Writing, Math) and College / Career Ready helped to inform the development of goal 01. The traits Communicators (Active listener, articulate speaker) and Problem Solvers helped to inform the development of goal 02. These two goals are:

01: Increase the ELA, Math, Science and Informational Literacy of all Le Grand Scholars.

02: Increase the proficiency of 21st Century skills (creativity, collaboration, critical thinking, and communication) for all Le Grand Scholars so they are Scholars prepared for college and/or career and to solve today's complex problems.

Actions:

- 5% - Provide more problem solving classes.
- 4% - Implement/continue with STEAM
- 4% - Provide more socialization activities.
- 4% - Provide social-emotional health curriculum and instruction to all students.
- 4% - Provide more leadership classes and opportunities.

The suggested actions listed above helped to inform the development of the following actions within the LCAP.

01.04: Provide increased support to students in ELA, ELD, and Math with a support teacher and an instructional assistant for small group intervention 183 days and/or additional intervention services after school.

02.01: Staff an additional Intervention Specialist to provide small group support to the most at risk Le Grand Scholars and to continue to modify and expand the MTSS tiered intervention system's academic supports for all scholars in need of strategic or intensive academic.

02.05: Provide access to all Le Grand scholars to participate in a comprehensive instructional program which will prepare them for college and/or career (Junior Medical Academy, Le Grand Student Space Initiative, Robotics, other STEM opportunities, to include special ed students).

02.08: Continue to increase and improve the computer coding program in 3rd through 8th grade.

03.03: Staff a health coordinator to ensure EL, low income, and foster youth scholars and their families have access to a Health Coordinator to promote the social emotional skills and mental health unduplicated students as well as outreach and psycho-education for scholars and their families.



# Goals and Actions

## Goal

Goal #	Description
01	Increase the ELA, Math, Science and Informational Literacy of all Le Grand Scholars.

An explanation of why the LEA has developed this goal.

Analysis of student performance on CAASPP showed that at most 29.2% of students are proficient in RLA and 24.4% of students are proficient in Math. Educational partner focus groups showed that having students be academically proficient in reading, writing and math as well as being college or career ready were tops priorities for a majority of educational partner groups. We plan to improve RLA and Math skills performance by closely monitoring metrics 4.A.1 - CAASPP ELA and metrics 4.A.2 - CAASPP Math. These metrics along with actions that will provide a support teacher for increased support in ELA, ELD, and Math, improved assessment tools and professional development in integrated ELD, instructional strategies and PLCs will assist us in achieving this goal.

## Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcomes for 2024-25
1.A: Maintain the % of teachers who are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching at	100%	100%			100%
1.B.1: Maintain the % of students with CA State Standards aligned core curriculum at	100%	100%			100%
1.B.2: Maintain the % of ELs with CA State Standards aligned ELD curriculum at	100%	100%			100%
2.A: Increase the % implementation of CA State Standards for all students to	85%	80%			90%
2.B: Increase the % implementation of SBE adopted ELD standards for all ELs to	80%	80%			90%
4.A.1: Increase the % meeting standard on CAASPP ELA to	29.2%	N/D			40%
4.A.2: Increase the % meeting standard on CAASPP Math to	24.4%	N/D			40%
4.D: Increase the % of ELs making progress towards English Proficiency (CA Dashboard, Status) to	47.4%	N/D			50.0%
4.E: Increase the % of ELs reclassified (Reclassification Rate) to	0	5.3%			6%

4.H: Maintain the % of English Learner Progress (CA Dashboard, Status) above	47.4%	N/D			50.0%
8.A: Maintain the % of students completing 2 formative local assessments at	100%	98%			100%

## Actions

Action #	Title	Description	Total Funds	Contributing
01.01	Core instructional materials	01.01: Purchase and replace core instructional materials, where needed, with SBE approved curriculum that is aligned to SBE calendars for all Le Grand Scholars with particular emphasis placed on ensuring the most up to date ELD programs for the EL scholars.	\$15,000.00	No
01.02	Teacher training in instructional strategies	01.02: Train teachers on research based strategies to meet the rigor of CA State Standards and the CA ELD Framework that are effective to meet the needs of scholars in the three student groups that perform the lowest. Activities include: Extended days for staff development; use of Instructional Rounds process to refine strategies that are effective for EL's and underperforming students; release teachers by grade level for internal rounds with a focus on research based strategies that are effective for students in the three student groups that perform the lowest.	\$17,000.00	No
01.03	School- wide PLC time	01.03: Use early release days for school- wide PLCs and Planning.	\$39,000.00	No
01.04	Increased support in ELA, ELD, and Math	01.04: Provide increased support to students in ELA, ELD, and Math with a support teacher and an instructional assistant for small group intervention 183 days and/or additional intervention services after school.	\$147,633.00	Yes
01.05	TK-1 Assessment	01.05: Purchase ESGI assessment tool for TK-1st grade in order to identify learning loss and/or learning deficiencies and support targeted instruction during distance learning.	\$2,000.00	No
01.06	Professional development	01.06: Provide professional development in integrated ELD, instructional strategies, PLCs, lesson study, and other strategies that improve learning for scholars with the highest needs through on-site training, coaching, and/or workshops and conferences. Additionally, provide training for all staff, including special ed staff, that supports the development of technology leads in the area of effective technology integration methods with the goal of redefining instruction through a blended learning model.	\$45,000.00	Yes

01.07	Teacher training on formative assessments	01.07: Develop and train staff to use formative ELA and Math assessments to identify students that have intensive needs by developing and purchasing formative assessments or intensive intervention. NWEA Assessments and Diagnostic including staff development.	\$11,440.00	No
01.08	Instructional aides	01.08: Provide instructional aides in K-3 to provide additional support for differentiated instruction in order to meet the Language Arts and Math needs of unduplicated students and to provide additional instructional aides to supervise scholars during breaks and lunch ( 12 FTE @ \$31,200 / FTE )	\$374,400.00	Yes
01.09	Instructional aides in Special Ed	01.09: Staff all appropriate instructional support positions for the Special Ed program to provide additional support for unduplicated students in the special ed program. ( 2 FTE @ \$31,200 / FTE ) (SEP)	\$62,400.00	Yes
01.10	Special Ed Teacher / Coordinator	01.10: Staff a Special Ed Teacher / Coordinator to oversee the district special education program and to to RSP with a particular focus on assisting unduplicated students with those IEPs. ( 1 FTE @ \$119,990 / FTE ) (SEP)	\$119,990.00	Yes

## Goal Analysis for 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.

No actions in this goal had substantive differences between the planned action and the actual action.

Successes included that the district replaced consumable workbooks in Go Math, Studies Weekly, Science Weekly and provided quality PD to teachers on several of the topics listed in 01.02. Scheduled PLCs every other Wednesday were successful. The district also provided all teachers training from NWEA on how to administer, view, and interpret data from MAP assessments. The district also increased the number of instructional aides in the general education classrooms to 1 FTE per grade level.

Challenges included that the COVID pandemic interrupted everything, including the ability to purchase of some materials in a timely manner. The Reading Pilot was difficult because not all grade levels piloted the same reading program. The COVID pandemic has required diversion of some staff development time and attention in order to deal with pandemic related issues. Additionally the support teachers in reading and Math are not available to all grade levels. Also did we mention COVID.

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

The following 2 actions had significant differences between the budgeted and the actual expenditures:

- 01.11: Provide summer school and afterschool programs including homework support and interventions to address learning loss. Action to include purchase and implementation of evidence-based programs ( Acellus, Ren Learn, etc. ) and support to meet the comprehensive needs of students. *Planned Expenditure = \$0; Actual Estimated Expenditure = \$0; Difference = -\$40,000.*

- 01.12: Provide PD and coaching support to our ETK-3rd grade teachers to better support and prepare our youngest EL scholars in a partnership with MCOE. In kind cost estimate: \$70,000 equaling a X.XX% improvement in services for our English Learners in grades TK-3.

*Planned Expenditure = \$0; Actual Estimated Expenditure = \$0; Difference = -\$70,000.*

Reasons for the difference in budgeted and actual expenditures are:

- 01.11:

- 01.12:

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

The following metrics have been selected to show how the district is progressing towards achievement of this goal.

1.A - % of teachers who are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching - ( BL - 100% '21-22' - 100% )

4.E - % of ELs reclassified (Reclassification Rate) - ( BL - 0 '20-21' - 5.3% )

The district has made an effort to ensure that all staff are fully credentialed and appropriately assigned. In addition, while the reclassification rate of 5.3% is lower than hoped it is an improvement over the baseline.

Below is a list of actions that educational partners found were contributing to achieving the stated goal and improving the metrics listed above. The action is followed by a brief description of the action's effectiveness in italics.

- 01.01: Purchase and replace core instructional materials, where needed, with SBE approved curriculum that is aligned to SBE calendars for all Le Grand Scholars with particular emphasis placed on ensuring the most up to date ELD programs for the EL scholars. - *Because the Lang Arts reading program is new, teacher effectiveness is still being refined.*

- 01.02: Train teachers on research based strategies to meet the rigor of CA State Standards and the CA ELD Framework that are effective to meet the needs of scholars in the three student groups that perform the lowest. Activities include: Extended days for staff development; use of Instructional Rounds process to refine strategies that are effective for EL's and underperforming students; release teachers by grade level for internal rounds with a focus on research based strategies that are effective for students in the three student groups that perform the lowest. - *Training in MAP growth and PLC's, have helped teachers better meet students needs.*

- 01.03: Use early release days for school- wide PLCs and Planning. - *Early release days have provided teachers time to analyze data and plan for instruction.*

- 01.04: Provide increased support to scholars in ELA, ELD, and Math with a support teacher and an instructional assistant for small group intervention 183 days and/or additional intervention services after school. - *Support staff for RTI in grades k-6th*

- 01.05: Purchase ESGI assessment tool for TK-1st grade in order to identify learning loss and/or learning deficiencies and support targeted instruction during distance learning. - *Due to the success during distance learning teacher continued to use ESGI assessment too*

- 01.07: Develop and train staff to use formative ELA and Math assessments to identify scholars that have intensive needs by developing and purchasing

formative assessments or intensive intervention. NWEA Assessments and Diagnostic including staff development. - *Extremely helpful in paring and grouping students for small group instruction.*

- 01.08: Provide instructional aides in K-3 to provide additional support for differentiated instruction in order to meet the Language Arts and Math needs of unduplicated students and to provide additional instructional aides to supervise scholars during breaks and lunch - *Aides are used only for instruction with students.*

- 01.09: Staff all appropriate instructional support positions for the Special Ed program. - *Provide training for the one on one aide.*

- 01.10: Staff a Special Ed Teacher / Coordinator to oversee the district special education program and to to RSP. - *There are no real challenges.*

Actions 01.02, 01.03 and 01.07 deal with the professional development of staff in CA State Standards, MAP growth, PLC's and NWEA. The knowledge gained through this professional development assisted teachers in increasing the academic literacy of students.

Below is a list of actions that educational partners found were not effectively contributing to achieving the stated goal and improving the metrics listed above during the current year. The action is followed by a brief description of the action's effectiveness in italics.

- 01.11: Provide summer school and afterschool programs including homework support and interventions to address learning

loss. Action to include purchase and implementation of evidence-based programs ( Acellus, Ren Learn, etc. ) and support to meet the comprehensive needs of students. -

- 01.12: Provide PD and coaching support to our ETK-3rd grade teachers to better support and prepare our youngest EL scholars in a partnership with MCOE. In kind cost estimate: \$70,000 equaling a X.XX% improvement in services for our English Learners in grades TK-3.

-

The following metrics report outcome data from the 20-21 school year.

4.A.1 - % meeting standard on CAASPP ELA

4.A.2 - % meeting standard on CAASPP Math

4.D - % of ELs making progress towards English Proficiency (CA Dashboard, Status)

4.E - % of ELs reclassified (Reclassification Rate)

4.H - % of English Learner Progress (CA Dashboard, Status)

The following metrics report outcome data from the 21-22 school year.

1.A - % of teachers who are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching

1.B.1 - % of students with CA State Standards aligned core curriculum

1.B.2 - % of ELs with CA State Standards aligned ELD curriculum

2.A - % implementation of CA State Standards for all students

2.B - % implementation of SBE adopted ELD standards for all ELs



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.

This goal remains unchanged in the 2022-23 LCAP.

No metrics in this goal were added as new or deleted in the 2022-23 LCAP.

The following are lists of actions that were added, deleted, modified, deleted and combined, or completed in the 2022-23 LCAP.

\$70,000 - Modified, to read :

- 01.04: Provide increased support to scholars in ELA, ELD, and Math with a support teacher and an instructional assistant for small group intervention 183 days and/or additional intervention services after school. - Modified, to read 01.04: Provide increased support to students in ELA, ELD, and Math with a support teacher and an instructional assistant for small group intervention 183 days and/or additional intervention services after school.

- 01.07: Develop and train staff to use formative ELA and Math assessments to identify scholars that have intensive needs by developing and purchasing formative assessments or intensive intervention. NWEA Assessments and Diagnostic including staff development. - Modified, to read 01.07: Develop and train staff to use formative ELA and Math assessments to identify students that have intensive needs by developing and purchasing formative assessments or intensive intervention. NWEA Assessments and Diagnostic including staff development.

- 01.09: Staff all appropriate instructional support positions for the Special Ed program. ( 2 FTE @ \$30,000 / FTE ) (SEP) - Modified, to read 01.09: Staff all appropriate instructional support positions for the Special Ed program to provide additional support for unduplicated students in the special ed program. ( 2 FTE @ \$31,200 / FTE ) (SEP)

- 01.10: Staff a Special Ed Teacher / Coordinator to oversee the district special education program and to to RSP. ( 1 FTE @ \$115,376 / FTE ) (SEP) - Modified, to read 01.10: Staff a Special Ed Teacher / Coordinator to oversee the district special education program and to to RSP with a particular focus on assisting unduplicated students with those IEPs. ( 1 FTE @ \$119,990 / FTE ) (SEP)

- 01.11: Provide summer school and afterschool programs including

- 01.12: Provide PD and coaching support to our ETK-3rd grade teachers to better support and prepare our youngest EL scholars in a partnership with MCOE.

In kind cost estimate: \$70,000 equaling a X.XX% improvement in services for our English Learners in grades TK-3.

homework support and interventions to address learning

loss. Action to include purchase and implementation of evidence-based programs ( Acellus, Ren Learn, etc. ) and support to meet the comprehensive needs of students. - Modified, to read :

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

# Goal

Goal #	Description
02	Increase the proficiency of 21st Century skills (creativity, collaboration, critical thinking, and communication) for all Le Grand Scholars so they are Scholars prepared for college and/or career and to solve today's complex problems.

An explanation of why the LEA has developed this goal.

Analysis of student data showed that all students are receiving a broad course of study in areas that will prepare them to be college career ready. Educational partner focus groups showed that all groups have a strong desire to have student be critical thinkers and to be more college career ready. LGUESD plans to continue to ensure that 100% of students are enrolled in required courses of study and receive a broad course of study. In addition, the district will continue to ensure that 100% of students regularly receive formative assessments to monitor progress. These metrics along with actions that will provide improved and increased technology support, advanced instructional programs such as Junior Medical Academy, Le Grand Student Space Initiative, Robotics, etc. and increased access to an improved music will help the district achieve this goal.

## Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcomes for 2024-25
7.A: Maintain the % of students enrolled in required courses of study at	100%	100%			100%
7.B: Maintain the # of instances each unduplicated student participates in programs or services for UDS ( per UDS average ) above	2.5	2.4			2.5
7.C: Maintain the # of instances each exceptional needs student participates in programs or services for ENS ( per ENS average ) above	3.3	3.6			3.3

## Actions

Action #	Title	Description	Total Funds	Contributing
02.01	MTSS ( Academic Intervention )	02.01: Staff an additional Intervention Specialist to provide small group support to the most at risk Le Grand Scholars and to continue to modify and expand the MTSS tiered intervention system's academic supports for all scholars in need of strategic or intensive academic.	\$27,974.00	Yes

02.02	Homework Hotline	02.02: Provide a Homework Hotline staffed by a teacher who is available 4 nights a week from 6-7 PM for support over Zoom. Ensure that the Homework Hotline teacher is bi-lingual.	\$4,160.00	No
02.03	Technology Support	02.03: Provide technology support with Tech Specialist on-site, technology devices and subscriptions for staff in order to increase services to scholars (Translation software, ST Math, iPads, audio/video equipment) and provide a more robust learning experience. Provide mobile hotspots for families who can't afford or do not have internet access due to the location of their residence. Provide access for all staff and scholars to working technology hardware and/or research-based instructional software for use in the classroom.	\$83,200.00	Yes
02.04	Instructional supplies budgets	02.04: Provide additional funds for instructional supplies in order to provide a more robust learning experience for scholars.	\$16,000.00	No
02.05	Comprehensive instructional program	02.05: Provide access to all Le Grand scholars to participate in a comprehensive instructional program which will prepare them for college and/or career (Junior Medical Academy, Le Grand Student Space Initiative, Robotics, other STEM opportunities, to include special ed students).	\$11,232.00	No
02.06	Increased technology access	02.06: Increase access for EL, LI, and FY scholars to technology hardware and/or research-based software designed to increase academic achievement.	\$70,000.00	Yes
02.07	Music Program	02.07: Continue to increase access to an improved music program by refurbishing equipment, purchasing new equipment when needed and providing staff or partnering with outside organizations to oversee the music program.	\$15,000.00	No
02.08	Computer Science	02.08: Continue to increase and improve the computer coding program in 3rd through 8th grade.	\$6,000.00	No
02.09	Special Ed Services	02.09: Provide special education services such as: speech / language therapy, counseling, physical / occupational therapy and orientation, mobility and nursing services, to all students who qualify. (SEP)	\$35,000.00	No

## Goal Analysis for 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.

No actions in this goal had substantive differences between the planned action and the actual action.

Successes include that the district has 2.0 FTE intervention specialists that provides tiered academic support to scholars in need of intensive or strategic academic interventions. In addition, the district provides a homework hotline 5 nights a week between 6:30 and 7:30 PM. Students can use Zoom for live support sessions. The on-site Tech Specialist has been very helpful to staff and student learning. This person offers or coordinates professional development for teachers as well as maintains the district's technology infrastructure. The district has technology devices for all students as well as learning software subscriptions such as ST Math.

Challenges include lack of consistency in the MTSS program. Too often MTSS staff is pulled to substitute teach or other duties. Coding is occurring during the hour of code and within robotics, but not all scholars are enrolled in robotics. Dealing with the continuing waves of COVID has taken priority over several actions including action 02.07.

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

No actions in this goal had significant differences between the budgeted and the actual expenditures:

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

The following metrics have been selected to show how the district is progressing towards achievement of this goal.

7.B - # of instances each unduplicated student participates in programs or services for UDS ( per UDS average ) - ( BL - 2.5 '21-22' - 2.4 )

7.C - # of instances each exceptional needs student participates in programs or services for ENS ( per ENS average ) - ( BL - 3.3 '21-22' - 3.6 )

The district has made an effort to ensure that unduplicated students and special education students participate in programs designed to support these students. Metrics 7.B and 7.C show that the participation rate of unduplicated students is holding steady while the participation rate of special ed students increased by 10% over the baseline data. The district attributes some of this success to actions 02.01 and 02.09. The staffing and implementation of the intervention program has ensured that unduplicated students are receiving the individualized attention that they need. In addition, the delivery of customized special education services ensures that special education students are more likely to participate in programs and services designed for their unique needs.

Below is a list of actions that educational partners found were contributing to achieving the stated goal and improving the metrics listed above. The action is followed by a brief description of the action's effectiveness in italics.

- 02.01: Staff an additional Intervention Specialist to provide small group support to the most at risk Le Grand Scholars and to continue to modify and expand the MTSS tiered intervention system's academic supports for all scholars in need of strategic or intensive academic. - *We have seen improvement, but the challenges can hinder the outcome.*

- 02.03: Provide technology support with Tech Specialist on-site, technology devices and subscriptions for staff in order to increase services to scholars

(Translation software, ST Math, iPads, audio/video equipment) and provide a more robust learning experience. Provide mobile hotspots for families who can't afford or do not have internet access due to the location of their residence. Provide access for all staff and scholars to working technology hardware and/or research-based instructional software for use in the classroom. - /

- 02.09: Provide special education services such as: speech / language therapy, counseling, physical / occupational therapy and orientation and mobility services, to all students who qualify. - *Need more special Education teachers and classrooms. It's helping students meet their IEP goals.*

Below is a list of actions that educational partners found were not effectively contributing to achieving the stated goal and improving the metrics listed above during the current year. The action is followed by a brief description of the action's effectiveness in italics.

- 02.02: Provide a Homework Hotline staffed by a teacher who is available 4 nights a week from 6-7 PM for support over Zoom. Ensure that the Homework Hotline teacher is bi-lingual. - *The program was not effective because students were unaware of the program and or did not take advantage of the opportunity.*
- 02.07: Continue to increase access to an improved music program by refurbishing equipment, purchasing new equipment when needed and providing staff or partnering with outside organizations to oversee the music program. - *NA*
- 02.08: Continue to increase and improve the computer coding program in 3rd through 8th grade. - *Students enjoy participating when given the opportunity.*

There are no metrics with outcome data for the 20-21 school year.

The following metrics report outcome data from the 21-22 school year.

7.A - % of students enrolled in required courses of study

7.B - # of instances each unduplicated student participates in programs or services for UDS ( per UDS average )

7.C - # of instances each exceptional needs student participates in programs or services for ENS ( per ENS average )

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.

This goal remains unchanged in the 2022-23 LCAP.

No metrics in this goal were added as new or deleted in the 2022-23 LCAP.

The following are lists of actions that were added, deleted, modified, deleted and combined, or completed in the 2022-23 LCAP.

- 02.09: Provide special education services such as: speech / language therapy, counseling, physical / occupational therapy and orientation and mobility services, to all students who qualify. (SEP) - Modified, to read 02.09: Provide special education services such as: speech / language therapy, counseling, physical / occupational therapy and orientation, mobility and nursing services, to all students who qualify. (SEP)

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

# Goal

Goal #	Description
03	Create a safe, secure, and welcoming learning environment so Le Grand Scholars attend regularly and they and their families feel nurtured, engaged and connected to the school and with the staff.

An explanation of why the LEA has developed this goal.

Analysis of data such as the Chronic Absenteeism Rate ( 4.6% ) and the Suspension Rate ( 5.0% ) showed that engagement and connectedness with the school can increase. Educational partner focus groups showed the desire to have students be emotionally healthy (compassionate, empathetic), and self-aware (confident, focused, responsible). LGUESD plans to improve the outcomes on the Chronic Absenteeism Rate and the Suspension Rate over the course of this plan. These metrics along with actions that will expand the MTSS tiered behavioral interventions, staff a health coordinator to ensure EL, low income, and foster youth scholars maintain good health and staff a Parent / Community Liaison to increase family engagement will help the district achieve this goal.

## Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcomes for 2024-25
1.C: Maintain the % on the <i>Facilities Inspection Tool</i> overall rating above	92.5%	95.8%			90%
3.A.1: Increase the % on the <i>District Parent Survey</i> agreeing that district seeks parent input ( Item 24 ) to	69.0%	76.9%			70.0%
3.A.2: Increase the % of households responding to the <i>District Parent Survey</i> to	13%	12%			20%
3.B: Increase the # of instances a parent of each unduplicated student participates in school program or service for UDS ( per UDS average ) to	0.04	1.8			0.4
3.C: Maintain the # of instances a parent of each exceptional needs student participates in a school program or service for ENS ( per ENS average ) above	2.0	1.5			2.0
5.A: Maintain the School attendance rate above	95.8%	92.5%			97%
5.B: Decrease the % on Chronic absenteeism rate (CA Dashboard, Status) to	4.6%	13.2%			3.0%
5.C: Maintain the % on Middle school dropout rate at	0%	0%			0%
6.A: Decrease the % on Suspension rate (CA Dashboard, Status) to	5.0%	0%			4.0%
6.B: Maintain the % on Expulsion rate at	0%	0%			0%
6.C.1: Increase the # on the <i>District School Climate Survey</i> overall index rating to	78	74.6			80

6.C.2: Increase the % of educational partners that perceive school as safe or very safe ( weighted equally by certificated staff, classified staff, students and parents ) above	85.6%	83.1%			90.0%
6.C.3: Increase the % of educational partners that report high connectedness with school ( weighted equally by certificated staff, classified staff, students and parents ) to	75.5%	70.7%			80.0%

## Actions

Action #	Title	Description	Total Funds	Contributing
03.01	Attendance	03.01: Improve the attendance rate to reduce lost academic time by: a) Attendance and Student Study Team staff will meet monthly to review attendance data, identify chronic scholars, work with families to improve attendance and create referral process to SARB, and b) Review effectiveness and efficiency of SARB and make adjustments as needed.	\$0.00	No
03.02	MTSS ( PBIS - Behavioral )	03.02: Continue to develop MTSS Positive Behavior Intervention Support as an effective discipline strategy to reduce lost instructional time.	\$0.00	No
03.03	Health Coordinator	03.03: Staff a health coordinator to ensure EL, low income, and foster youth scholars and their families have access to a Health Coordinator to promote the social emotional skills and mental health unduplicated students as well as outreach and psycho-education for scholars and their families.	\$95,014.00	Yes
03.04	ELO Coordinator / Parent Liaison	03.04: Staff an ELO Coordinator / Parent Liaison to: work on expanding learning opportunities after school, before school and during breaks. This position will also work to increase family participation and support for education.	\$93,600.00	Yes

03.05	MTSS ( Social emotional supports )	03.05: Improve the social-emotional skills of scholars and increase access to mental health services by conducting individual and/or small group sessions to increase student skills with social-emotional issues and by establishing a centralized referral system so scholars are connected with mental health services	\$500.00	No
03.06	Improved School Discipline	03.06: Implement strategies and supports to reduce by 10% the amount of academic time that is lost by students in the three lower performing sub-groups due to discipline. Disaggregate referral data and identify any times and places where English Learners, students affected by low socioeconomics, and foster youth lose academic time in excess of the average time lost by other sub groups.	\$500.00	Yes
03.07	Parent Communication	03.07: Continue Positive Contacts with Families using Parent Square and evaluate effectiveness of the program.	\$500.00	No
03.08	Facility Maintenance	03.08: Maintain repairs to facilities and security cameras. Ensure that the school has enough HVAC filters, disinfectant wipes, soap, hand sanitizer, etc and ensure that all surfaces and areas are regularly cleaned and maintained to prevent the spread of infectious disease. Replaced all air filters monthly.	\$15,000.00	No

## Goal Analysis for 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.

In this goal, 3 actions had substantive differences between the planned action and the actual action.

- 03.02: Continue to modify and expand the MTSS tiered intervention system's supports for all students in need of behavioral intervention in order to reduce lost instructional time. Behavioral supports will include PBIS, Restorative Justice, anti-bullying, and other appropriate interventions.
- 03.03: Staff a health coordinator to ensure EL, low income, and foster youth scholars and their families have access to a Health Coordinator to promote the social emotional skills and mental health unduplicated students as well as outreach and psycho-education for scholars and their families.
- 03.04: Staff a Parent / Community Liaison to: implement parent training, networking, engagement activities to increase family participation and support for education, track data and evaluate effectiveness of family engagement and parent training. Position will survey parents to determine the development of workshops they would be interested in attending (Technology training, CCSS and Assessment Information , Literacy Workshops, Family Movie Nights, Health Fairs, Understanding the IEP process etc.) and provide bilingual staff for interpretation.

The following are the substantive difference for the actions listed above.

- 03.02: The only planned actions that are implemented are PBIS. Restorative justice and anti-bullying components of MTSS were not heavily implemented for this school year.
- 03.03: There was a health coordinator hired but she was quickly placed on maternity leave and the district was unable to find a temporary replacement.
- 03.04: Last year's Parent Liason took a new position and the district has not hired a Parent / Community Liaison for the 2021-2022 school year.



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

The following 3 actions had significant differences between the budgeted and the actual expenditures:

- 03.03: Staff a health coordinator to ensure EL, low income, and foster youth scholars and their families have access to a Health Coordinator to promote the social emotional skills and mental health unduplicated students as well as outreach and psycho-education for scholars and their families. *Planned Expenditure = \$91,360; Actual Estimated Expenditure = \$69,500; Difference = -\$21,860.*
- 03.05: Continue to modify and expand the MTSS tiered intervention system's academic supports for all students in need of social emotional intervention and to improve the social-emotional skills of all scholars and increase access to mental health services. *Planned Expenditure = \$500; Actual Estimated Expenditure = \$250; Difference = -\$250.*
- 03.09: Increase support time with Board Certified Behavior Analyst (BCBA), Mental Health Clinician (MHC), nursing, and MSW (Master of Social Work) interns. *Planned Expenditure = \$0; Actual Estimated Expenditure = \$0; Difference = -\$15,000.*

Reasons for the difference in budgeted and actual expenditures are:

- 03.03: There was a health coordinator hired but she was quickly placed on maternity leave and the district was unable to find a temporary replacement.
- 03.05: The cost to expand the MTSS was less than originally expected.
- 03.09:

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

The following metrics have been selected to show how the district is progressing towards achievement of this goal.

- 1.C - % on the *Facilities Inspection Tool* overall rating - ( BL - 92.5% '21-22' - 95.8% )
- 3.A.1 - % on the *District Parent Survey* agreeing that district seeks parent input ( Item 24 ) - ( BL - 69.0% '21-22' - 76.9% )
- 6.D - % of educational partners that perceive school as safe or very safe ( weighted equally by certificated staff, classified staff, students and parents ) - ( BL - 85.6% '21-22' - 83.1% )

LGUESD has been able to demonstrate improved and sustained performance on the metrics associated with this particular goal. The *Facilities Inspection Tool* overall rating improved to 95.8% while the percentage of parents agreeing that district seeks parent input increased to 76.9%. Improvement on these metrics can be attributed to actions 03.07 and 03.08, continuing to communicate families and maintain repairs to facilities.

Below is a list of actions that educational partners found were contributing to achieving the stated goal and improving the metrics listed above. The action is followed by a brief description of the action's effectiveness in italics.

- 03.06: Implement strategies and supports to reduce by 10% the amount of academic time that is lost by scholars in the three lower performing sub-groups due to discipline. Disaggregate referral data and identify any times and places where English Learners, scholars affected by low socioeconomics, and foster youth lose academic time in excess of the average time lost by other sub groups. - *It is effective when we are using the data from PBIS and our referral system.*
- 03.07: Continue Positive Contacts with Families using Parent Square and evaluate effectiveness of the program. - *This is a highly effective way to communicate with parents.*

- 03.08: Maintain repairs to facilities and security cameras. Ensure that the school has enough HVAC filters, disinfectant wipes, soap, hand sanitizer, etc and ensure that all surfaces and areas are regularly cleaned and maintained to prevent the spread of infectious disease. Replaced all air filters monthly. -

Below is a list of actions that educational partners found were not effectively contributing to achieving the stated goal and improving the metrics listed above during the current year. The action is followed by a brief description of the action's effectiveness in italics.

- 03.04: Staff a Parent / Community Liaison to: implement parent training, networking, engagement activities to increase family participation and support for education, track data and evaluate effectiveness of family engagement and parent training. Position will survey parents to determine the development of workshops they would be interested in attending (Technology training, CCSS and Assessment Information, Literacy Workshops, Family Movie Nights, Health Fairs, Understanding the IEP process etc.) and provide bilingual staff for interpretation. - *There has been no effective action in making progress due to the lack of applicants.*

- 03.09: Increase support time with Board Certified Behavior Analyst (BCBA), Mental Health Clinician (MHC), nursing, and MSW (Master of Social Work) interns. -

The following metrics report outcome data from the 20-21 school year.

5.B - % on Chronic absenteeism rate (CA Dashboard, Status)

5.C - % on Middle school dropout rate

6.A - % on Suspension rate (CA Dashboard, Status)

6.B - % on Expulsion rate

The following metrics report outcome data from the 21-22 school year.

1.C - % on the *Facilities Inspection Tool* overall rating

3.A.1 - % on the *District Parent Survey* agreeing that district seeks parent input ( Item 24 )

3.A.2 - % of households responding to the *District Parent Survey*

3.B - # of instances a parent of each unduplicated student participates in school program or service for UDS ( per UDS average )

3.C - # of instances a parent of each exceptional needs student participates in a school program or service for ENS ( per ENS average )

5.A - School attendance rate

6.C - # on the *District School Climate Survey* overall index rating

6.D - % of educational partners that perceive school as safe or very safe ( weighted equally by certificated staff, classified staff, students and parents )

6.E - % of educational partners that report high connectedness with school ( weighted equally by certificated staff, classified staff, students and parents )

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.

This goal remains unchanged in the 2022-23 LCAP.

No metrics in this goal were added as new or deleted in the 2022-23 LCAP.

The following are lists of actions that were added, deleted, modified, deleted and combined, or completed in the 2022-23 LCAP.

- 03.01: Improve the attendance rate to reduce lost academic time by creating SSTs to look at attendance data, and identify chronically absent scholars, particularly EL, LI and FY scholars and to make improvement plans. Improvement plans may include referrals to SARB. - Modified, to read 03.01: Improve the attendance rate to reduce lost academic time by: a) Attendance and Student Study Team staff will meet monthly to review attendance data, identify chronic scholars, work with families to improve attendance and create referral process to SARB, and b) Review effectiveness and efficiency of SARB and make adjustments as needed.
- 03.02: Continue to modify and expand the MTSS tiered intervention system's supports for all students in need of behavioral intervention in order to reduce lost instructional time. Behavioral supports will include PBIS, Restorative Justice, anti-bullying, and other appropriate interventions. - Modified, to read 03.02: Continue to develop MTSS Positive Behavior Intervention Support as an effective discipline strategy to reduce lost instructional time.
- 03.04: Staff a Parent / Community Liaison to: implement parent training, networking, engagement activities to increase family participation and support for education, track data and evaluate effectiveness of family engagement and parent training. Position will survey parents to determine the development of workshops they would be interested in attending (Technology training, CCSS and Assessment Information, Literacy Workshops, Family Movie Nights, Health Fairs, Understanding the IEP process etc.) and provide bilingual staff for interpretation. - Modified, to read 03.04: Staff an ELO Coordinator / Parent Liaison to: work on expanding learning opportunities after school, before school and during breaks. This position will also work to increase family participation and support for education.
- 03.05: Continue to modify and expand the MTSS tiered intervention system's academic supports for all students in need of social emotional intervention and to improve the social-emotional skills of all scholars and increase access to mental health services. - Modified, to read 03.05: Improve the social-emotional skills of scholars and increase access to mental health services by conducting individual and/or small group sessions to increase student skills with social-emotional issues and by establishing a centralized referral system so scholars are connected with mental health services
- 03.06: Implement strategies and supports to reduce by 10% the amount of academic time that is lost by scholars in the three lower performing sub-groups due to discipline. Disaggregate referral data and identify any times and places where English Learners, scholars affected by low socioeconomic status, and foster youth lose academic time in excess of the average time lost by other sub groups. - Modified, to read 03.06: Implement strategies and supports to reduce by 10% the amount of academic time that is lost by students in the three lower performing sub-groups due to discipline. Disaggregate referral data and identify any times and places where English Learners, students affected by low socioeconomic status, and foster youth lose academic time in excess of the average time lost by other sub groups.
- 03.09: Increase support time with Board Certified Behavior Analyst (BCBA), Mental Health Clinician (MHC), nursing, and MSW (Master of Social Work) interns. - Modified, to read :

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

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

Projected LCFF Supplemental and/or Concentration Grants	Projected Additional LCFF Concentration Grant (15 percent)
\$1,114,511.00	\$136,181.00

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
35.76%	0.00%	\$0	35.76%

## Required Descriptions

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

The Le Grand Union Elementary School District has an unduplicated student percentage of 82.3%. Because the percentage of unduplicated students is so high the LEA agreed that the following actions / services will be provided LEA-wide. Below is a list of all actions that is being provided school or LEA wide followed by an explanation of how the needs of unduplicated students were considered first, and how these actions are effective in meeting the needs of these students.

01.06: Provide professional development in integrated ELD, instructional strategies, PLCs, lesson study, and other strategies that improve learning for scholars with the highest needs through on-site training, coaching, and/or workshops and conferences. Additionally, provide training for all staff, including special ed staff, that supports the development of technology leads in the area of effective technology integration methods with the goal of redefining instruction through a blended learning model.

This additional PD will be principally directed towards the needs of the unduplicated student population. Not only will this service provide additional PD, but it will also improve the EL and intervention programs at both sites through an improved and expanded MTSS program. Unduplicated students need teachers with the skills to properly teacher to the CA State Standards with rigor. This professional development will help teachers improve their skills and professional capabilities to teach rigorously to the standards.

02.03: Provide technology support with Tech Specialist on-site, technology devices and subscriptions for staff in order to increase services to scholars (Translation software, ST Math, iPads, audio/video equipment) and provide a more robust learning experience. Provide mobile hotspots for families who can't afford or do not have internet access due to the location of their residence. Provide access for all staff and scholars to working technology hardware and/or research-based instructional software for use in the classroom.

The unduplicated student population needs increased access to well functioning technology lower access to technology in the home. This action will expand technology access for the unduplicated students. Unduplicated students and their families need greater technology support than other students. The district will provide this support through the Tech Specialist position.

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

The Le Grand Union Elementary School District LCFF Supplemental / Concentration Grant is projected to be \$1,114,511.00. The percentage of unduplicated students is 82.3% and the increase in proportionality for English Learners, Low income, and Foster Youth (unduplicated) students is 35.76%. Educational partner groups provided input and feedback on the most effective use of these dollars to meet the LEA's goals for unduplicated students. The list below has the actions / services that are being increased or improved in italics followed by an explanation of how the each action is increasing or improving services for unduplicated students.

- 01.04: Provide increased support to students in ELA, ELD, and Math with a support teacher and an instructional assistant for small group intervention 183 days and/or additional intervention services after school.

This is a new service designed to provide increased instructional support to unduplicated students within the instructional day.

- 01.08: Provide instructional aides in K-3 to provide additional support for differentiated instruction in order to meet the Language Arts and Math needs of unduplicated students and to provide additional instructional aides to supervise scholars during breaks and lunch

An additional instructional aides will provide increased support for unduplicated students primarily in RLA and Math.

- 01.09: Staff all appropriate instructional support positions for the Special Ed program to provide additional support for unduplicated students in the special ed program.

This additional resource will provide for lower adult to student ratios and specialized attention for the unduplicated special ed population.

The district looked at ways to support the unduplicated students and found a need within the special ed program. Unduplicated students in special ed need additional targeted support. Because they represent over 90% of special ed students the action will be offered school-wide.

- 01.10: Staff a Special Ed Teacher / Coordinator to oversee the district special education program and to to RSP with a particular focus on assisting unduplicated students with those IEPs.

This additional resource will provide for lower adult to student ratio within the special ed program while providing guidance and someone to structure the overall programs and specialized attention for the unduplicated special ed population,

- 02.01: Staff an additional Intervention Specialist to provide small group support to the most at risk Le Grand Scholars and to continue to modify and expand the MTSS tiered intervention system's academic supports for all scholars in need of strategic or intensive academic.

This is a new service designed to provide increased instructional support to unduplicated students within the MTSS framework.

- 02.06: Increase access for EL, LI, and FY scholars to technology hardware and/or research-based software designed to increase academic achievement.

This action came about because of the wishes of stakeholders realized that the UDS population had significantly lower access to technology in the home. This action will expand technology access for the unduplicated students.

- 03.03: Staff a health coordinator to ensure EL, low income, and foster youth scholars and their families have access to a Health Coordinator to promote the social emotional skills and mental health unduplicated students as well as outreach and psycho-education for scholars and their families.

The health aid works primarily with UDS to increase the health outcomes of these students.

- 03.04: Staff an ELO Coordinator / Parent Liaison to: work on expanding learning opportunities after school, before school and during breaks. This position will also work to increase family participation and support for education.

This position is designed to provide additional support to the families of unduplicated students through the activities described in the action. This actions is designed to assist the district with improve outcomes on metrics 3.A.1: Increase the % on the *District Parent Survey* agreeing that district seeks parent input and on metric 3.B: Increase the # of instances a parent of each unduplicated student participates in school program or service.

- 03.06: Implement strategies and supports to reduce by 10% the amount of academic time that is lost by students in the three lower performing sub-groups due to discipline. Disaggregate referral data and identify any times and places where English Learners, students affected by low socioeconomics, and foster youth lose academic time in excess of the average time lost by other sub groups.  
 This will be an effort of time and attention to increase the amount of academic time that unduplicated students lose to discipline.

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

Staff a health coordinator to ensure EL, low income, and foster youth scholars and their families have access to a Health Coordinator to promote the social emotional skills and mental health unduplicated students as well as outreach and psycho-education for scholars and their families. This staffing increase is found in action 03.03.

Staff-to-student ratios by type of school and concentration of unduplicated students	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of classified staff providing direct services to students	N/A	1 : 21.56
Staff-to-student ratio of certificated staff providing direct services to students	N/A	1 : 16.43

**2021-22 Annual Update Table**

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Actual Expenditures (Total Funds)
Totals:	\$1,263,435.00	\$1,240,056.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
01	01	Core instructional materials	No	\$15,000.00	\$14,500.00
01	02	Teacher training in instructional strategies	Yes	\$17,000.00	\$18,500.00
01	03	School- wide PLC time	No	\$37,500.00	\$37,380.00
01	04	Increased support in ELA, ELD, and Math	Yes	\$139,000.00	\$137,700.00
01	05	TK4 Assessment	No	\$2,000.00	\$2,000.00
01	06	Professional development	Yes	\$45,000.00	\$40,000.00
01	07	Teacher training on formative assessments	No	\$11,000.00	\$11,000.00
01	08	Instructional aides	Yes	\$360,000.00	\$363,500.00

**2021-22 Annual Update Table**

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Actual Expenditures (Total Funds)
Totals:	\$1,263,435.00	\$1,240,056.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
01	09	Instructional aides in Special Ed	No	\$60,000.00	\$60,000.00
01	10	Classroom instructional supplies	No	\$115,376.00	\$115,376.00
01	11	Extended Learning Time	Yes	\$0.00	\$0.00
01	12	Emerging Bilingual Grant	Yes	\$0.00	\$0.00
02	01	MTSS ( Academic Intervention )	Yes	\$26,899.00	\$27,000.00
02	02	Homework Hotline	No	\$4,000.00	\$3,800.00
02	03	Technology Support	Yes	\$80,000.00	\$80,000.00
02	04	Instructional supplies budgets	No	\$16,000.00	\$15,600.00



**2021-22 Annual Update Table**

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Actual Expenditures (Total Funds)
Totals:	\$1,263,435.00	\$1,240,056.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
02	05	Comprehensive instructional program	No	\$10,800.00	\$10,800.00
02	06	Increased technology access	Yes	\$70,000.00	\$72,300.00
02	07	Music Program	No	\$15,000.00	\$13,600.00
02	08	Computer Science	No	\$6,000.00	\$6,000.00
02	09	Special Ed Services	No	\$35,000.00	\$35,000.00
03	01	Attendance	No	\$0.00	\$0.00
03	02	MTSS ( PBIS -Behavioral )	No	\$0.00	\$0.00
03	03	Health Coordinator	Yes	\$91,360.00	\$69,500.00

**2021-22 Annual Update Table**

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Actual Expenditures (Total Funds)
Totals:	\$1,263,435.00	\$1,240,056.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
03	04	Parent / Community Liaison	Yes	\$90,000.00	\$90,000.00
03	05	MTSS ( Social emotional supports )	No	\$500.00	\$250.00
03	06	Improved School Discipline	Yes	\$500.00	\$500.00
03	07	Parent Communication	No	\$500.00	\$500.00
03	08	Facility Maintenance	No	\$15,000.00	\$15,250.00
03	09	Additional Social Emotional Support	Yes	\$0.00	\$0.00

**2021-22 Contributing Actions Annual Update Table**

6. Estimated Actual LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 4 from 7)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Actual Percentage of Improved Services (%)	Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)
\$1,056,340.00	\$919,759	\$899,000	\$20,759	0.0%	5.3%	5.3%

Goal	Action	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Action (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input %)
01	02	Teacher training in instructional strategies	Yes	\$17,000	\$18,500	0.0%	0.0%
01	04	Increased support in ELA, ELD, and Math	Yes	\$139,000	\$137,700	0.0%	0.0%
01	06	Professional development	Yes	\$45,000	\$40,000	0.0%	0.0%
01	08	Instructional aides	Yes	\$360,000	\$363,500	0.0%	0.0%
01	11	Extended Learning Time	Yes	\$0	\$0	0.0%	1.8%
01	12	Emerging Bilingual Grant	Yes	\$0	\$0	0.0%	2.5%

**2021-22 Contributing Actions Annual Update Table**

6. Estimated Actual LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 4 from 7)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Actual Percentage of Improved Services (%)	Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)
\$1,056,340.00	\$919,759	\$899,000	\$20,759	0.0%	5.3%	5.3%

Goal	Action	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Action (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input %)
02	01	MTSS ( Academic Intervention )	Yes	\$26,899	\$27,000	0.0%	0.0%
02	03	Technology Support	Yes	\$80,000	\$80,000	0.0%	0.0%
02	06	Increased technology access	Yes	\$70,000	\$72,300	0.0%	0.0%
03	03	Health Coordinator	Yes	\$91,360	\$69,500	0.0%	0.0%
03	04	Parent / Community Liaison	Yes	\$90,000	\$90,000	0.0%	0.0%
03	06	Improved School Discipline	Yes	\$500	\$500	0.0%	0.0%

**2021-22 Contributing Actions Annual Update Table**

6. Estimated Actual LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 4 from 7)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Actual Percentage of Improved Services (%)	Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)
\$1,056,340.00	\$919,759	\$899,000	\$20,759	0.0%	5.3%	5.3%

Goal	Action	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Action (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input %)
03	09	Additional Social Emotional Support	Yes	\$0	\$0	0.0%	1.0%

## 2021-22 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	LCFF Carryover - Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9 plus 8)	12. LCFF Carryover - Dollar Amount (Subtract 11 from 10 and multiply 9)	13. LCFF Carryover Percentage (12 divided by 9)
\$2,984,431	\$1,056,340	0.00%	35.40%	\$899,000	5.30%	35.42%	\$0	0.00%

**2022-23 Total Expenditures Table**

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	\$1,307,543.00	\$0.00	\$0.00	\$0.00	\$1,307,543.00	\$1,087,043.00	\$220,500.00

Goal	Action	Action Title	Students Group (s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
01	01	Core instructional materials	All	\$15,000.00	\$0.00	\$0.00	\$0.00	\$15,000.00
01	02	Teacher training in instructional strategies	All	\$17,000.00	\$0.00	\$0.00	\$0.00	\$17,000.00
01	03	School- wide PLC time	All	\$39,000.00	\$0.00	\$0.00	\$0.00	\$39,000.00
01	04	Increased support in ELA, ELD, and Math	English Learners Foster Youth Low Income	\$147,633.00	\$0.00	\$0.00	\$0.00	\$147,633.00
01	05	TK-1 Assessment	All	\$2,000.00	\$0.00	\$0.00	\$0.00	\$2,000.00
01	06	Professional development	English Learners Foster Youth Low Income	\$45,000.00	\$0.00	\$0.00	\$0.00	\$45,000.00
01	07	Teacher training on formative assessments	All	\$11,440.00	\$0.00	\$0.00	\$0.00	\$11,440.00
01	08	Instructional aides	English Learners Foster Youth Low Income	\$374,400.00	\$0.00	\$0.00	\$0.00	\$374,400.00
01	09	Instructional aides in Special Ed	English Learners Foster Youth Low Income	\$62,400.00	\$0.00	\$0.00	\$0.00	\$62,400.00

**2022-23 Total Expenditures Table**

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	\$1,307,543.00	\$0.00	\$0.00	\$0.00	\$1,307,543.00	\$1,087,043.00	\$220,500.00

Goal	Action	Action Title	Students Group (s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
01	10	Special Ed Teacher / Coordinator	English Learners Foster Youth Low Income	\$119,990.00	\$0.00	\$0.00	\$0.00	\$119,990.00
02	01	MTSS ( Academic Intervention )	English Learners Foster Youth Low Income	\$27,974.00	\$0.00	\$0.00	\$0.00	\$27,974.00
02	02	Homework Hotline	All	\$4,160.00	\$0.00	\$0.00	\$0.00	\$4,160.00
02	03	Technology Support	English Learners Foster Youth Low Income	\$83,200.00	\$0.00	\$0.00	\$0.00	\$83,200.00
02	04	Instructional supplies budgets	All	\$16,000.00	\$0.00	\$0.00	\$0.00	\$16,000.00
02	05	Comprehensive instructional program	All	\$11,232.00	\$0.00	\$0.00	\$0.00	\$11,232.00
02	06	Increased technology access	English Learners Foster Youth Low Income	\$70,000.00	\$0.00	\$0.00	\$0.00	\$70,000.00
02	07	Music Program	All	\$15,000.00	\$0.00	\$0.00	\$0.00	\$15,000.00
02	08	Computer Science	All	\$6,000.00	\$0.00	\$0.00	\$0.00	\$6,000.00



**2022-23 Total Expenditures Table**

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	\$1,307,543.00	\$0.00	\$0.00	\$0.00	\$1,307,543.00	\$1,087,043.00	\$220,500.00

Goal	Action	Action Title	Students Group (s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
02	09	Special Ed Services	All	\$35,000.00	\$0.00	\$0.00	\$0.00	\$35,000.00
03	01	Attendance	All	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
03	02	MTSS ( PBIS - Behavioral )	All	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
03	03	Health Coordinator	English Learners Foster Youth Low Income	\$95,014.00	\$0.00	\$0.00	\$0.00	\$95,014.00
03	04	Parent / Community Liaison	English Learners Foster Youth Low Income	\$93,600.00	\$0.00	\$0.00	\$0.00	\$93,600.00
03	05	MTSS ( Social emotional supports )	All	\$500.00	\$0.00	\$0.00	\$0.00	\$500.00
03	06	Improved School Discipline	English Learners Foster Youth Low Income	\$500.00	\$0.00	\$0.00	\$0.00	\$500.00
03	07	Parent Communication	All	\$500.00	\$0.00	\$0.00	\$0.00	\$500.00
03	08	Facility Maintenance	All	\$15,000.00	\$0.00	\$0.00	\$0.00	\$15,000.00

**2022-23 Contributing Actions Table**

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover - Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
\$3,116,597	\$1,114,511	35.76%	0.00%	35.76%	\$1,119,711	0.0%	35.9%	Total:	\$1,119,711
								LEA-wide Total:	\$128,200
								Limited Total:	\$991,511
								Schoolwide Total:	\$0

Goal	Action	Action Title	Contributing to Increased or Improved Services	Scope	Unduplicated Students Group (s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned % of Improved Services
01	04	Increased support in ELA, ELD, and Math	Yes	Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools	\$147,633.00	0.0%
01	06	Professional development	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$45,000.00	0.0%
01	08	Instructional aides	Yes	Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools	\$374,400.00	0.0%
01	09	Instructional aides in Special Ed	Yes	Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools	\$62,400.00	0.0%
01	10	Special Ed Teacher / Coordinator	Yes	Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools	\$119,990.00	0.0%

**2022-23 Contributing Actions Table**

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover - Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
\$3,116,597	\$1,114,511	35.76%	0.00%	35.76%	\$1,119,711	0.0%	35.9%	Total:	\$1,119,711
								LEA-wide Total:	\$128,200
								Limited Total:	\$991,511
								Schoolwide Total:	\$0

Goal	Action	Action Title	Contributing to Increased or Improved Services	Scope	Unduplicated Students Group (s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned % of Improved Services
02	01	MTSS ( Academic Intervention )	Yes	Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools	\$27,974.00	0.0%
02	03	Technology Support	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$83,200.00	0.0%
02	06	Increased technology access	Yes	Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools	\$70,000.00	0.0%
03	03	Health Coordinator	Yes	Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools	\$95,014.00	0.0%
03	04	Parent / Community Liaison	Yes	Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools	\$93,600.00	0.0%

**2022-23 Contributing Actions Table**

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover - Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
\$3,116,597	\$1,114,511	35.76%	0.00%	35.76%	\$1,119,711	0.0%	35.9%	Total:	\$1,119,711
								LEA-wide Total:	\$128,200
								Limited Total:	\$991,511
								Schoolwide Total:	\$0

Goal	Action	Action Title	Contributing to Increased or Improved Services	Scope	Unduplicated Students Group (s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned % of Improved Services
03	06	Improved School Discipline	Yes	Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools	\$500.00	0.0%

# Instructions

[Plan Summary](#)

[Engaging Educational Partners](#)

[Goals and Actions](#)

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

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

## Introduction and Instructions

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

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

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



- Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (*EC* sections 52064[b][1] and [2]).
- Annually reviewing and updating the LCAP to reflect progress toward the goals (*EC* Section 52064[b][7]).

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

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

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

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

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

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

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

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

## Plan Summary

### Purpose

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

### Requirements and Instructions

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

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

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

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

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

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

## Engaging Educational Partners

### Purpose

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

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

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

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

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



## Requirements and Instructions

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

### **Local Control and Accountability Plan:**

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

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

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

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

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

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

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

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

- Inclusion of a goal or decision to pursue a Focus Goal (as described below)
- Inclusion of metrics other than the statutorily required metrics
- Determination of the desired outcome on one or more metrics
- Inclusion of performance by one or more student groups in the Measuring and Reporting Results subsection
- Inclusion of action(s) or a group of actions
- Elimination of action(s) or group of actions
- Changes to the level of proposed expenditures for one or more actions
- Inclusion of action(s) as contributing to increased or improved services for unduplicated services
- Determination of effectiveness of the specific actions to achieve the goal
- Determination of material differences in expenditures
- Determination of changes made to a goal for the ensuing LCAP year based on the annual update process
- Determination of challenges or successes in the implementation of actions

## Goals and Actions

### Purpose

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

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

## Requirements and Instructions

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

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

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

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

### ***Focus Goal(s)***

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

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

### ***Broad Goal***

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



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

### ***Maintenance of Progress Goal***

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

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

### ***Required Goals***

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

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

- **Consistently low-performing student group(s) goal requirement:** An LEA meeting the consistently low-performing student group(s) criteria must include a goal in its LCAP focused on improving the performance of the student group or groups that led to the LEA’s eligibility for Differentiated Assistance. This goal must include metrics, outcomes, actions, and expenditures specific to addressing the needs of, and improving outcomes for, this student group or groups. An LEA required to address multiple student groups is not required to have a goal to address each student group; however, each student group must be specifically addressed in the goal. This requirement may not be met by combining this required goal with another goal.
- **Goal Description:** Describe the outcomes the LEA plans to achieve to address the needs of, and improve outcomes for, the student group or groups that led to the LEA’s eligibility for Differentiated Assistance.
- **Explanation of why the LEA has developed this goal:** Explain why the LEA is required to develop this goal, including identifying the student group(s) that lead to the LEA being required to develop this goal, how the actions and associated metrics included in this goal differ from previous efforts to improve outcomes for the student group(s), and why the LEA believes the actions, metrics, and expenditures included in this goal will help achieve the outcomes identified in the goal description.



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

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

### ***Measuring and Reporting Results:***

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

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

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

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

Complete the table as follows:

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

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

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



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

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

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

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

### **Goal Analysis:**

Enter the LCAP Year.

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

- Describe the overall implementation of the actions to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process. This must include any instance where the LEA did not implement a planned action or implemented a planned action in a manner that differs substantively from how it was described in the adopted LCAP.
- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures and between the Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services, as applicable. Minor variances in expenditures or percentages do not need to be addressed, and a dollar-for-dollar accounting is not required.
- Describe the effectiveness of the specific actions to achieve the articulated goal as measured by the LEA. In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal. When responding to this prompt, LEAs

may assess the effectiveness of a single action or group of actions within the goal in the context of performance on a single metric or group of specific metrics within the goal that are applicable to the action(s). Grouping actions with metrics will allow for more robust analysis of whether the strategy the LEA is using to impact a specified set of metrics is working and increase transparency for educational partners. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.

- Describe any changes made to this goal, expected outcomes, metrics, or actions to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard or other local data, as applicable.

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

### Purpose

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

### Requirements and Instructions

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

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

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

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



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

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

**Required Descriptions:**

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

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

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

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

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

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

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

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

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

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

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

### **For School Districts Only:**

#### **Actions Provided on an LEA-Wide Basis:**

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

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

#### **Actions Provided on a Schoolwide Basis:**

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



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

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

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

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

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

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

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

Provide the following descriptions, as applicable to the LEA:

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

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

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

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

Complete the table as follows:

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

## Action Tables

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

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

- Table 1: Total Planned Expenditures Table (for the coming LCAP Year)
- Table 2: Contributing Actions Table (for the coming LCAP Year)
- Table 3: Annual Update Table (for the current LCAP Year)
- Table 4: Contributing Actions Annual Update Table (for the current LCAP Year)
- Table 5: LCFF Carryover Table (for the current LCAP Year)

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

## Data Entry Table

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

- **LCAP Year:** Identify the applicable LCAP Year.
- **1. Projected LCFF Base Grant:** Provide the total amount of LCFF funding the LEA estimates it will receive for the coming school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Grant Program and the Home to School Transportation Program, pursuant to 5 CCR Section 15496(a)(8).  
  
See EC sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF apportionment calculations.
- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants the LEA estimates it will receive on the basis of the number and concentration of unduplicated students for the coming school year.
- **3. Projected Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected LCFF Base Grant and the Projected LCFF Supplemental and/or Concentration Grants, pursuant to 5 CCR Section 15496(a)(8). This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the coming LCAP year.
- **Goal #:** Enter the LCAP Goal number for the action.



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

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

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

## Contributing Actions Table

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

## Annual Update Table

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

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

## Contributing Actions Annual Update Table

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

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



## LCFF Carryover Table

- **9. Estimated Actual LCFF Base Grant:** Provide the total amount of LCFF funding the LEA estimates it will receive for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Grant Program and the Home to School Transportation Program, pursuant to 5 CCR Section 15496(a)(8).
- **10. Estimated Actual Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Estimated Actual LCFF Base Grant and the Estimated Actual LCFF Supplemental and/or Concentration Grants, pursuant to 5 CCR Section 15496(a)(8). This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the current LCAP year.

## Calculations in the Action Tables

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

### ***Contributing Actions Table***

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

### ***Contributing Actions Annual Update Table***

Pursuant to *EC* Section 42238.07(c)(2), if the Total Planned Contributing Expenditures (4) is less than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the LEA is required to calculate the difference between the Total Planned Percentage of Improved Services (5) and the Total Estimated Actual Percentage of Improved Services (7). If the Total Planned Contributing Expenditures (4) is equal to or greater

than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the Difference Between Planned and Estimated Actual Percentage of Improved Services will display “Not Required.”

- 6. Estimated Actual LCFF Supplemental and Concentration Grants
  - This is the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on of the number and concentration of unduplicated students in the current school year.
- 4. Total Planned Contributing Expenditures (LCFF Funds)
  - This amount is the total of the Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)
- 7. Total Estimated Actual Expenditures for Contributing Actions
  - This amount is the total of the Estimated Actual Expenditures for Contributing Actions (LCFF Funds)
- Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 4 from 7)
  - This amount is the Total Planned Contributing Expenditures (4) subtracted from the Total Estimated Actual Expenditures for Contributing Actions (7)
- 5. Total Planned Percentage of Improved Services (%)
  - This amount is the total of the Planned Percentage of Improved Services column
- 8. Total Estimated Actual Percentage of Improved Services (%)
  - This amount is the total of the Estimated Actual Percentage of Improved Services column
- Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)
  - This amount is the Total Planned Percentage of Improved Services (5) subtracted from the Total Estimated Actual Percentage of Improved Services (8)

### ***LCFF Carryover Table***

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

- This percentage is the Total Estimated Actual Expenditures for Contributing Actions (7) divided by the LCFF Funding (9), then converting the quotient to a percentage and adding the Total Estimated Actual Percentage of Improved Services (8).
- 12. LCFF Carryover — Dollar Amount LCFF Carryover (Subtract 11 from 10 and multiply by 9)
  - If the Estimated Actual Percentage of Increased or Improved Services (11) is less than the Estimated Actual Percentage to Increase or Improve Services (10), the LEA is required to carry over LCFF funds.

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

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

## LCAP, Metrics

		<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>	<u>6</u>	<u>7</u>	<u>8</u>	<u>9</u>	<u>10</u>
Increase the ELA, Math, Science and Informational Literacy of all Le Grand Scholars.	Actions	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Metrics	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Increase the proficiency of 21st Century skills (creativity, collaboration, critical thinking, and communication) for all Le Grand Scholars so they are Scholars	Actions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Metrics	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Create a safe, secure, and welcoming learning environment so Le Grand Scholars attend regularly and they and their families feel nurtured, engaged and	Actions	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Metrics	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>	<u>6</u>	<u>7</u>	<u>8</u>	<u>9</u>	<u>10</u>
Actions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Metrics	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

## Acronym Page

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ADA, Average Daily Attendance  
ALD, Achievement Level Descriptor  
API, Academic Performance Index  
ASES, After School Education Safety  
AVID, Advancement Via Individualized  
Determination  
AYP, Adequate Yearly Progress  
BB, Below Basic  
BL, Baseline  
CAASPP, California Assessment of Student  
Performance and Progress  
CASS, California State Standards  
CBO, Chief Business Officer  
CCCSS, California Common Core State  
Standards  
CCR, College & Career Ready  
CCSS, Common Core State Standards  
CELDT, California English Learner  
Development Test  
CHKS, California Healthy Kids Survey  
COP, Certificate of Participation

CSR, Class Size Reduction  
CST, California Standards Test  
CTE, Career Technical Education  
EAP, Early Assessment Program  
EL, English Learner  
ELA, English Language Arts  
ELD, English Language Development  
ES, Elementary School  
ESE, Education Systems Engineers  
FBB, Far Below Basic  
FTE, Full Time Equivalent  
FY, Foster Youth  
HS, High School  
IA, Instructional Assistant  
IS, Independent Study  
ISSC, In School Suspension Classroom  
LCAP, Local Control Accountability Plan

LCFF, Local Control Funding Formula  
LEA, Local Education Agency  
MOT, Maintenance, Operations and  
Transportation  
MS, Middle School  
MTSS, Multi-Tiered Systems of Support  
PD, Professional Development  
RLA, Reading Language Arts  
RTI, Response To Intervention  
SBE, State Board of Education  
SDAIE, Specially Designed Academic  
Instruction in English  
SR SpEd, State Restricted Special Education  
STEAM, Science, Technology, Engineering,  
Arts and Math  
SWD, Students with Disabilities  
TECALs, Transitional Employment College  
Readiness and Life Skills  
TOSA, Teacher on Special Assignment  
VOIP, Voice Over Internet Protocol

## LCAP Explanatory Page

### Numbering System:

Each action in this LCAP has a unique four digit *Action ID*. For example an action may have the *Action ID* 04.02. This would mean that this particular action is listed under goal 4 and it is action 2 in that year and for that goal. In this manner each individual action can be identified in stakeholder update discussions.

### Annual Outcomes Baseline Metrics:

Each Goal's Annual Outcomes Metrics lists a baseline denoted by the acronym *BL*. The baseline is the data that has been most recently reported to CDE when that is available; otherwise, it is the most recent data the district has available.

### Action Without Expenditures:

If an action does not have an associated expenditure a "\$0" is placed in the *Budget Amount* column and a '--' is placed in both the *Source* field and the *Reference* field.

### LCFF and LCFF Supplemental and Concentration:

If an expenditure is budgeted with supplemental and concentration funds it will have a 'LCFF, S&C' in the *Source* field. If the expenditure is budgeted with Base funds it will have only 'LCFF' in the *Source* field.

### Annual Update Actual Actions and Services:

In the Annual Update fields titled *Actual Actions and Services*: there are two numbers at the end of the explanation. These two numbers represent a numeric estimate of the 1. progress towards completion and 2. effectiveness of the action towards meeting the goal. The number is a percentage between 0% and 100%. The numbers represent a best consensus of the LCAP committee.

### Stakeholder Engagement Rank Percentages:

In the Stakeholder Engagement, Impact on LCAP sections there is a rank list of the top five actions requested by each stakeholder focus group. Each participant in the group had 12 votes they could use to identify their priorities. The percentage represents the percentage of all votes that the particular action received. For example in the Stakeholder Engagement, Impact on LCAP, Certificated Staff section there were 307 votes cast. The highest voted action received 27 votes or 8.79% of the total votes.

### Metric 2.A: Implementation of SBE adopted standards for all students:

This is a number taken from the ESE LCAP Teacher survey in which teachers are asked to use their best professional judgement to determine how much of their instruction is rigorously aligned to the current CASS in the four core subject areas.

### Metric 2.B: Implementation of SBE adopted EL standards for all ELs:

This is a number taken from the ESE LCAP Teacher survey in which teachers of ELD are asked to use their best professional judgement to determine how much of their instruction is rigorously aligned to the current CA ELD Frameworks in the four core subject areas.

### Metric 6.C: District School Climate Survey overall index rating:

This is an annual survey that the district administers at least every other school year. All sub-groups: certificated staff, classified staff, parents/community, and students are surveyed. The survey measures impressions of both school safety and the schools' social-emotional environment. An index score of 80% or higher is be deemed as satisfactory.

**Metric 3.1: District Parent Survey overall index rating:**

This is an annual parent survey that the district will begin administering each school year. The survey measures parent perceptions of both school safety and the schools' social-emotional environment as well as parent capacity. An index score of 80% or higher will be deemed as satisfactory.

**Metric 7.A: % of students enrolled in required courses of study**

The CCSESA LCAP Approval Manual list the following for 7.A: "A broad course of study that includes all of the subject areas described in Section 51210 and Section 51220(a) to (i), as applicable" Because CDE provides no specific calculation to determine this metric the district developed the following. The calculation for this metric is: the number of students in the district that are enrolled in the appropriate RLA, Math, Science, Social Science, and P.E. classes to ensure they are on track to either graduate (high school) or advance to the next grade level and divides them by the number of students in the district. This is expressed as a percentage.

**Metric 7.B: % of unduplicated students participating in programs or services for unduplicated students:**

The CCSESA LCAP Approval Manual list the following for 7.B: "Programs and services developed and provided to unduplicated pupils". Because CDE provides no specific calculation to determine this metric the district developed the following. The calculation for this metric is: the number of unduplicated students who participate in programs targeting unduplicated students for support divided by the number of unduplicated students in the district. This gives a number that is the number of programs of participation per unduplicated student.

**Metric 7.C: % of exceptional needs students participating in programs or services for students with exceptional needs:**

The CCSESA LCAP Approval Manual list the following for 7.B: "Programs and services developed and provided to individuals with exceptional needs". Because CDE provides no specific calculation to determine this metric the district developed the following. The calculation for this metric is: the number of exceptional needs students who participate in programs targeting exceptional needs students for support divided by the number of exceptional needs students in the district. This gives a number that is the number of programs of participation per exceptional needs student.

**Metrics that are N/A (Not Applicable):**

Metrics that have an "N/A" were deemed to be inapplicable because either the mobility rate is too great or the sample size of the student population is too small respectively to make this data valid for year over year comparisons, or the district was unable to collect data in a given year.

**Metrics that are N/D (No Data):**

Metrics that have an "N/D" have no data reported on the CDE CA Dashboard or other relevant CDE websites.

**Metrics that are N/D/C (No Data due to COVID):**

Metrics that have an "N/D/C" have no data reported in the LCAP due difficulties gathering data during the COVID pandemic.

## Expenditures by Resource Code

	2021-2022			2022-2023			2023-2024				
	<u>Allocation</u>	<u>In LCAP</u>	<u>Difference</u>	<u>Allocation</u>	<u>In LCAP</u>	<u>Difference</u>	<u>Allocation</u>	<u>In LCAP</u>	<u>Difference</u>		
LCFF	\$3,136,829	\$190,300	\$2,946,529	\$3,189,611	\$193,032	\$2,996,579	\$3,189,611	\$195,873	\$2,993,738	75	1
LCFF, S&C	\$957,259	\$957,259		\$1,114,511	\$1,114,511		\$1,114,511	\$1,114,511		76	1
SpEd (Fd)	\$42,456		\$42,456	\$45,227		\$45,227	\$45,227		\$45,227	77	1
Inter Contracts	\$14,769		\$14,769	\$14,769		\$14,769	\$14,769		\$14,769	78	1
Title I	\$210,967		\$210,967	\$199,549		\$199,549	\$199,549		\$199,549	79	1
Title II	\$18,358		\$18,358	\$14,723		\$14,723	\$14,723		\$14,723	80	1
Title III	\$17,160		\$17,160	\$17,901		\$17,901	\$17,901		\$17,901	81	1
ESSA	\$15,115		\$15,115	\$14,734		\$14,734	\$14,734		\$14,734	82	1
Other Federal	\$683,253		\$683,253	\$1,561,101		\$1,561,101	\$1,561,101		\$1,561,101	83	1
SpEd (CA)	\$102,874		\$102,874	\$156,376		\$156,376	\$156,376		\$156,376	84	1
Mandated Cost	\$11,688		\$11,688	\$11,688		\$11,688	\$11,688		\$11,688	85	1
Lottery	\$70,936		\$70,936	\$79,184		\$79,184	\$79,184		\$79,184	86	1
ASES	\$177,382		\$177,382	\$203,279		\$203,279	\$203,279		\$203,279	87	1
Other CA	\$365,916		\$365,916	\$337,618		\$337,618	\$337,618		\$337,618	88	1
Interest	\$15,700		\$15,700	\$15,700		\$15,700	\$15,700		\$15,700	89	1
Other Fees	\$20,000		\$20,000	\$20,000		\$20,000	\$20,000		\$20,000	90	1
Other Local	\$73,000		\$73,000	\$73,000		\$73,000	\$73,000		\$73,000	91	1

\$5,933,662	\$1,147,559
\$5,933,662	\$1,147,559
	\$1,147,559

\$7,068,971	\$1,307,543
\$7,068,971	\$1,307,543
	\$1,307,543

\$7,068,971	\$1,310,384
\$7,068,971	\$1,310,384
	\$1,310,384



### Expenditures by Object Code

[illegible]

\$5,669,110      \$1,147,559

\$6,943,736      \$1,307,543

\$5,786,595      \$1,310,384