LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Stony Creek Joint Unified School District
CDS Code: 11 62653 1132109
School Year: 2023-24
LEA contact information:
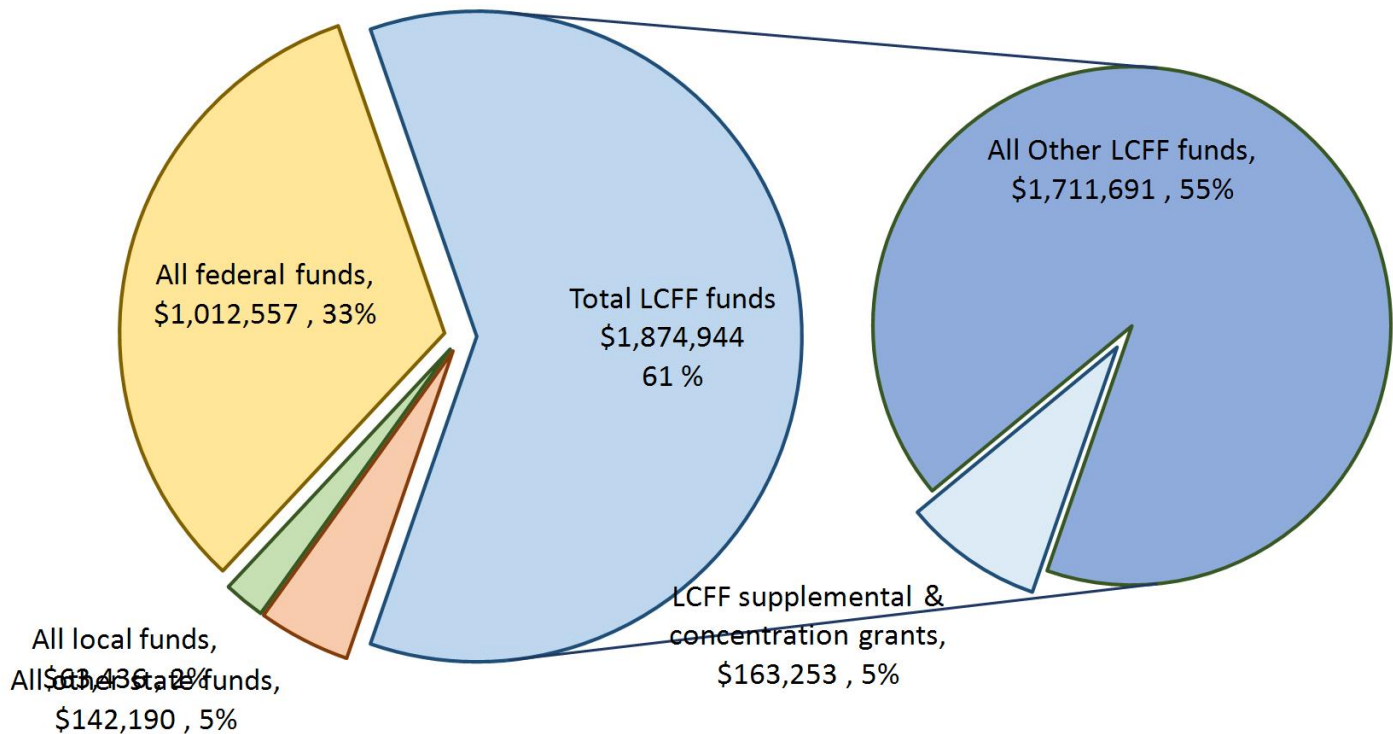Kevin Triance
Superintendent/Principal
ktriance@scjusd.org
5309685102

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

Budget Overview for the 2023-24 School Year

Projected Revenue by Fund Source

All federal funds, $1,012,557 , 33%

All local funds, $63,436 , 2%

All other State funds, $142,190 , 5%

Total LCFF funds $1,874,944 61 %

All Other LCFF funds, $1,711,691 , 55%

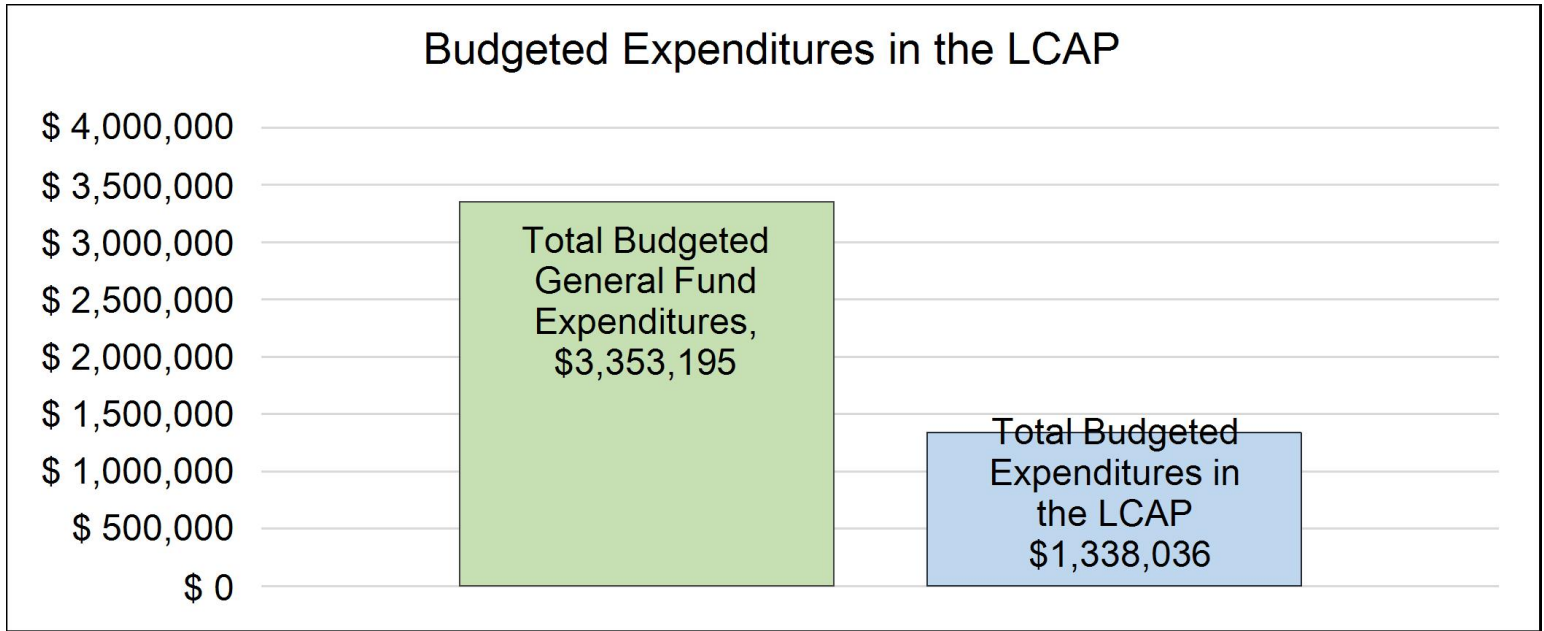LCFF supplemental & concentration grants, $163,253 , 5%

This chart shows the total general purpose revenue Stony Creek Joint Unified School District expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Stony Creek Joint Unified School District is $3,093,127, of which $1,874,944.00 is Local Control Funding Formula (LCFF), $142,190 is other state funds, $63,436 is local funds, and $1,012,557 is federal funds. Of the $1,874,944.00 in LCFF Funds, $163,253.00 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.

Budgeted Expenditures in the LCAP

Total Budgeted General Fund Expenditures, $3,353,195

Total Budgeted Expenditures in the LCAP $1,338,036

This chart provides a quick summary of how much Stony Creek Joint Unified School District plans to spend for 2023-24. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Stony Creek Joint Unified School District plans to spend $3,353,195.00 for the 2023-24 school year. Of that amount, $1,338,036.00 is tied to actions/services in the LCAP and $2,015,159 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

The district costs not included included in the LCAP are represented in transportation, facilities updates/modernization costs, overhead costs, core services and other essential and non-instructional services.

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

In 2023-24, Stony Creek Joint Unified School District is projecting it will receive $163,253.00 based on the enrollment of foster youth, English learner, and low-income students. Stony Creek Joint Unified School District must describe how it intends to increase or improve services for high needs students in the LCAP. Stony Creek Joint Unified School District plans to spend $168,914.00 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 2022-23

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

Total Budgeted Expenditures for High Needs Students in the LCAP	$347,881
Actual Expenditures for High Needs Students in LCAP	$235,000
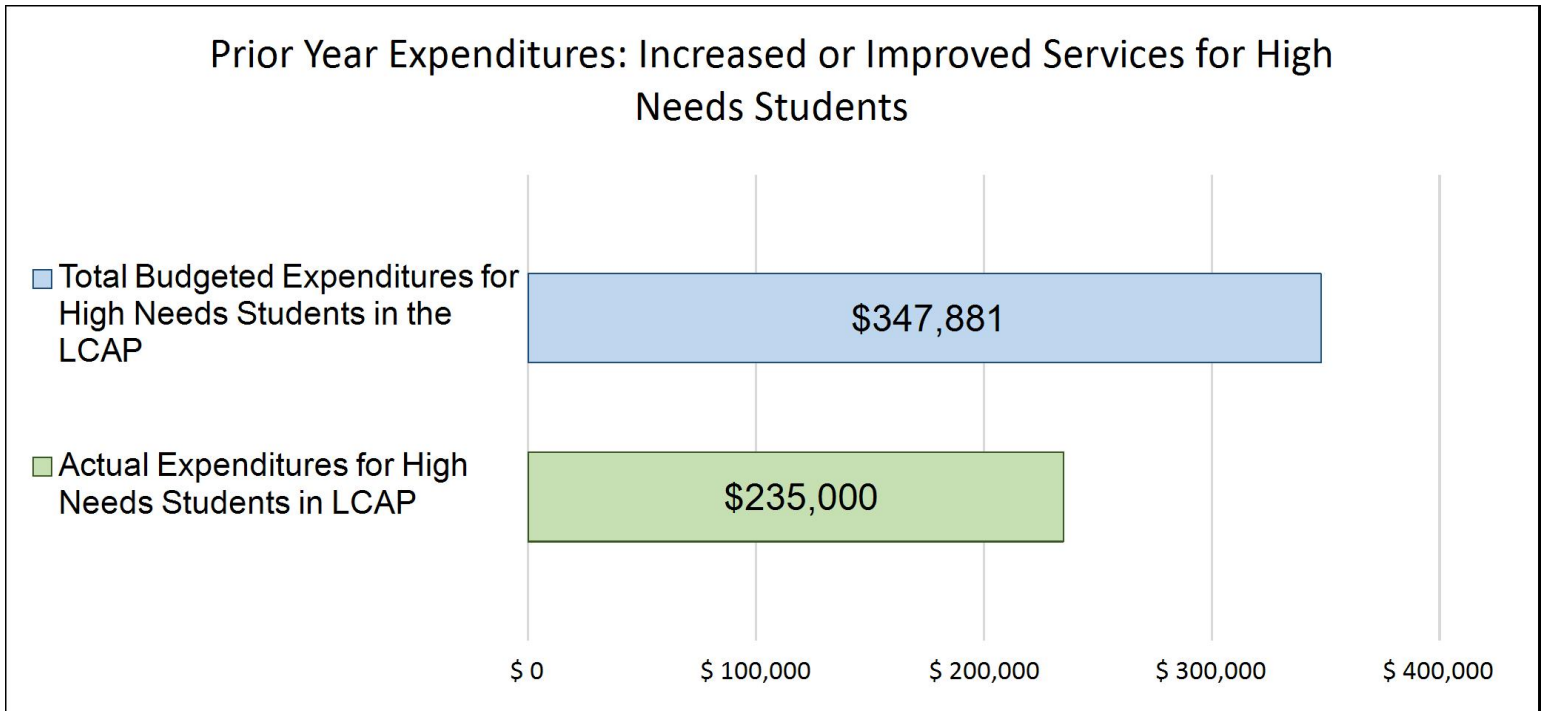
This chart compares what Stony Creek Joint Unified School District budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what Stony Creek Joint Unified School District estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

The text description of the above chart is as follows: In 2022-23, Stony Creek Joint Unified School District's LCAP budgeted $347,881.00 for planned actions to increase or improve services for high needs students. Stony Creek Joint Unified School District actually spent $235,000.00 for actions to increase or improve services for high needs students in 2022-23.

The difference between the budgeted and actual expenditures of $-112,881 had the following impact on Stony Creek Joint Unified School District's ability to increase or improve services for high needs students:

Support was provided for increased services using federal grants.

Local Control and Accountability Plan

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Stony Creek Joint Unified School District	Kevin Triance Superintendent/Principal	ktriance@scjusd.org 5309685102

Plan Summary [2023-24]

General Information

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

Stony Creek Joint Unified School District is a small K-12 rural school district in Glenn County and serves approximately 89 students. The district has four school sites which are Elk Creek High School is a comprehensive high school grades 9-12. Bidwell Point Continuation School serves grades 11 & 12. Elk Creek Elementary School serves grades TK-4 and Indian Valley Intermediate School which serves grades 5-8. All classes are combination classes. The district has three distinct communities that are widely dispersed. The town of Elk Creek in which the district office and three of the schools are located is largely a retirement community. Grindstone Rancheria is federally recognized Native American Rancheria 10 miles north and where more than 55% of the district students reside. The town of Stonyford is located in Colusa County 20 miles south and is largely made up of ranching families and is the location of Indian Valley Intermediate School. The school has seen its attendance stabilize and increase over the past three years. Many parents work in Willows or Orland and therefore have their children attend in those school districts. Overall their is limited opportunities in the area and the school district, Forest Service, ranching and a few small businesses make up the majority of the local economy. All students in the district qualify for free/reduced meals.

Despite these challenges the school district is well supported in the community. Elk Creek High School is WASC accredited and is offers A-G approved courses. The FFA program is an important component to the school district and surrounding communities and all high school students take some type of AG science class during their four years. Average class sizes in the elementary schools are 12:1 and 7:1 at the high school level. The district caters to those students who enjoy a small classroom with more personal interaction with staff. The staff has a strong relationship with the students and parents as many parents graduated Elk Creek when they were in school. The district has 9 full time teachers, 1 part time RSP teacher, 1 part time academic counselor, 1 part time mental health counselor, 5 para educators for direct support of students. High school students participate in college trips and the YES program for employment opportunity through Glenn County Office of Education. The FFA program offers Career Technical Education in the form agriculture pathways in agricultural mechanics. The district supports an afterschool program called SPARK to support K-8 students with additional tutoring and cultural activities. Afterschool tutoring is also provided at the high school two days per week. The district is expanding its athletic program this year to include 8 man football and track as well as athletics at Indian Valley Intermediate School.

Reflections: Successes

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

Data based in 2021-22 regarding CAASPP scores, school wide attendance, California School Dashboard, and other pertinent school data:
1. Overall school ADA reached 91 students at P-2 for 2022-23 Most of this growth has been at the elementary level.
2. CAASPP scores in ELA increased significantly and are now at state average at 53% in ELA and 31% in Mathematics.
3. CAASPP scores showed a decrease in students not meeting standard in both ELA and Mathematics.
4. Graduation rates among highs school students from both Bidwell Point and Elk Creek High Schools reached 100%.
5. According to surveys, support from the students, and parents remain positive and are recognizing school improvements over the past several years.
6. Increased counseling services have been brought in to support students emotional and behavior needs at all school sites. The district increased behavior/mental health to 1 full day a week and two counselors from Northern Valley Indian Health two days a week now visit all four school campuses.
7. New curriculum in all core areas with the exception of highschool mathematics has been implemented. ECHS mathematics piloted a new adoption but was rejected by staff. A new pilot will be looked at in 2023-24 school year.

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.

Data based on 2021-22 school year regarding school wide attendance rates, CAASPP scores, California School Dashboard and other school data:
1. School wide ADA in 2022-23 school year was 91% and significantly behind other school districts in Glenn County.
2. CAASPP sores of students not meeting standard ELA is 38.5% and Math is currently at 56.4% in 2021.
3. Parent and student surveys indicate that the FFA program needs to improve regarding fundraising, student activities, community involvement and equipment.
4. Parent and student surveys indicate the district needs to address students being better prepared for post graduation employment, college and or trade schools. Students indicate more "life skills" courses.
5. Student surveys indicate the need for more elective courses.
6. Need to increase professional development in mathematics, small group instruction and classroom management.

7. High School curriculum in mathematics needs to be updated and modernized to meet CCSS requirements. Pilot was attempted in 22-23 but not adopted.
8. Modernization of school facilities continue to be needed to keep the schools updated and current with new technology and curriculum.
9. Need to update Board policy. This will take place summer of 2023.
10. Parent and student survey indicate need to improve school culture, discipline procedures and accountability for staff.

LCAP Highlights

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

This LCAP is written for a three year period with baseline data from 2019. regarding CAASPP testing; 2020-21 the district did participate in CAASPP testing and changes in scores will be noted. Also, 2021-22 indicate the first full year of school operations and it should be noted that the COVID-19 pandemic did have an effect on the district in January 2022 and schools were closed for 7 days during this time frame. This LCAP looks into the plan for SCJUSD from 2021-2024 school years.

Key Features of the 2023-24 LCAP include:
1. Update ECHS mathematics curriculum.
2. Professional development for staff including core subjects content areas, emotional/behavior training and classroom management.
3. Continue to improve school libraries with modern and updated literature to include more access to Native American reading and art in classrooms.
4. New barn for FFA at Elk Creek High School.(in progress)
5. Student support services in both academic and social/emotional counseling services.
6. Increase in programs for ECHS regarding electives, career and life skills education/skills.
7. Update and modernize FFA shop equipment.
8. Continue to update district equipment
9. Community outreach with expanded programs
10. Continue to strive to increase attendance and academic with incentives.

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.

Elk Creek Elementary School

Support for Identified Schools

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

Stakeholders groups include staff, students, parents, advocacy groups and the school board.
In March 2022 surveys were were sent home to parents regarding school planning for the LCAP. Surveys were also filled out by staff and student in grades 3-12. This information is compiled and reviewed by the Board and will be the for school improvement in the LCAP
Data from the SARC, CAASPP Testing, local attendance, promotion and suspension rates, parent, student and staff surveys, and school culture information are all included in the development of the LCAP plan
No source inequalities were identified by stakeholders in any survey or at school district meetings.
On April 27, 2023 GCOE Special Education meeting took place at Elk Creek.

Monitoring and Evaluating Effectiveness

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

School District will monitor student support and improvement in the following areas:
CAASPP state testing in the Spring of each school year will monitor student individual and district improvement from year to year in English, Mathematics and Science.
District Benchmarks given twice a year will monitor writing skills and allow teaches to improve instruction in writing.
Reading Benchmarks for grades Tk-5 will be given every trimester to monitor student reading skills Reading Benchmarks in grades 6-8 will be done each semester.
Student participation reports will be given annually to the Board and GPAC in the fall to monitor student participation in school district activities.
District attendance will be monitored monthly. Support to those students identified as chronic absenteeism will be reported to SARB.
Effectiveness of the plan will be monitored through the district office which will monitor student progress and respond to concerns from the stakeholders of the district.

District will continue to monitor progress from stakeholders regarding school improvements in curriculum, technology, attendance, graduation, suspension rates, etc. through surveys, parent meetings and community meetings.

Engaging Educational Partners

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

LEA engagement with stakeholders for this 2022-23 LCAP:
Parent Survey: March 2023: 7 of 44 responded
Staff Survey: April 2023: 6-17responded
Student Survey Elk Creek High School: March 2023
Student Survey elementary grades 3-8: March 2023
GPAC meetings Aug-May 2023
GCOE Special Education Meeting April 2023

A summary of the feedback provided by specific educational partners.

Overall summary is that the school is making progress in several areas in regards to modernization, updating curriculum as well supporting and meeting the socio-emotional needs of the students.
Students overall feel safe and connected to the schools. Updating school curriculum in technology, life skills courses at the high school and overall elective courses are seen as a priority. Increasing participation in athletics, school sponsored events, continue to improvement along with overall school facilities are also seen as important which would have increase in overall school culture. FFA program continues to struggle and career pathways need to be implemented. A new updated job description for 2023-24 should assist the administrator and staff to focus on the priorities set forth by the Board.
Parents feel campuses are safe overall and students are supported emotionally. Surveys indicate appreciation of the school district updating school facilities and a need for increased classroom management at the high school grades. Better communication with parents regarding behavior, academics and events was suggested. Surveys also indicate the need for more FFA events and student opportunities regarding career education, college or trade school options. Students surveys indicate better preparation regarding post graduation employment or secondary education opportunities.
School staff would like to focus to collaboration meetings and training in project based learning instruction along with conflict resolution skills. Consistent discipline procedures at the high school level and better communication between parents and teachers were also a focus of staff. The LCAP will continue to reflect the need to update the facilities to keep the schools modern as well as competitive with the surrounding schools as it competes for school enrollment.

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

Specific Input for the 2022-23 LCAP:

- Parents would like to see the school expand its course offerings at the high school such as advanced placement classes, foreign language and remedial courses.
- Parents would also like to see more academic support in writing skills and more participation for students in A-G classes. They also suggested class offerings in budgeting, business finance and welding.
- Parents were concerned with school discipline needing to be more consistent in the classrooms as it can affect athletics.
- Parents reflected that the schools are clean, safe and their student is emotionally and academically supported.
- Students Grade 9-12- Students wanted to expand the FFA program and school based activities and field trips, life skills and electives.
- Students overall expressed they feel safe on campus and are supported by staff and would like to see more structure overall in classrooms and campus. Fund raising, field trips, career and life skills classes. Overall the students rated the high school as a 3.5 average out of a scale 1-5
- Students Grades 2-8- Students would like more school assemblies, field trips, athletics and an increase in Native American studies. Almost all students feel safe, supported by staff both academically and emotionally. Students would also like to see the school libraries modernized with new books. Overall students rated the elementary schools rated the schools of 4.3 out of a scale of 1-5.
- SCJUSD Staff- More time in staff collaboration would benefit student achievement. Teachers also expressed interest in conflict resolution programs. The school staff believes there is enough programs and would like to continue to better implement what has already been provided.
- Administration: Continue to upgrade equipment and facilities for students and staff. Focus continues to be on staff development in terms of classroom management, instructional techniques, school culture and FFA program.
- GCOE: Consult with Special Education department regarding special education students on April 2023.

Goals and Actions

Goal

Goal #	Description
1	State Priorities 1: Basic, 2 Implementations of State Standards & 7 Course Access: 1 The Stony Creek Joint Unified School District will maintain a optimal learning environment for students by hiring highly qualified teachers in all grade levels and subject areas. The school district will provide all students with appropriate Common Core State Standard curriculum in Mathematics, English/Language Arts, Next Generation Science, Social Studies and implement performance standards in reading, math and writing in all grade levels to ensure students are meeting and improving in state standards. School district facilities and equipment will be modernized and in good repair to ensure all SCJUSD schools are comparable to other school districts in the surrounding areas.

An explanation of why the LEA has developed this goal.

The school district has been challenged with teacher recruitment over the past several years and in particular Elk Creek High School. The lack of a teacher for Bidwell Point Continuation High School for 2022-23 resulted in the school administrator acting as a substitute teacher all year (although certificated to do so) The lack of BPCS changed the overall schedule at ECHS and reduced a section. The district is actively seeking a teacher for BPCS with two sections of ELA and an elective at ECHS. If successful, the FFA teacher will focus on FFA and the science will be taught by another staff member opening up a section for additional elective courses. School district curriculum in all elementary schools have been updated. ECHS piloted a mathematics curriculum this year but was not adopted. School facilities are in good repair as documented in the 2022-23 FIT Report; however, ECHS FFA shop and science lab need to be modernized and updated.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Priority 1: Local Indicator/Teacher credential	A) 2019-21 No misaligned teacher assignments. B) School district is currently seeking a science teacher and English/ Continuation Teacher for for Elk Creek High School for	A) 2021-22 misaligned teacher at Bidwell Point Continuation School. B) School district will have full staff of teachers to start the 2022-23 school year. 1 teacher will need to	A) 22-23 Principal of school district subbed for Bidwell Point Continuation high School. Principal is certified in all academic areas to teach alternative education. District is actively seeking to		A&B) All teaching positions at the high school will be filled in appropriately filled with credentialed and highly qualified teachers grades 9-12

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	the 2021-22 school year. C) All K-8 teachers are appropriately credentialed in their appropriate subject areas.	complete single subject service credential at Elk Creek High School. C. All K-8 teachers are appropriately credentialed.	find permanent teacher for this position. B. Elk Creek High School was short a teacher (science) and this was taught by the agriculture teacher. All teachers grades 9-12 are appropriately credentialed. C. All K-8 teachers are appropriately credentialed.		C) All K-8 teachers are appropriately credentialed.
Priority 1: Local Indicator/ Instructional materials	There is no insufficient materials in curriculum according to Williams Report 2021 A) All K-6 Mathematics, English Language Arts and Science curriculum meets CCSS. District is actively seeking Social Studies Curriculum for grades K-6 and hope to have implemented by 2022-23 school year.	There is no insufficient materials in curriculum according to Williams Report 2021 A) All K-8 curriculum in Mathematics, English Language Arts and Science curriculum meets CCSS. Adoption of K-6 Social Studies curriculum not yet adopted. District is looking to pilot social studies curriculum in 2022-23 school year.	There is no insufficient materials in curriculum according to Williams Report 2022 A) All K-8 curriculum in Mathematics, English Language Arts and Science curriculum meets CCSS. Adoption of K-6 Social Studies curriculum not yet adopted. District is looking to pilot social studies curriculum in 2022-23 school year.		A & B) All K-8 classrooms will meet CCSS aligned curriculum in all four content areas of English Language Arts, Mathematics, Science and Social Studies C) Grades 9-12 will have CCSS aligned English and Science curriculum which will meet A-G requirements and meet WASC certification.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	B) Grades 7&8 have have Math, English Language Arts and Social Studies curriculum meeting CCSS. The district Is seeking a Science curriculum that meets NGSS standards at the grade 7&8 grade levels. C) Grades 9-12 have CCSS aligned curriculum in Social Studies and Math. District is seeking for a CCSS English curriculum and science curriculum (NGSS) to be implemented in 21-22 school year. A-G courses are provided to students and are WASC approved. D) Grades 9-12 will also adopt on line programs to support and expand instruction to meet the needs of individual students and courses are WASC certified	B) Grades 7&8 have implemented ELA, Math and SS curriculum meeting CCSS. The district will continue to seek science curriculum for grades 7&8 to meet NGSS standards. C) Grades 9-12 adopted CCSS ELA aligned curriculum. Science curriculum has been reviewed for adoption in the 2022-23 school year. A-G courses are provided to students and are WASC approved. D) Edgenuity was adopted and implemented in grades 9-12. However, this program was not popular and will be used in specific offered for individual students. Edgenuity courses meet WASC certified and meet A-G requirements.	B) Grades 7&8 have implemented ELA, Math and SS curriculum meeting CCSS. The district will continue to seek science curriculum for grades 7&8 to meet NGSS standards. C) Grades 9-12 adopted CCSS ELA aligned curriculum. Science curriculum has been reviewed for adoption in the 2022-23 school year. A-G courses are provided to students and are WASC approved. D) Second year of EDGENUITY adoption in grades 9-12 for elective classes and credit recovery . EDGENUITY courses meet WASC certified and meet A-G requirements.		D) Edgenuity Program will be used to meet the needs in remediation courses in English and Mathematics as well as provide more course offerings for students. All courses offered in Edgenuity will be WASC accredited. Course offerings will meet foreign language, advance courses and elective courses in all core areas.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	and meet A-G requirements.				
Priority 1: Local Indicator/ Facilities in good repair	All SCJUSD facilities are in good repair according to the FIT report dated January 2021. A) The school district will replace one drinking fountain at IVE and install two drinking fountains at Elk Creek High School in 2021-22 school year. A) The district will repair fence damage and install fencing around the bus area at Elk Creek High School. Elk Creek Elementary will also have a new fence installed in the parking lot area and along the drive way to ensure student safety. C) A new water sprinkler system will be installed at the Elk Creek Elementary	All SCJUSD facilities are in good repair according to the FIT report dated January 2021 A) Drinking fountains have all been replaced with hydration stations. B) Fencing has been installed around the bus area at ECHS and ECES. Repairs to perimeter fencing will take place over the summer of 2022. C) New water sprinkler systems were installed at both ECE and ECHS.	All SCJUSD facilities are in good repair according to the FIT report dated January 2022. A, B, C) projects completed.		A) A bubbler/botte stations will installed near the outdoor classroom and replace a current drinking fountain with a bubbler/bottle filler station near the football field. B) Fencing will be repaired near the football field and walk way leading up to the elementary school. New fencing will separate student areas from the bus barn at the high school. The elementary school will receive new fencing in the back of the school near the staff lounge as well as a fence near the driveway loop and play area to ensure student safety.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	School campus that will be more efficient and save on water costs for the district.				C) Water sprinkler system for Elk Creek Elementary School will be installed that will save money for the district and ensure proper coverage when watering.
Priority 2: Local Indicator/Implementation of State Standards/ELD	The school district does not have ELD students.

All students will offered CCSS state adopted curriculum grades K-12.

A) The school district will continue to expand its curriculum to include increasing materials for Native American students. This will include both classroom libraries and the high school library which will have a dedicated section to Native American literature.

B) All Elk Creek High School students receive A-G courses | The school district does not have ELD students.
All students will offered CCSS state adopted curriculum grades K-12.

A) The district allocated money to teachers to expand and update school classroom libraries which included Native American literature and authors. ECHS increased Native American literature but has not completed a dedicated section. Work is in progress.

B) All Elk Creek High School students receive A-G courses that are WASC | The school district does not have ELD students.
All students will offered CCSS state adopted curriculum grades K-12.

A) The district allocated money to teachers to expand and update school classroom libraries which included Native American literature and authors. ECHS increased Native American literature Work is in progress.

B) All Elk Creek High School students receive A-G courses that are WASC certified. Graduation rates from 2022 are | | A) Each K-8 classroom will receive $3,000 in 2021-22 and 22-23 school year to update and purchase new literature books, posters and artwork. Elk Creek High School will be budgeted $5,000 for 2021-22 and 22-23 school years to update its library books, posters and artwork. 20% of this will be spent on Native American literature, posters and art.

B) Elk Creek High School is WASC accredited through 2024. Mid cycle review was in March 2021. |

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	that are WASC certified. Graduation rates from 2019 are 100% Cultural responsible materials will be available to staff and students to educate students with diverse backgrounds.	certified. Graduation rates from 2021 are 100% Cultural responsible materials will be available to staff and students to educate students with diverse backgrounds.	100%. This included a student who attended summer school to finish up course work and a student who completed course work at the continuation school. Cultural responsible materials will be available to staff and students to educate students with diverse backgrounds.		The school district as a whole will adopt cultural relevant literature, posters and assemblies to educate students and staff in regards to students with diverse backgrounds.
Priority 7: Local Metric/A broad course of study	All students in grades K-12 will have access to school adopted curriculum in English Language Arts, Mathematics, Social Studies, Science, Physical Fitness, Visual and Performing Arts and health. A) Highschool curriculum includes health and drivers education. these two classes are now part	All students in grades K-12 will have access to school adopted curriculum in English Language Arts, Mathematics, Social Studies, Science, Physical Fitness, Visual and Performing Arts and Health. A) Highschool curriculum includes health and drivers education which have been fully implemented and are	All students in grades K-12 will have access to school adopted curriculum in English Language Arts, Mathematics, Social Studies, Science, Physical Fitness, Visual and Performing Arts and Health. A) Highschool curriculum includes health and drivers education which have been fully implemented and are		All K-12 students receive a broad course of study. A-D) Highschool curriculum meets all A-G required courses and the school is WASC accredited including on line school curriculum.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	of the graduation requirements. B) High school students will have the option of to receive career technology pathway in welding/ agriculture science through the FFA curriculum. C) Foreign language courses will be offered to high school students through the Edgenuity on line program.	part of the graduation requirements. B) This pathway has not been fully utilized and the advisor is moving toward the broader ag. mechanics pathway for high school students. This will provide more "variety" to students in the program. C) Foreign language courses were not utilized this past year but will continue to be offered through Edgenuity for students seeking a pathway to a four year college.	part of the graduation requirements. B) This pathway is moving toward the broader ag. mechanics for high school students. This pathway will provide a wider course of study to students in the program. C) Foreign language courses offered through EDGENUITY for students seeking a pathway to a four year college.		
Priority 7: Local Metric/Programs/servi ces developed and provided to individuals with exceptional needs	A) Part time Resource Specialist teacher and 3 para educators support students with special needs for the school district. Para educator support will increase under SB89	A) Part time Resource Specialist teacher and 3 para educators support students with special needs for the school district. Para educator support will increase under SB89	A) Part time Resource Specialist teacher and 3 para educators support students with special needs for the school district. Para educator support increased under SB89		A)Continue with this program for 2021-22 school year. Glenn County provides support for 1 2hr. para professional at IVE and 1 full time para at Elk Creek High School

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	funding adding two more para educators to the district for 2021-22 school year. B) Service support includes use of para educators, SPARK afterschool program for grades K-8, tutoring for grades 9-12, other programs and services include counseling, remediation programs for reading and math to assist students in achieving to grade level.	funding adding two more para educators to the district for 2021-22 school year. Two additional para educators were hired one each at the elementary school sites. B) Service support includes use of para educators, SPARK afterschool program for grades K-8, tutoring for grades 9-12, other programs and services include counseling, remediation programs for reading and math to assist students in achieving to grade level.	funding with two para educators to the district for 2021-22 school year. Two additional para educators were hired one each at the elementary school sites. B) Service support includes use of para educators, SPARK afterschool program for grades K-8, tutoring for grades 9-12, other programs and services include counseling, remediation programs for reading and math to assist students in achieving to grade level.		B) Continue to provide service and support for students who need support academically and socially utilizing Para Educators, remediation programs in math and in reading and math.
Priority 6: Local Metric/Expulsion rate	Elk Creek High School expulsion rate:0%	Elk Creek High School expulsion rate:0%	Elk Creek High School expulsion rate:0%		Continue to have 0 expulsions
Priority 7: State Indicator/College/	Graduation rates from 2019 are 100%.	Graduation rates from 2021 is 75% with one senior at BPCS	Graduation rates from 2022 was 100% with one senior at summer		Elk Creek High School maintains a

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Career Indicator (HS only)	A) Career tech in welding/ag science pathway is available for students at ECHS. No students currently are in this pathway.	completing credits during summer and fall 2022 if needed. A) Career tech in welding/ag science pathway is available for students at ECHS. However, this pathway will switch to ag. mechanics in 2022-23. No students currently are in this pathway.	school and one student at BPCS completing credits during fall of 2022. A) 2022 career technology implemented the ag. mechanics pathway. No students currently are in this pathway.		graduation rate of 100%. A) 25% of the students enrolled in the career pathway completed the program.

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Teacher Salary	8 full time teachers,	$605,148.00	No
1.2	Special Education Teacher	GCOE Part-Time RSP Teacher	$40,000.00	No
1.3	Para Educator support all campuses	6 para educators: IVE, ECES, ECHS	$135,575.00	No
1.4	Install Playground Equipment	Install playground equiptment IVE & ECE	$25,000.00	No
1.7	Science Lab ECHS modernization	Updated science lab equipment for ECHS	$7,500.00	No

Action #	Title	Description	Total Funds	Contributing
1.8	1 van	van, multiple seat for student transport	$52,000.00	No
1.9	FFA Workshop / Greenhouse equipment	FFA / Greenhouse shop equipment ECHS/ IVE	$5,000.00	No
1.10	Counselor Support: Academic	1 part-time counselor academic support.	$45,000.00	No
1.11	Additional Teacher ECHS/ Bidwell Point Dual Assignment	Bidwell Point Continuation Teacher/ ECHS Teacher to Maintain Small Class Sizes	$84,457.00	Yes
1.12	Maintain Small Class Size ECES	1 Teacher at Elk Creek Elementary	$84,457.00	Yes
1.13	Kitchen Tables for ECES and IVE	10 round cafeteria tables / Sits 8 students	$35,000.00	No
1.15	Utility Truck-grounds	SCJUSD light duty utility truck for grounds	$35,000.00	No
1.17	Outdoor Classroom for agriculture/ Barn	FFA Barn grades 9-12/ Outdoor classroom instruction	$50,000.00	No
1.20	Ice Machine ECHS	Replace Ice Machine	$5,000.00	No
1.21	Wood Splitter/ tree removal	SCJUSD Wood Splitter/ tree removal IVE parking lot	$2,500.00	No

Goal Analysis [2022-23]

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

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

No substantive changes made between the planned actions and implementation of the actions.

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.

Barn was not put on a foundation and playground equipment was not installed. To be completed in the summer of 2023.

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

The actions were effective as goals in state testing was achieved. The school district as a whole met state standard in English Language Arts and just short in Mathematics. The district also continues to update curriculum and equipment to ensure students and teachers have access to modern school curriculum and supplies.

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

No Changes to goal or outcomes Updated actions to continue goals, Review end of 3 year cycle

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

Goals and Actions

Goal

Goal #	Description
2	State Priorities 3: Parent Involvement; 5:Student Engagement & 6: School Climate: SCJUSD school will improving parent involvement in decision by establishing parent committees in school safety, budgeting, booster club and strategic planning committees. Pupil achievement will increase by giving students more options other than the standard curriculum and in career oriented courses. Pupil attendance rates will improve by increasing attendance incentives and focusing on improved school culture by increasing student lead activities. The school district will continue to improve on school climate and reduce suspension rates by providing additional counseling support and increasing staff training in working with at risk students.

An explanation of why the LEA has developed this goal.

The purpose of this goal is that the district struggles with parent support and input in a variety of areas including school council, booster club and strategic planning committees. Parent input primarily consists of school district surveys. Parents do not attend school site council meetings, school board meetings or strategic meetings such as financial or planning meetings. GPAC meetings are consistently held at the Grindstone Rancheria and valuable discussion and input are obtained. Parent participation at GPAC fluctuates greatly as sometimes more support services are present than parents. the district has made improvement regarding meetings with teachers by scheduling dedicated parent conference days for the elementary schools. The school district is in full implementation of its updated curriculum. The district will continue to update curriculum for grades the high school in mathematics with a goal in 2023-24 pilot. Further, course offerings will increase student access to electives and on line course work to better meet student needs in terms of increasing more career type classes. Pupil attendance rates grew slightly in 2023 P-2 to 91% overall district wide. According to surveys, the issue of school connectiveness are continuing to be an issue with both students and parents. Student and parent support for athletics is strong but lacks in FFA and ASB programs. The lack of athletics, clubs, student participation and in district events continue to be contributing concerns and more student oriented programs are needed.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Priority 3: Local Indicator/Parent Involvement/Local Evaluation Tool	2021 Parent Survey: 35% return: A) Higher expectations of	2022 Parent Survey: 21% return: A) Higher Expectations for	2023 Parent Survey 14% return A) Higher expectations for student achievement:		Parent Surveys 50% return A) Increase to 75% This will be accomplished through

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	student achievement: 64% B) Communication by teachers: 50% Parent input on surveys indicated that teachers need to do a better job communicating with parents regarding classroom behavior and grades. C) Better communication by admin 90% Parent input on surveys indicated that teachers need to do a better job communicating with parents regarding classroom behavior and grades. D) School connectiveness to school: 50%Parent input on surveys indicated that school as a whole need to do a better job communicating with parents school	student achievement: 66% B) Communication by teachers: 66%. Increase from the past year. Parent input on surveys indicated that teachers need to do a better job communicating with parents regarding classroom behavior and grades.. C) Communication by administration: 60% decrease from previous year. Parent input on surveys indicated that teachers need to do a better job communicating with parents regarding classroom behavior and grades.. D) Connectedness to school: 80% Increase by 30%. Parent input on surveys indicated that school as a whole need to do a better job	70% Indicate more opportunity for post graduation trips college/ trade school; parents indicate students thinking more of post secondary education over previous years. B) Communication by teachers/ school Parent input states it is inconsistent and not timely enough- same day or 24 hours prior. C) Communication by admin is 90%. Teachers need to communicate better regarding management issues and grades. D) Connectedness' to school: 90% parent survey state students are safe, enjoy attending, get along with peers (some issues with bullying) have access to counseling and staff respects children		improved classroom management and engaging instruction techniques, more student accountability in attendance, prepared for class, student support. B) Increase communication by teachers to to 100% by teachers to parents and students by parents by calling or emailing or holding SST meetings for academics and classroom concerns, utilize new website/app to communicate with parents regarding classroom calendar, assignments, etc. Utilize ARIES grade porthole to monitor academics. C) Increase communication by administration and special education teacher for parents and students by calling or emailing or holding IEP meetings

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	activities, meetings and using the school as a community hub by sponsoring events.	communicating with parents school activities, meetings and using the school as a community hub by sponsoring events.			for academics and classroom concerns. Ensure progress reports go out quarterly for special needs students, utilize new website/app to communicate with parents regarding classroom calendar, assignments, etc. D) Increase parent connectiveness to school to 75% by having school meetings and special events, community gatherings, athletics to build sense of community to the school.
Priority 5: State Indicator/Student Engagement/Chronic absenteeism rates	Dashboard indicators district wide are in the Red A) 40% of students identified as chronically absent	Dashboard indicators district wide: 49% of students identified as chronically absent.	Dashboard indicators district wide: 28.4% of students are chronically absent Improvement of 21% over last year.		Chronic absenteeism to green by 2024
Priority 5: State Indicator/Student Engagement/High	Elk Creek High School Graduation Rate: 100%	Elk Creek High School Graduation Rate:100%	Elk Creek High School Graduation Rate:		Maintain 100% graduation rate

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
School Graduation Rate Indicator	Bidwell Point Graduation Rate: 100%	Bidwell Point Graduation Rate: 0% (senior will be 5th year.)	100% (one student went to summer school to complete requirements)		
Priority 5: Local Metric/Student Engagement/School attendance rates	2020School Attendance Rates overall 89% A) K-6 school rates were 91% Two families with multiple kids enrolled in ECE and IVE are classified chronic absenteeism has large impact on attendance B) Elk Creek High School attendance rates average 88% Tardy to first period, hard to reach or unresponsive parents, lack of school connectivity	2021-22 School Attendance Rates overall improved slightly to 90.38% in all grades A) K-8 Attendance rates overall are 90.99% TK-3:86.27% 4-6-92.47% 7-8-89.84% B) Elk Creek High School attendance rates improved 92.45% Bidwell Point Continuation School 64.92%	2022-23 School Attendance Rates overall (P-2 Reporting Period) A) K-8 attendance rates 91.14% TK-3 -90.5% 4-6 -92.15% 7-8 -90.77 % In all attendance improvement is .15% over last year.. B) ECHS 9-12 attendance rates 89.69% BPCS- 75.3% ECHS Highschool attendance minimal drop of 2.76% BPCS attendance increased 10.38%		Increase school district attendance to 92%
Priority 5: Local Metric/Student Engagement/High school dropout rate	Elk Creek High School drop out rate: 0% Indian Valley Elementary School	Elk Creek High School drop out rate: 0% Indian Valley Elementary School	Elk Creek High School drop out rate: 0% Indian Valley Elementary School		Maintain 0% drop out rate for both Elk Creek High School and Indian Valley

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	(intermediate school) Drop Out Rate: 0%	(intermediate school) Drop Out Rate: 0%	(intermediate school) Drop Out Rate: 0%		Elementary School (intermediate school)
Priority 6: State Indicator/Student Suspension Indicator	2019 Dashboard was Red with 39% suspension rate. Drug related suspensions were the major cause	School district had 2 suspensions related to profanity/ defiance.	Dashboard indicator suspensions at 2.9% which is medium range. Drug related and defiance/disruption suspensions major reasons.		Suspension rates to green by continuing via classroom management and increased counseling services.
Priority 6: Local Indicator/Local tool for school climate	Student Survey 2021: Grade 9-12 Students rated school as a 3 on 1-5 scale Get good education at school: 70% Emotional/ Academic Support:90% Lack of courses/ new equipment/ more school activities more class management

Grades 4-8: Students rated 4.5 on 1-5 scale Feel connected to school: 90% Emotional/Academic Support 90% | Student Survey 2022: A) Grade 9-12 Students rated school as a 3.5 on 1-5 scale. Slight increase over last year. Get good education at school: 66% Slight drop from previous year. Emotional/ Academic Support: 80% Slight drop from previous year. Lack of courses/ new equipment/ more school activities more class management

B) Grades 4-8: Students rated 4.5 on 1-5 scale | Student Survey 23 A)Grades 9-12: Student rated scale is 3 which is slight decrease over last year. Surveys indicate students want life skills courses and more activities for students to participate in. Most feel connected to school and are receiving a good education overall but want more hands on work and more stringent work and management in class overall. Students feel supported academically and emotionally. | | Students have to be to want to be at SCJUSD schools Grade 9-12: Good education 90% Emotional Support: 95% Address school needs by purchasing new equipment for FFA, increase sports program, increase school curriculum to better meet student needs, increase academic support and expectations Grades 4-8 Connectiveness to schools 95% Good education 95% classroom management/ |

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	Get a good education: 90% More activities, new equipment, assemblies, field trips, sports, more programs	Feel connected to school: 85% slight decrease from last year. Emotional/Academic Support 95% slight increase from last year. Get a good education: 96% which is slight increase from last year. More activities, new equipment, assemblies, field trips, sports, more programs.	Grades 4-8: Students rated 4.4 which is that same as last year. Most feel connected, safe and feel better education at small school. Students would like more field trips and continue to expand programs and encourage activities. Campus needs attention: blacktop, track and playground		instruction programs/ student accountability Address equipment, programs, sports requests school programs for student engagement
Priority 6: Local Metric/Expulsion rate	2019 SCJUSD 1 Expulsion: threat of violence	No Expulsions 2021-22.	No Expulsions 2022-23		0 expulsions

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	InTouch Parent Notification Service	All call dialing system	$1,500.00	No
2.2	Schoolinsites / Parent APP	Webpage and other school to home communication	$2,500.00	No
2.3	School classroom library	K-8 Library / ECHS Library	$5,000.00	No
2.4	Scholastic News	Grades K-8	$1,000.00	Yes
2.6	Renaissance Reading/ Freckle/ LALIO Reading/Math program	Benchmark reading program/ mathematics support Grades K-8	$4,000.00	Yes
2.7	Mystery Science / Generation Genius / Committee for Children	Mystery Science curriculum K-8 Generation Genius IVE	$4,000.00	No
2.8	Music Program K-12	Music Program ECES IVE/ ECHS	$6,000.00	No
2.9	Physical Education Equipment	Grades TK-12 IVES, ECES, ECHS	$5,000.00	No
2.10	Technology Lab	District Wide Technology program supplies/ chromebooks	$5,500.00	No
2.11	Parent/ Community/ School Events	School/ Community Outreach	$2,000.00	No
2.12	school apparel	School District Activities/ community/staff/student connectiveness	$5,000.00	No

Action #	Title	Description	Total Funds	Contributing
2.13	GAMUT School Board/Policy Update/ Training	School Policies/ Board Policy	$7,500.00	No
2.14	CSBA Subscription	School Board CSBA Yearly Subscription	$2,500.00	No
2.15	Elective Courses	ECHS Elective Courses/ Edgenuity	$8,000.00	No
2.16	Classroom Art Program	K-12 Art/ Music supplies	$2,000.00	No
2.17	Moby Max	Mathematics/ Reading Intervention	$3,499.00	No
2.18	My Caert	AG supplement curriculum	$2,700.00	No
2.19	School Academic and Attendance Incentives	SOM, CAASPP, Perfect Attendance awards	$3,500.00	No
2.20	Storymaker License	Animation Program	$15,000.00	No
2.21	Teacher computers	2 teacher computers-replacement 10 Chromebooks/ Auto Pen	$6,000.00	No

Goal Analysis [2022-23]

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

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

No substantive differences in actions or implementation.

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.

None

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

Most goals achieved and will continue. School drop out rates have declined to "0" do to the continuation school program and graduation rates from both programs have increased to 100% over the last two year.

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

Art program will utilize incoming grant for 2023-25 school years. Goal is to utilize part of grant funds to utilize an instructor to assist students/teachers in art and music curriclum.

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

Goals and Actions

Goal

Goal #	Description
3	State Priorities 4 Pupil Achievement and 8 Pupil Outcomes: Students will receive instruction to achieve their maximum potential. All students will progress through the grades Tk-12 grades and demonstrate improvement through CAASPP test scores (grades 3-8, 11), and graduation rates through effective teaching instruction and student academic accountability. This instruction and accountability will include writing, mathematics and reading benchmark assessments throughout the school year. Common Core State Standards curriculum will be implemented in all core subject areas in grades K-12. Professional development in reading, writing and math instruction, classroom management, social emotional training and technology for staff. SCJUSD students will receive a broad course of study to ensure that students are well education and prepared for graduation and post graduation employment, college, military or trade schools. All students will benefit from having counseling services for emotional support. High school classes will meet A-G requirements and are WASC accredited.

An explanation of why the LEA has developed this goal.

Student engagement and CAASPP scores continue to be far below state average. The district is implementing writing, reading and mathematics benchmarks multiple times per year beginning in 2021-22 school year for grades 2-8 and grade 11. CAASPP scores indicate a need to ensure that:
1) CCSS curriculum is implemented and staff are trained in the curriculum.
2). District benchmarks have shown to assist in test scores and continue to improve written language.
3) Teachers need to adjust instruction to meet short comings math scores.
4) Additional counseling and emotional support is still needed for students at all grade levels.
5) All students will receive a broad course of study grades K-12.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Priority 4: State Indicator/Academic Indicator/Grades 3-8 ELA SBAC results	2019 CAASPP ELA Scores: ECE/IVE: English Language Arts 8% met/ exceed standard	2021 CAASPP ELA Score 25% met or exceeded standard.	2022 CAASPP ELA score 52% met or exceeded standard		CAASP Scores: 50% English Language Arts meet/exceed standard

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Priority 4: State Indicator/Academic Indicator/Grades 3-8 mathematics SBAC results	2019 CAASPP Mathematics Scores: ECE/IVE: Mathematics met/exceed standard:10.5%	A) 2021 CAASPP Mathematics Scores 15% met or exceeded standard.	A) 2022 CAASPP Mathematics Score 31% met or exceeded standard B) 2022 CAASPP Science Score 16% met or exceeded standard		CAASPP Scores: 33% Mathematics meet/exceed standard 66% Science meet/exceed standard
Priority 4: State Indicator/College and Career Indicator/EAP-11th Grade SBAC results	2019 CAASPP Grade 11 ELA: Mathematics: 5% met or exceeded standard English Language Arts 21% met or exceeded standard	2021 CAASPP Grade 11 ELA: 50% met or exceeded standard. 2021 CAASPP Grade 11 Mathematics: 0% met or exceeded standard. 2021 CAASPP Grade 11 Science: 50% met or exceeded standard	2022 CAASPP Grade 11 ELA: 55% met or exceeded standard. 2022 CAASPP Grade 11 Mathematics: 22% met or exceeded standard. 2022 CAASPP Grade 11 Science: 16% met or exceeded standard		CAASPP Scores: 33% Mathematics meet/exceed standard 55% English Language Arts meet/exceed standard
Priority 4: College and Career Ready/A-G course completion	2019Graduation Information A) 33% graduates met A-G requirements. B) ECHS WASC accreditation through 2024	2021 Graduation Information A) 100% graduates met A-G requirements. B) ECHS WASC accreditation through	2022 Graduation information A) 75% graduates met A-G requirements One graduate from BPCS B) N/A		Graduates rates will continue to be 100% for ECHS and BPCS A) All high school graduates will meet A-G requirements

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	C) 33% ECHS graduation rate	2024. Mid-year review was in 2021 with new goals adopted by WASC team. C) 100% graduation rate at both Elk Creek High School and Bidwell Point Continuation High School.	C) 100% graduation rate at both Elk Creek High School and Bidwell Point Continuation High School.		B) WASC Certification ongoing Edgenuity program fully implemented at ECHS. C) 100% graduation rates at ECHS/BPCS
Priority 4: State Indicator/College and Career Indicator/Career pathway completion	Welding No student completed welding pathway	Welding: 50% of students completed the welding pathway	Welding: 0% of students completed the welding pathway		33% of seniors will complete welding pathway
Priority 8: Local Metric/Other student outcomes (Reach Higher Shasta K-3 reading, Reach Higher Shasta K-2 math, iReady, local benchmarks, PSAT 8-9, SBAC interims, STAR reading assessment, DIBELS Plus, etc.)	Local Indicators: No Data Available NEXTGEN Math Read Naturally STAR Reading Writing Benchmarks Grades 3-8, 11 Average Rubric Score	Local Indicators: Writing Benchmark grades 2-8,average: 2.5/ 4 Grade 11 average 2/4 Read average grades 2-8 Grade 2 2.1 Grade 3 3.3 Grade 4 3.7 Grade 5 4.1 Grade 6 3.9 Next Gen Math- Grades 2-8 supplement math curriculum for specific skill for CAASPP	Local Indicators: Writing Benchmark grades 2-8 average 2.6/4 Grade 11 average 3/4 Reading average grades 2-8 Grade 2 3.2 Grade 3 2.4 Grade 4 3.2 Grade 5 3.5 Grade 6 3.4 Next Gen math- Grades 2-8 supplement math STAR reading test data for reading		No Data for 2019. School District implemented running records for grades K-6 as well as writing benchmark tests in 2020

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
			Read Naturally used grades 2&3		
Priority 8: State Indicator/College/Career Indicator (HS only)	Post Graduation for grade 12 4 students: 1 student UC Davis 1 student transfer to another school district 1 students drop out/ moved to Colusa County 1 student transfer to BPCS (5th year senior graduate Employment (no data available)	Post Graduation 2021 4 students 1 at Yuba City College 1 UTT College 1 unemployed/ no secondary schooling 1 fire fighting training program	Post Graduation 2022 4 students/ 1 from Bidwell Point 1 at Shasta College 3 unemployed/ no secondary schooling		Goal: 33% students will enroll in post secondary education institution: career tech/ trade school or community college. School District will provide college trips to local and out of state colleges for students to visit.

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	NextGen Math	Math supplement program/ CAASPP improvement	$7,000.00	No
3.2	Increase CAASPP test scores in ELA	Grades K-11 Reading program/ quarterly running record/ STAR READING program	$4,000.00	No
3.3	Mathematics High School Curriculum	ECHS Grades 9-12 Mathematics curriculum (pilot/adoption) / Grade 6 curriculum ELA	$9,000.00	No
3.4	Welding Path Way Grades 11& 12	Welding Pathway for high school students/ FFA 33% participation rate among Juniors/ Seniors 100% certification	$1,000.00	No
3.5	Professional Development for staff/ classified/certificated	Reading, classroom management, instruction, leadership, writing, social/emotional	$7,000.00	No
3.6	WASC accreditation/ Admin Training	High school A-G alignment of courses for grades 9-12	$1,700.00	No
3.7	Science Lab equipment	9-12 update science lab at ECHS	$1,000.00	No
3.8	Post high school continuation education program	SCJUSD Grade 12 local college campus tours	$3,500.00	No

Goal Analysis [2022-23]

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

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

No substantive differences in actions or implementation

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.

None

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

SCJUSD CAASPP scores in ELA met 53% standard or above; Math met 31% standard or above; Science met 17% standard or above with 50% near standard. these scores match state scores in ELA and Math. Increase in students enrolling or attempting college is currently at 33% for the school district. Last year one graduate enrolled in college of the four that graduated.

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

No plan changes or outcomes until 3 year cycle is completed.

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

Goals and Actions

Goal

Goal #	Description
4	

An explanation of why the LEA has developed this goal.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24

Actions

Action #	Title	Description	Total Funds	Contributing

Goal Analysis [2022-23]

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

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

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.

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

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.

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

Goals and Actions

Goal

Goal #	Description
5	

An explanation of why the LEA has developed this goal.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24

Actions

Action #	Title	Description	Total Funds	Contributing

Goal Analysis [2022-23]

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

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

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.

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

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.

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

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

Projected LCFF Supplemental and/or Concentration Grants	Projected Additional LCFF Concentration Grant (15 percent)
$163,253	$49,561

Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
10.16%	0.00%	$0.00	10.16%

The Budgeted Expenditures for Actions identified as Contributing may be found in the Contributing Actions Table.

Required Descriptions

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

Foster Youth and Low-Income student considerations represent 82% of the enrollment in the school district. Consideration to these students academic and social/ emotional needs are the top priority of the district. Much of the LCAP goals are focused on providing the students with updated educational materials, technology, access to a broad educational curriculum, student service support, and other school programs. Further, over 50% of students in the district are Native American descent in which the school is supported by the Grindstone Parent Advisory Committee as well as 4 Winds Indian Education Consultants.

These actions will be effective by providing the support needed for students to be successful. Students will have greater access to updated curriculum and student support services to help help them focus on academics.

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

We will increase services for our Foster Youth and Low-Income students by 10.16% this year by doing the following:
Common Core State Standard curriculum for grades K-12.
Ratio of 2;1 Chromebooks for use at home and school.
School supplied AT&T Hotspots for the 2021-22 school year .
Increased student counseling services for all students.
Increased student classes to include art and music at the elementary schools.
Increased student classes to include culinary arts, drivers education/ behind the wheel, advanced placement and remediation courses at the high school level.
Athletics for grades 5-8 and 9-12.
Afterschool services for all grades levels including tutoring and cultural activities.
Increasing the size and updating classroom and school libraries.
Increased para educator support for 2021-22.
College and vocational field trips for high school seniors and juniors.
District Benchmarks in reading, math and writing to monitor student progress.

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.

Because our student population is largely foster youth and low income, our research based practice for additional concentration funds is reducing class sizes for intensive support. Our staff to student ratio is 1 to 9 which allows us to provide tiered interventions utilizing para educators for even smaller groupings.

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 to 9
Staff-to-student ratio of certificated staff providing direct services to students	N/A	1 to 18

2023-24 Total Expenditures Table

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$962,761.00	$163,000.00		$212,275.00	$1,338,036.00	$844,562.00	$493,474.00

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1.1	Teacher Salary	All	$605,148.00				$605,148.00
1	1.2	Special Education Teacher	Students with Disabilities	$40,000.00				$40,000.00
1	1.3	Para Educator support all campuses	Students with Disabilities				$135,575.00	$135,575.00
1	1.4	Install Playground Equipment	All				$25,000.00	$25,000.00
1	1.7	Science Lab ECHS modernization	All				$7,500.00	$7,500.00
1	1.8	1 van	All		$52,000.00			$52,000.00
1	1.9	FFA Workshop / Greenhouse equipment	All		$5,000.00			$5,000.00
1	1.10	Counselor Support: Academic	All Students with Disabilities		$45,000.00			$45,000.00
1	1.11	Additional Teacher ECHS/ Bidwell Point Dual Assignment	Foster Youth Low Income	$84,457.00				$84,457.00
1	1.12	Maintain Small Class Size ECES	Foster Youth Low Income	$84,457.00				$84,457.00
1	1.13	Kitchen Tables for ECES and IVE	All		$35,000.00			$35,000.00
1	1.15	Utility Truck-grounds	All	$35,000.00				$35,000.00

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1.17	Outdoor Classroom for agriculture/ Barn	All	$50,000.00				$50,000.00
1	1.20	Ice Machine ECHS	All		$5,000.00			$5,000.00
1	1.21	Wood Splitter/ tree removal	All	$2,500.00				$2,500.00
2	2.1	InTouch Parent Notification Service	All	$1,500.00				$1,500.00
2	2.2	Schoolinsites / Parent APP	All	$2,500.00				$2,500.00
2	2.3	School classroom library	All	$3,500.00			$1,500.00	$5,000.00
2	2.4	Scholastic News	Foster Youth Low Income				$1,000.00	$1,000.00
2	2.6	Renaissance Reading/ Freckle/ LALIO Reading/Math program	Foster Youth Low Income				$4,000.00	$4,000.00
2	2.7	Mystery Science / Generation Genius / Committee for Children	All				$4,000.00	$4,000.00
2	2.8	Music Program K-12	All		$6,000.00			$6,000.00
2	2.9	Physical Education Equipment	All	$3,000.00			$2,000.00	$5,000.00
2	2.10	Technology Lab	All	$5,500.00				$5,500.00
2	2.11	Parent/ Community/ School Events	All	$2,000.00				$2,000.00
2	2.12	school apparel	All	$5,000.00				$5,000.00
2	2.13	GAMUT School Board/Policy Update/ Training	All	$7,500.00				$7,500.00
2	2.14	CSBA Subscription	All	$2,500.00				$2,500.00
2	2.15	Elective Courses	All	$8,000.00				$8,000.00
2	2.16	Classroom Art Program	All		$2,000.00			$2,000.00
2	2.17	Moby Max	All	$1,799.00			$1,700.00	$3,499.00
2	2.18	My Caert	All	$2,700.00				$2,700.00

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
2	2.19	School Academic and Attendance Incentives	All	$2,500.00			$1,000.00	$3,500.00
2	2.20	Storymaker License	All				$15,000.00	$15,000.00
2	2.21	Teacher computers	All	$6,000.00				$6,000.00
3	3.1	NextGen Math	Grades K-8 All				$7,000.00	$7,000.00
3	3.2	Increase CAASPP test scores in ELA	All		$4,000.00			$4,000.00
3	3.3	Mathematics High School Curriculum	All		$9,000.00			$9,000.00
3	3.4	Welding Path Way Grades 11& 12	All	$1,000.00				$1,000.00
3	3.5	Professional Development for staff/ classified/certificated	All				$7,000.00	$7,000.00
3	3.6	WASC accreditation/ Admin Training	All	$1,700.00				$1,700.00
3	3.7	Science Lab equipment	All	$1,000.00				$1,000.00
3	3.8	Post high school continuation education program	All	$3,500.00				$3,500.00

2023-24 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
$1,606,666	$163,253	10.16%	0.00%	10.16%	$168,914.00	0.00%	10.51 %	**Total:**	$168,914.00
								LEA-wide Total:	$0.00
								Limited Total:	$0.00
								Schoolwide Total:	$168,914.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1.10	Counselor Support: Academic				Specific Schools: ECHS 9-12		
1	1.11	Additional Teacher ECHS/ Bidwell Point Dual Assignment	Yes	Schoolwide	Foster Youth Low Income	Specific Schools: Bidwell Point Continutaion School/ ECHS 9-12	$84,457.00	
1	1.12	Maintain Small Class Size ECES	Yes	Schoolwide	Foster Youth Low Income	Specific Schools: Elk Creek Elementary TK-k	$84,457.00	
2	2.4	Scholastic News	Yes	Schoolwide	Foster Youth Low Income	Specific Schools: ECE/IVE K-8		
2	2.6	Renaissance Reading/ Freckle/ LALIO Reading/Math program	Yes	Schoolwide	Foster Youth Low Income	Specific Schools: ECE/IVE K-8		

2022-23 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$1,531,882.00	$1,430,882.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1.1	Teacher Salary	No	$605,148.00	$605,148.00
1	1.2	School Curriculum Grades 9-12 Science	No	$12,000.00	$12,000.00
1	1.3	School Curriculum Grades 9-12 Science and Lab	No	$5,000.00	$5,000.00
1	1.5	Physical Education Curriculum Elementary Schools Grades K-8	No	$2,000.00	$2,000.00
1	1.7	Agricultural Tractor	No	$40,000.00	$40,000.00
1	1.8	IVE/ ECES Playground equipment	No	$30,000.00	0
1	1.9	FFA Workshop upgrade power equipment	No	$15,000.00	$5,000.00
1	1.10	Counselor Support: Academic/ Emotional	Yes	$73,893.00	$73,893.00
1	1.11	Additional Teacher at HS	Yes	$88,476.00	$88,476.00
1	1.12	Maintain Small Class Sizes	Yes	$84,457.00	$84,457.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1.13	Additional Special Ed Support	Yes	$79,948.00	$79,948.00
1	1.14	Additional Driver Hours	Yes	$15,000.00	$15,000.00
1	1.15	1 Para-educator	Yes	$35,000.00	$35,000.00
1	1.17	Outdoor Classroom for agriculture/ Barn	Yes	$85,000.00	$30,000.00
1	1.18	lawn mower	No	$13,000.00	$13,000.00
1	1.19	Camera System	No	$38,000.00	$38,000.00
1	1.20		No		
1	1.21	radio system for vans	No	$6,000.00	0
1	1.22	refrigerator	No	$20,000.00	$20,000.00
2	2.1	InTouch Parent Notification Service	No	$3,100.00	$3,100.00
2	2.2	Schoolinsites / Parent APP	No	$2,200.00	$2,200.00
2	2.3	School classroom library	Yes	$5,000.00	$5,000.00
2	2.4	scholastic News	Yes	$1,000.00	$1,000.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
2	2.5	NextGen Math Supplemental Math Program Upgraded Program	No	$5,300.00	$5,300.00
2	2.6	Renaissance Reading/ Freckle/ LALIO Reading/Math program	Yes	$4,000.00	$4,000.00
2	2.7	Mystery Science IVE/ECE Generation Genius	No	$4,000.00	$4,000.00
2	2.8	Music Program for all three school sites.	Yes	$6,000.00	$6,000.00
2	2.9	School Intervention Program: SST/ Academic Counseling	No	$200.00	$200.00
2	2.10	SB-98 ELO Funding for para educator support	No	$15,000.00	$15,000.00
2	2.11	Parent/ Community/ School Events	No	$1,000.00	$1,000.00
2	2.12	school apparel	No	$16,000.00	$16,000.00
2	2.13	GAMUT School Board/Policy Update/ Training	No	$7,500.00	$7,500.00
2	2.14	CSBA Subscription	No	$2,500.00	$2,500.00
2	2.15	Elective Courses	No	$30,000.00	$30,000.00
2	2.16	Classroom Art courses	No	$2,500.00	$2,500.00
2	2.17	Moby Max	Yes	$3,500.00	$3,500.00

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)
2	2.18	My Caert	Yes	$2,700.00	$2,700.00
2	2.19	3 dimensional Printers/ laser printer/ large printer for posters	Yes	$100,000.00	$100,000.00
2	2.20	StorymakerLicense	No	$15,000.00	$15,000.00
2	2.21	Upgrade teacher computers	No	$15,000.00	$15,000.00
3	3.1	Increase CAASPP test scores in Mathematics	No	$5,500.00	$5,500.00
3	3.2	Increase CAASPP test scores in ELA	No	$4,000.00	$4,000.00
3	3.3	District Writing Benchmark	No	$250.00	$250.00
3	3.4	Welding Path Way Grades 11& 12	No	$1,000.00	$1,000.00
3	3.5	Professional Development for staff/ classified/certificated	No	$15,000.00	$15,000.00
3	3.6	WASC accreditation/ Admin Training	No	$1,700.00	$1,700.00
3	3.7	Science Curriculum	No	$15,000.00	$15,000.00
3	3.8	Post high school continuation education program	No	$10.00	$10.00

2022-23 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
$210,597	$347,881.00	$235,000.00	$112,881.00	0.00%	0.00%	0.00%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.10	Counselor Support: Academic/ Emotional	Yes				
1	1.11	Additional Teacher at HS	Yes	$88,476.00	$30,000.00		
1	1.12	Maintain Small Class Sizes	Yes	$84,457.00	$160,000.00		
1	1.13	Additional Special Ed Support	Yes	$79,948.00			
1	1.14	Additional Driver Hours	Yes	$15,000.00	$15,000.00		
1	1.15	1 Para-educator	Yes	$30,000.00			
1	1.17	Outdoor Classroom for agriculture/ Barn	Yes				
2	2.3	School classroom library	Yes				
2	2.4	scholastic News	Yes				
2	2.6	Renaissance Reading/ Freckle/ LALIO Reading/Math program	Yes				
2	2.8	Music Program for all three school sites.	Yes				

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
2	2.17	Moby Max	Yes				
2	2.18	My Caert	Yes				
2	2.19	3 dimensional Printers/ laser printer/ large printer for posters	Yes	$50,000.00	$30,000		

2022-23 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
1,514,068	$210,597	0	13.91%	$235,000.00	0.00%	15.52%	$0.00	0.00%

Instructions

Plan Summary

Engaging Educational Partners

Goals and Actions

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

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

Introduction and Instructions

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Plan Summary
Purpose

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

Requirements and Instructions

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

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

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

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

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

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

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

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

Engaging Educational Partners

Purpose

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

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

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

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

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

Requirements and Instructions

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

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

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

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

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

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

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

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

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

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

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

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

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

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

- Inclusion of action(s) as contributing to increased or improved services for unduplicated services
- Determination of effectiveness of the specific actions to achieve the goal
- Determination of material differences in expenditures
- Determination of changes made to a goal for the ensuing LCAP year based on the annual update process
- Determination of challenges or successes in the implementation of actions

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

- Focus Goal: A Focus Goal is relatively more concentrated in scope and may focus on a fewer number of metrics to measure improvement. A Focus Goal statement will be time bound and make clear how the goal is to be measured.

- Broad Goal: A Broad Goal is relatively less concentrated in its scope and may focus on improving performance across a wide range of metrics.

- Maintenance of Progress Goal: A Maintenance of Progress Goal includes actions that may be ongoing without significant changes and allows an LEA to track performance on any metrics not addressed in the other goals of the LCAP.

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

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

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

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

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

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

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

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

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

- **Consistently low-performing student group(s) goal requirement:** An LEA meeting the consistently low-performing student group(s) criteria must include a goal in its LCAP focused on improving the performance of the student group or groups that led to the LEA's eligibility for Differentiated

Assistance. This goal must include metrics, outcomes, actions, and expenditures specific to addressing the needs of, and improving outcomes for, this student group or groups. An LEA required to address multiple student groups is not required to have a goal to address each student group; however, each student group must be specifically addressed in the goal. This requirement may not be met by combining this required goal with another goal.

- **Goal Description:** Describe the outcomes the LEA plans to achieve to address the needs of, and improve outcomes for, the student group or groups that led to the LEA's eligibility for Differentiated Assistance.

- **Explanation of why the LEA has developed this goal**: Explain why the LEA is required to develop this goal, including identifying the student group(s) that lead to the LEA being required to develop this goal, how the actions and associated metrics included in this goal differ from previous efforts to improve outcomes for the student group(s), and why the LEA believes the actions, metrics, and expenditures included in this goal will help achieve the outcomes identified in the goal description.

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

- **Low-performing school(s) goal requirement:** A school district or COE meeting the low-performing school(s) criteria must include a goal in its LCAP focusing on addressing the disparities in performance between the school(s) and the LEA as a whole. This goal must include metrics, outcomes, actions, and expenditures specific to addressing the needs of, and improving outcomes for, the students enrolled at the low-performing school or schools. An LEA required to address multiple schools is not required to have a goal to address each school; however, each school must be specifically addressed in the goal. This requirement may not be met by combining this goal with another goal.

- **Goal Description:** Describe what outcomes the LEA plans to achieve to address the disparities in performance between the students enrolled at the low-performing school(s) and the students enrolled at the LEA as a whole.

- **Explanation of why the LEA has developed this goal**: Explain why the LEA is required to develop this goal, including identifying the schools(s) that lead to the LEA being required to develop this goal; how the actions and associated metrics included in this goal differ from previous efforts to improve outcomes for the school(s); and why the LEA believes the actions, metrics, and expenditures included in this goal will help achieve the outcomes for students enrolled at the low-performing school or schools identified in the goal description.

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

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

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

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

Complete the table as follows:

- **Metric**: Indicate how progress is being measured using a metric.

- **Baseline**: Enter the baseline when completing the LCAP for 2021–22. As described above, the baseline is the most recent data associated with a metric. Indicate the school year to which the data applies, consistent with the instructions above.

- **Year 1 Outcome**: When completing the LCAP for 2022–23, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.

- **Year 2 Outcome**: When completing the LCAP for 2023–24, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.

- **Year 3 Outcome**: When completing the LCAP for 2024–25, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above. The 2024–25 LCAP will be the first year in the next three-year cycle. Completing this column will be part of the Annual Update for that year.

- **Desired Outcome for 2023**–**24**: When completing the first year of the LCAP, enter the desired outcome for the relevant metric the LEA expects to achieve by the end of the 2023–24 LCAP year.

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

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

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

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

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

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

Goal Analysis:

Enter the LCAP Year.

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

- Describe the overall implementation of the actions to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process. This must include any instance where the LEA did not implement a planned action or implemented a planned action in a manner that differs substantively from how it was described in the adopted LCAP.

- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures and between the Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services, as applicable. Minor variances in expenditures or percentages do not need to be addressed, and a dollar-for-dollar accounting is not required.

- Describe the effectiveness of the specific actions to achieve the articulated goal as measured by the LEA. In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal. When responding to this prompt, LEAs may assess the effectiveness of a single action or group of actions within the goal in the context of performance on a single metric or group of specific metrics within the goal that are applicable to the action(s). Grouping actions with metrics will allow for more robust analysis of whether the strategy the LEA is using to impact a specified set of metrics is working and increase transparency for educational partners. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.

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

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

Purpose

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

Requirements and Instructions

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

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

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

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

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

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

Required Descriptions:

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

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

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

- It considers the needs, conditions, or circumstances of its unduplicated pupils;

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

- The action is intended to help achieve an expected measurable outcome of the associated goal.

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

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

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

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

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

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

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

For School Districts Only:

Actions Provided on an LEA-Wide Basis:

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

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

Actions Provided on a Schoolwide Basis:

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

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

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

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

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

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

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

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

Provide the following descriptions, as applicable to the LEA:

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

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

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

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

Complete the table as follows:

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

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

Action Tables

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

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

- Table 1: Total Planned Expenditures Table (for the coming LCAP Year)

- Table 2: Contributing Actions Table (for the coming LCAP Year)

- Table 3: Annual Update Table (for the current LCAP Year)

- Table 4: Contributing Actions Annual Update Table (for the current LCAP Year)

- Table 5: LCFF Carryover Table (for the current LCAP Year)

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

Data Entry Table

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

- **LCAP Year**: Identify the applicable LCAP Year.

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

  See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF apportionment calculations.

- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants the LEA estimates it will receive on the basis of the number and concentration of unduplicated students for the coming school year.

- **3. Projected Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected LCFF Base Grant and the Projected LCFF Supplemental and/or Concentration Grants, pursuant to 5 *CCR* Section 15496(a)(8). This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the coming LCAP year.

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

- **Total Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected Percentage to Increase or Improve Services for the Coming School Year and the LCFF Carryover —

Percentage. This is the percentage by which the LEA must increase or improve services for unduplicated pupils as compared to the services provided to all students in the coming LCAP year.

- **Goal #**: Enter the LCAP Goal number for the action.

- **Action #**: Enter the action's number as indicated in the LCAP Goal.

- **Action Title**: Provide a title of the action.

- **Student Group(s)**: Indicate the student group or groups who will be the primary beneficiary of the action by entering "All," or by entering a specific student group or groups.

- **Contributing to Increased or Improved Services?:** Type "Yes" if the action **is** included as contributing to meeting the increased or improved services; OR, type "No" if the action is **not** included as contributing to meeting the increased or improved services.

- If "Yes" is entered into the Contributing column, then complete the following columns:

  - **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%).

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

LCFF Carryover Table

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

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

Calculations in the Action Tables

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

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

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

- 5. Total Planned Percentage of Improved Services

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

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

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

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

- 6. Estimated Actual LCFF Supplemental and Concentration Grants

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

- 4. Total Planned Contributing Expenditures (LCFF Funds)

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

- 7. Total Estimated Actual Expenditures for Contributing Actions

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

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

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

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

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

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

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

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

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

LCFF Carryover Table

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

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

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

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

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

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

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

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

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

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