

Local Control Accountability Plan

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Camptonville Union Elementary School District	Patrick Brose Superintendent	pbrose@cville.k12.ca.us (530) 288-3277

Plan Summary [2021-22]

General Information

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

Camptonville Union Elementary School District comprises Camptonville Elementary School, a local K-8 school with an average enrollment of 50 students. The district authorizes CORE, a legally independent personalized-learning state-approved charter school that currently serves 575, K-12 students from contiguous counties. The local district boundaries for CUESD stretch from Bullards Bar Reservoir in the west, to the Sierra County line north and east, and extend to the Middle Fork of the Yuba River to the south. Currently, there are no Limited English Proficiency/English language learner students enrolled. 81% of families are low income. Those students are eligible for and included in our free and reduced-price nutrition program. Camptonville School is a feeder school for Nevada Union High School, although some graduating eighth graders enroll in alternative education programs (independent study/charter). Downieville School (Sierra County) is also an option for students in grades 9-12.

As our district is located within the boundaries of the Tahoe National Forest; the United States Forest Service is our biggest local employer followed by the school district. As logging and gold mining were once the primary influences on the local economy, our students are surrounded by the rich history which has also left its mark on the environment. Environmental learning is a big part of the school's curriculum through field trips and interaction with local resources including the Middle Fork of the Yuba River, Bullards Bar Dam, and the Sierra Buttes.

Enrollment has remained stable at 50 students for the past 3 years. We anticipate enrollment to remain stable as housing and employment in the region has stabilized.

All students at Camptonville Elementary School are currently receiving instruction in combined grade-level classrooms. The district typically employs three full-time classroom teachers, a 60% special education teacher, a 40% intervention teacher and an 80 percent Title I support educator. Additionally, our support staff includes two paraeducators to assist and differentiate instruction for students in grades K-8. Yuba COE provides speech and language services as well as occupational therapy and adaptive physical education specialists when needed. Counseling services are available for students through a grant obtained by Harmony Health Medical Clinic and Family Resource Center. The school also employs part-time specialists to instruct in music/art/drama, foreign language, and educational technology. School staff, parents,

and community volunteers work to make sure that the visual and performing arts are an integral part of the curriculum by providing electives, producing at least one music or theatrical production per year, and putting on a student talent show in the spring. Electives, which are offered each trimester for students in grades 3-8, are staffed by the Superintendent, parents and community volunteers who have talents to share. Classes change regularly, but include gardening, yoga, Jiu Jitsu, art, sign language, yearbook production, cooking, quilting, creative writing, movie making, music, design and construction and more.

The overall system for delivery of services to children with disabilities at Camptonville Elementary School District is based on a philosophy that has a foundation in the principles of parental involvement, best practice, comprehensive support, and local and state coordination and collaboration. The District conducts child find activities, evaluates students who are suspected of having a qualifying disability, and offers an individualized education program (IEP) of special education and related services to qualifying students. Through the IEP process and participation of all required IEP team members including parent, special education teacher, general education (GE) teacher, administrator and related service providers as necessary, students qualifying for special education are assured of an offer of a Free and Appropriate Public Education in the Least Restrictive Environment. The IEP team works collaboratively to assure that the services and supports identified on the IEP are provided to the student in a manner that provides educational benefit in the Least Restrictive Environment. A full continuum of options is available for consideration by the IEP team including specialized academic instruction, speech- language services, psychology services, occupational therapy, adapted physical education, educationally related mental health services, physical therapy, nursing, assistive technology equipment support, behavior assessment and planning, and itinerant vision services. Specialized itinerant instruction for students who are Deaf or Hard of Hearing is also available, as necessary, through contracted services with Sutter County Superintendent of Schools. For students who are unable to progress at their neighborhood school or another school within the District, the district IEP team considers referral to the regional special day class program (SDC) with Yuba County Office of Education, or a referral to a non-public school (NPS).

Students with disabilities participate in general education, including nonacademic and extracurricular activities, to the maximum extent possible to promote interaction with the general school population. Placement in special classes, other schools, or other removal of students with disabilities from the regular education environment may occur. This is warranted when the nature or severity of the student's disability is such that education in regular classes with the use of supplementary aids and services cannot be achieved satisfactorily. When a student is placed in a regional SDC program or an NPS, the IEP team will consider transition back to district programs at each IEP.

The staff is committed to meeting the diverse needs of every child attending Camptonville Elementary School and effectively collaborating to honor the school's mission. Our mission statement reads: "Camptonville School, as part of a caring and nurturing community, is committed to providing our students with the foundation and tools to build a love of learning and high achievement as well as a belief in the ability to follow their dreams and passions."

Reflections: Successes

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

Camptonville has made dramatic progress in improvements to school culture and climate as indicated by the suspension rate on the CA Dashboard. In 2019, CUESD had a suspension rate of 15.4% placing the school and district into the red range. In 2020, the suspension rate dropped to 1.9%, placing CUESD in the green on the dashboard. These improvements were a result of changes to student discipline protocols, the adoption of MTSS and the concerted effort by every member of the staff to improve relationships with students and develop a culture of positive learning.

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.

CUESD is in need of continued improvement in communications with families and outreach to those families who are far off the grid. Once we returned to in-person instruction and began assessing students with STAR assessments, we found that our most isolated students and students from low-income families are the ones most in need of additional support due to lack of internet access or access to the school campus. Communications with families is often challenging due to the remoteness of our community and the lack of basic services (telephone and internet) for many of our families. Traditionally, our school has been very open to families participating via volunteer and support activities. However, due to the pandemic, our campus was closed to all non-student and non-staff people for the entire year. Our families have expressed a desire to return to an open campus and reinstate those practices of parent involvement. In reviewing preliminary STAR scores for the K-2 class, we have noted that a majority of students in those grades are below or approaching grade level in ELA and Math. During regular meetings with classroom teachers and intervention specialists, we identified a learning gap between students who participated fully in distance learning with full support from their guardians and those students who did not have the same support at home. Students who did not have full time support in distance learning demonstrated significantly lower scores on classroom based assessments once returning to school. Academic needs of students is addressed through our intervention programs which includes both an intervention teacher and an intervention specialist. During the 2020-2021 school year, our intervention team developed a structured and cohesive intervention program to not only address the needs of students struggling due to distance learning and the pandemic, but also address the systemic identification of student needs in a rigorous and structured manner.

LCAP Highlights

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

The past 18 months have proven a challenge for all schools in the nation as the pandemic engulfed our education system in a cloud of uncertainty, challenges and new realities. We entered the 2020-2021 school year on distance learning and as a community decided that we would put forth a full force effort to ensure that our students did not only simply keep up while distance learning, but also excel. While we met

many objectives as a school and district, we, as so many others in our state found many of our students facing new challenges and realities including lack of internet, struggling with minimal support at home, hunger and detachment from their peers. In designing this LCAP, our focus has been on "bringing our school back together" and how we can ensure that our students return not only to the familiar of the past, but also the promise of a much improved future. As a staff we have committed to doing things differently with the direct impetus on reaching modern age students who learn differently than we did and who communicate in ways that we ever thought possible. Our LCAP reflects the shift in our mindset about student learning, incorporating innovative design, practices and processes which were not in place prior to the pandemic. We also take time to acknowledge the past successes and continue to build on the rich and detailed history our our district. We continue to participate in those traditions which bind us together as a community and teach our children to be holistic learners and colorful, creative designers of the future. Our focus on UDL, assistive technology and school-family connections are hallmarks of our goals and our school community. The decision to move in bold new directions while still holding the things that are dear and valuable to us has been a community wide effort with input from parents, staff, students and the community at large. As the sign at the entrance of town reads: "Our Community Values and Cares for Its' Children."

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.

CUESD is not in Comprehensive support and improvement

Support for Identified Schools

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

CUESD is not in Comprehensive support and improvement

Monitoring and Evaluating Effectiveness

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

CUESD is not in Comprehensive support and improvement

Stakeholder Engagement

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

Being such a small district we are able to engage stakeholders in one on one, face to face meetings and surveys in an efficient and effective manner. The Superintendent, school site council, parent advisory committee and school board have all engaged school families and each other to discuss the needs of CUESD and gather feedback on current practices. Monthly meetings with both the certificated and classified bargaining units included explicit conversations about student needs and the impacts on LCAP development. Additionally, a survey has been sent to all families and community members to provide feedback to CUESD for use in developing the LCAP. We follow the ethos that engagement is a continuous activity which can be done at any point between any members of our community. An open line of communication is crucial for a school of our size.

A summary of the feedback provided by specific stakeholder groups.

According to our LCAP survey data and responses in on going conversations with the various stake holders, 100% of respondents reported feeling comfortable contacting staff at Camptonville School. In our surveying of the community, 95.5% of respondents reported that their child enjoyed attending Camptonville School, while 4.5% reported their child being neutral to attending school; there was 0% reporting negative experiences attending school. Additionally, 86.4% of respondents reported either strongly agreeing or agreeing that CUESD provides a rigorous educational program, with 100% of respondents in grades 3-8 reporting either strongly agreeing or agreeing that CUESD provides a rigorous educational program. 95.5% of all respondents report that the communication level from the school is "just right" noting the use of the blackboard connect all-call system (85.7%), paper materials sent home (57.1%) and teacher emails/texts (38.1%) as primary means of communication. The school website sees far less traffic with only 33.3% of respondents noting use of it. Using the open questions of the survey and in in-person communications, parents and the community noted wanting more field trips, the return of bus service and increases to rigorous programs in the K-2 programs. Parents praised the school for its "wonderful staff and teachers", "small class sizes", caring environment, atmosphere and vibe. In all, 81.8% of respondents provided a positive response when asked what they liked about CUESD, while only 50% provided a suggestion for improvement. In conversations with the site council and parent groups, it was noted multiple times that the parents are excited for an open campus again where they can volunteer and the end of the pandemic restrictions.

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

We used the LCAP survey and input from our SSC and PAC to help develop our plans from communications and academic goals (Goals 1 and 2). Reviewing the on-going cycle of engagement that we have participated in this year with teachers and administration, we used the information gained to drive the action items found in each of our goals. Specifically, it was noted that some of our prior LCAP goals were never fully realized due to the pandemic. Many of the action items described in the previous LCAP were unable to be implemented due to distance learning for most of the year and thus were added back into the LCAP for the current year. Our overall goals changed minimally as they are still relevant and our community has expressed interest in seeing through with the goals previously set. During our on-going monthly meetings between staff and administration, it was repeatedly noted that the spectrum of need for students included those who were behind, those on grade level and a group which were accelerating. For each group the intervention team worked to develop a plan to address the need (increased access to intervention, consistent classroom practices and accelerated learning) for the students.

Goals and Actions

Goal

Goal #	Description
1	1. We will improve proficiency towards state standards (English Language Arts, Mathematics, and Science) and increase engagement and achievement for all students.

An explanation of why the LEA has developed this goal.

During the 2020 pandemic, we saw a dramatic shift in the way our students learn and attend school. In assessing students via STAR when returning from distance learning, many students struggled with both ELA and mathematics and fell behind while others were able to keep up yet not excel. As an LEA, we believe that the development of comprehensive support structures for our students are more vital than ever with our target of achieving proficiency the primary focus of our work.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
1.1 Number of highly qualified FTE teachers in appropriate assignments.	100% of teachers were highly qualified in appropriate assignments at the beginning of the 2020-2021 school year.				100% of teachers classified as highly qualified.
1.2 Student standards-aligned instructional materials.	Less than 100% of students are taught using standards-aligned instructional materials.				100% of students use standards aligned instructional materials
1.3 Students will have access to a broad course of study .	100% of students in grades K-8 participate in ELA, Mathematics, Social Studies, Science, PE, and Health/Nutrition. Art and music are				100% of students in grades K-8 participate in ELA, Mathematics, Social Studies, Science, PE, and Health/Nutrition. Art and music are

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	provided as integral instruction, taught by credentialed teachers. Additionally, students in grades 3-8 had access to variety of electives.				provided as integral instruction, taught by credentialed teachers. Additionally, students in grades 3-8 had access to variety of electives.
1.4 CAASPP Scores for ELA and Mathematics.	In the 2019 CAASPP scoring for ELA, CUESD students were 29.1 points above standard, placing the student population in the "green" indicator. In the 2019 CAASPP scoring for Math, CUESD students were 7.8 points above standard, placing the student population in the "green" indicator.				Movement of total student population in the the "blue" indicator in both math and ELA on the CAASPP.
1.5 Percentage of 6th -8th grade students participating in leadership, after school program, intervention, and sports.	Prior to the pandemic, 74% of students in 6th - 8th grades participated in leadership, after school programs, and sports. During the 2020-2021 school year, that percentage dropped to 0.				75% or greater participation of 6th-8th grade students in leadership, after school program, intervention and sports.
1.6 Implementation of Project-Based Learning	100% of teachers attended PBL summer workshops. A minimum of one				100% of teachers complete at least 2 PBL projects each year.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	project was piloted in each classroom/grade level.				
1.7 Ratio of computers/iPads per student.	Students in grades K-2 had 2:1 access to computers/iPads; 3-8 grades, 1:1 access to computers/iPads.				All students in grades K-8 have 1:1 access to computers/ipads
1.8 Class size in grades K-3,	Staffing was adequate to maintain an average of 20:1 class-size in grades K-3 for CSR.				Continue to maintain 20:1 CSR class sizes in grades K-3

Actions

Action #	Title	Description	Total Funds	Contributing
1	Professional Development 1	G1.1 Professional Development for certificated teachers and paraeducators including workshops, additional workday, and coaching in NGSS, PBL, PBIS, Universal Design for Learning (UDL), and Restorative Practices/Trauma Informed Practices .	\$3,000.00	Yes
2	Supplemental instruction, Art	G1.2 Continue to integrate visual and performing arts throughout the curriculum by maintaining a part-time music/art/drama/movement teacher/instructor for all students in grades K-8.	\$0.00	No Yes
3	Intervention Supports	G1.3 Maintain additional intervention specialist time to deliver differentiated instruction and intervention that has been developed by highly qualified certificated staff to small groups of students including low income as well as utilizing research-based computer/internet applications and software to facilitate and support student learning at all levels and abilities.	\$21,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
4	Special Education	G1.4 Maintain 1.0FTE special education teacher and additional paraeducator support to accommodate needs of students qualifying for services as determined by eligibility criteria on Individualized Education Plan (IEP).	\$125,000.00	No
5		G1.5 Realign master schedule for maximum use of instructional staff for collaboration and implementation of NGSS, Universal Design for Learning (UDL), and Social Emotional Learning (SEL) practices. Hire part-time Art Specialist.	\$5,000.00	No
6	PBL	G1.6 Teachers will implement Project Based Learning units across curriculum areas to engage students and encourage communication, collaboration, critical thinking, problem solving, and creativity through active investigation using independent and group research, resulting in performance –based outcomes.	\$2,000.00	No
7	Technology interventions	G1.7 Use technology programs to connect and support targeted student groups, parents, teachers, paraprofessionals, and leaders with electronic resources that can enrich learning opportunities by extending them into the home: Renaissance Learning, Read Naturally, Khan Academy, Code.org, etc.	\$3,500.00	Yes
8	Technology end user upgrades	G1.8 Purchase and/or upgrade desktop computers, tablets, and other electronic learning devices for classrooms and office. Utilize tech support to maintain upgrades to infrastructure and equipment. Train staff on new programs and management of data and storage.	\$50,000.00	No

Action #	Title	Description	Total Funds	Contributing
9	Collaboration and conferencing	G1.9 Maintain additional minimum days as opportunities for UDL conferencing and collaborating between PLC (teachers-paraeducators-specialists) to build variability and identify and remove barriers to accessibility for targeted students.	\$600.00	No

Goal Analysis [2021-22]

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

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

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

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

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

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

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

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

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

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

Goals and Actions

Goal

Goal #	Description
2	2. Broaden relevant and meaningful opportunities for parents and community members that increase parent-school communication and involvement. Build parent capacity for understanding of Multi Tiered Systems of Support (MTSS), increased engagement, and support of student learning.

An explanation of why the LEA has developed this goal.

In discussions with parents, parent groups, the school site council and teachers, the need for more parent engagement and participation in school activities is widely requested. Parents have reported wanting to participate in school functions more and support students both in school and out of school. Because of the covid pandemic, many families express feeling disconnected to the school and are looking for ways to participate and foster partnerships.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
2.1 Percentage of parents who provide feedback and input to district policies and procedures.	100% of parents have access to opportunities to understand policies and procedures and availability of opportunities to provide feedback and input to the district.				80% of parents regularly provide feedback and input in regards to policies and practices.
2.2 Number of parents who serve on or attend meetings of the School Site Council.	Two parents currently participate in programs for unduplicated pupils and special needs subgroups on the School Site Council/District Advisory Council.				Three parents participate as voted in members of the school site council

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
2.3 Percentage of parents who have access to support for homework help.	100% of parents have access to support (websites, classroom teacher interventions, after school program) in order to help students with homework. An average of 33% of parents utilize homework support from the After School Program for their children.				Increase in participation in after school homework support.
2.4 Annual percentage of students actually present.	Annual percentage of students actually present is 94.6%				Annual percentage of students actually present is 95% or greater
2.5 Chronic Absenteeism Rate	Chronic absenteeism rate increased from 4% to 8%.				Decrease in chronic absenteeism rate to below 5%
2.6 Middle School Dropout Rate	Middle School dropout rates was maintained at 0%.				Maintain 0% middle school dropout rate
2.7 Pupil Suspension Rate	Suspension rate for 2019 was 15.4%. Suspension rate for 2020 was 1.8%. Suspension rate for 2021 was 0%.				Suspension rate below 4% annually
2.8 Pupil Expulsion Rate	Pupil expulsion rate was maintained at 0%.				Maintain a 0% expulsion rate

Actions

Action #	Title	Description	Total Funds	Contributing
1	Parent Involvement: Instructional	G2.1 Maintain meaningful and relevant opportunities for parent involvement that increase parents' ability to understand and engage in elements of Multi-Tiered Systems of Support (Universal Design for Learning (UDL) and Social-Emotional Learning (SEL)) and to understand and support students with schoolwork, and opportunities that highlight student projects and presentations: Back to School Night, Family Learning Night, Winter Program, and Talent Show.	\$1,500.00	Yes
2	Parental Feedback	G2.2 Provide information and solicit feedback (verbally or from written surveys) at parent-teacher conferences on a 1:1 basis as to how parents would like to be more involved with the school and what additional information/resources would be helpful.	\$0.00	No
3	Communication and Connections	G2.3 Continue to increase ways to contact and engage parents of target students through use of district website, social media, bi-annual coffee and conversation with the principal, Student information system (SIS) communication channel and incentives for parents for improved student attendance.	\$17,000.00	No
4	Extension Programs	G2.4 Continue and expand co-sponsorship of after-school program, enrichment, Teen Rally Point Nights, Prevention Early Intervention (PEI) funding of activities for school-age children, and adult/family programs in conjunction with the Camptonville Community Partnership (CCP/Resource Center). Staff from CUESD and CCP meet monthly to review data and collaborate on relevant needs of school and community.	\$1,500.00	Yes
5	Drop out rates	G2.5 Provide progress reports for students in fifth through eighth grades and hold additional second trimester parent-teacher conferences for at-risk students .	\$0.00	No

Action #	Title	Description	Total Funds	Contributing
6	Intervention	G2.6 Implementation and development of K-8 multi-tiered intervention assessment and instructional program. Hold Student Success Team (SST) meetings for students in grades K-8 who are significantly struggling in areas of academics, social/emotional/behavioral, and attendance after they have been provided intervention through the in-school intervention program.	\$0.00	Yes
7	MTSS Liaison	G2.7 Utilize MTSS liaison position (as needed) to connect with parents of students who are engaged in at-risk behaviors or experiencing chronic absenteeism and to act as Kindness Coordinator with Student Leadership Team.	\$500.00	No
8	Title I Parent and Family Engagement	G2.8 Jointly develop an updated Title I Parent and Family Engagement Policy and coinciding School-Parent Compact with input from parents and family members of participating children.	\$0.00	Yes

Goal Analysis [2021-22]

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

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

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

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

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

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

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

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

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

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

Goals and Actions

Goal

Goal #	Description
3	3. Using a tiered approach to support positive school climate, accessible curriculum, and positive behavior intervention, all students will be educated in healthy environments that are accessible, engaging, safe, supportive, and conducive to high achievement in academic, civic, and social-emotional learning.

An explanation of why the LEA has developed this goal.

In reviewing data collections for attendance, student support and surveys, the LEA has identified a need in getting students to attend school on a regular basis. The Covid pandemic created anxiety and concern amongst our families and students, prompting the need to ensure that all students and parents feel comfortable returning to school and supported in academics and social development. Providing a safe, comfortable learning environment for our students will help increase attendance and drive student participation in programs.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
3.1 Annual Rate of Students Actually present.	Current rate of days students were actually present for the 2020-2021 school year is below 90%.				Rate of students actually present at 95% or greater
3.2 Chronic Absenteeism Rate	Rate of chronic absenteeism is 17.6% as of 2019 reported data.				Rate of chronic absenteeism at 10% or less
3.3 Middle School Dropout Rate	Middle school dropout rate is currently 0%.				Middle school dropout rate of 0%
3.4 Pupil Suspension Rate	Suspension rate is currently 1.5%.				Suspension rate of 2% or less, or placement in the blue tier of the CA dashboard.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
3.5 Pupil Expulsion Rate	Pupil expulsion rate is currently 0%.				Pupil expulsion rate at 0%
3.6 Percentage of students in grades six through eight that perceive school as being safe or very safe as reported on the CHKS.	Percentage of students in grades six through eight that perceive school as being safe or very safe as reported on the CHKS is currently 60%.				Percentage of students in grades 5th-8th that perceive school as being safe or very safe as reported on CHKS at or above 85%

Actions

Action #	Title	Description	Total Funds	Contributing
1	Student attendance and wellness	G3.1 Provide access to counseling services and support for mental health, suicide prevention, and attendance issues. Utilize school and community resources and services(family life teacher, MTSS Parent Liaison/Student Leadership Kindness Coordinator, YCSO, and YCOE Prevention services, CCP, etc.) to connect with targeted student groups who are engaged in at-risk behaviors or experiencing chronic absenteeism.	\$0.00	No
2	Chronic Absenteeism	G3.2 Implementation and maintenance of ALMA Student Information System to monitor, report and address student absenteeism.	\$0.00	No
3	Drop out rates	G3.3 Continue use of software, apps, and programs that actively engage targeted student groups in individual and group learning activities across curriculum areas and provide data from computer-based learning that informs and improves instruction. Provide targeted after school intervention for students for students not meeting benchmarks.	\$10,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
4	Pupil Suspension	G3.4 All school staff continue professional development through Responsive Classroom Training, Restorative and Trauma-informed Practices to increase knowledge of strategies for implementing positive behavior supports that encourage social emotional health, compassion, and kindness. Continue to provide alternatives for suspension for non-violent incidents at school.	\$0.00	No
5	Attendance recovery	G3.5 Implement Saturday Success School or alternative attendance recovery program once a month from October through May to help support those students needing additional help making up work due to large numbers of absences (excused and unexcused), being at risk of failing a subject, or behavioral issues.	\$3,000.00	No
6	Student after-school intervention supports	G3.6 Maintain scholarships for targeted students to attend After School Program.	\$0.00	Yes
7	Engagement	G3.7 Continue to administer CHKS on a biennial basis. Administer Stakeholder Engagement Survey to students and staff annually. Provide incentives through the PBIS program to encourage positive school behaviors.	\$500.00	No
8	Student Leadership	G3.8 Continue to provide Student Leadership through Club Live Program and ensure that eligible seventh and eighth grade students are given the opportunity to attend the REACH Leadership Conference.	\$0.00	No
9	Child Nutrition	G3.9 Continue to provide healthy meals for school breakfast and lunch program by purchasing local, free range beef, organic fruits and vegetables and use of school garden produce. Maintain time for food service staff at 7 hours daily.	\$0.00	No

Action #	Title	Description	Total Funds	Contributing
10	Independent Study	G3.10 Provide options for Independent Study (IS) to students and families who would benefit from the long term or short term use of IS as an instructional strategy.	\$0.00	No

Goal Analysis [2021-22]

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

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

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

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

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

Percentage to Increase or Improve Services	Increased Apportionment based on the Enrollment of Foster Youth, English Learners, and Low-Income students
17.84%	82911

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

Required Descriptions

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

1.1 Professional Development for certificated teachers and paraeducators including workshops, additional workday, and coaching in NGSS, PBL, PBIS, Universal Design for Learning (UDL), and Restorative Practices/Trauma Informed Practices. Teachers identified a need in being able to support a wide array of students in the classroom due to the broad spectrum of needs identified in our site-based assessments. When looking at the data, it was observed that low-income students were disproportionately lower than their non low-income counterparts in ELA and Math. Because the premise of NGSS, PBL, PBIS and UDL are all based on the practices of whole-class supports, it is expected that all students in the classes will benefit from these programs.

1.3 Maintain additional intervention specialist time to deliver differentiated instruction and intervention that has been developed by highly qualified certificated staff to small groups of students including low income as well as utilizing research-based computer/internet applications and software to facilitate and support student learning at all levels and abilities. In assessing students returning from distance learning, we identified a significant learning loss in students who are identified as low-income. In discussions with families, much of the learning loss was identified as struggles with online education both the access to it and the ability for families to adequately support their students due to work schedules. In expanding our intervention programs we are able to provide significant learning loss mitigation to students. Because learning loss not only affects low income students and we have the resources to do so, it is imperative that these intervention programs be made available to the entire school.

1.7 Use technology programs to connect and support targeted student groups, parents, teachers, paraprofessionals, and leaders with electronic resources that can enrich learning opportunities by extending them into the home: Renaissance Learning, Read Naturally, Khan Academy, Code.org, etc. English Language Art support was identified by teachers as a primary focus in addressing struggling students. In adopting additional programming for students identified by their teachers, we had to purchase a minimum number of licenses. Because of the minimum purchase requirements we are able to provide these digital services to all students.

2.6 Implementation and development of K-8 multi-tiered intervention assessment and instructional program. Hold Student Success Team (SST) meetings for students in grades K-8 who are significantly struggling in areas of academics, social/emotional/behavioral, and attendance after they have been provided intervention through the in-school intervention program. In returning from distance learning the need arose to create an intervention assessment program which universally identifies students who are behind in ELA and/or Math. Students from low-income homes have been preliminarily identified as in need of additional support. Because assessment for intervention is recognized as valuable to all student groups, expanding our intervention assessments and instruction to include all students on campus is necessary.

3.3 Continue use of software, apps, and programs that actively engage targeted student groups in individual and group learning activities across curriculum areas and provide data from computer-based learning that informs and improves instruction. Provide targeted after school intervention for students for students not meeting benchmarks. As noted in 1.7 and 2.6, universal intervention is valuable to all students on campus. Because of software licensing and the size of our school, we are able to provide both software based and in person intervention instruction to all students who are identified as in need of intervention programs.

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

There are 0 Foster Youth and 0 English Learners; all of our title I students are based on low-income which makes up more than 80% of our student population. Direct increases to services provided to our low-income population are provided via increased instructional support minutes to classified intervention specialists and increased program minutes to our intervention teacher. While all students in the school are provided the opportunity to participate in any of the intervention programs, students within the low-income bracket receive first placement.

Total Expenditures Table

LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
\$29,100.00	\$127,500.00	\$10,000.00	\$77,500.00	\$244,100.00

Totals:	Total Personnel	Total Non-personnel
Totals:	\$159,600.00	\$84,500.00

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1	Low Income	Professional Development 1	\$3,000.00				\$3,000.00
1	2	All Low Income	Supplemental instruction, Art					\$0.00
1	3	Low Income	Intervention Supports	\$21,000.00				\$21,000.00
1	4	Students with Disabilities Special Education	Special Education		\$125,000.00			\$125,000.00
1	5	All				\$5,000.00		\$5,000.00
1	6	All	PBL		\$2,000.00			\$2,000.00
1	7	Low Income	Technology interventions			\$3,500.00		\$3,500.00
1	8	All	Technology end user upgrades				\$50,000.00	\$50,000.00
1	9	All	Collaboration and conferencing	\$600.00				\$600.00
2	1	Low Income	Parent Involvement: Instructional			\$1,500.00		\$1,500.00
2	2	All	Parental Feedback					\$0.00
2	3	All	Communication and Connections				\$17,000.00	\$17,000.00
2	4	Low Income	Extension Programs	\$1,500.00				\$1,500.00
2	5	All	Drop out rates					\$0.00
2	6	Low Income	Intervention					\$0.00
2	7	All	MTSS Liaison				\$500.00	\$500.00
2	8	Low Income	Title I Parent and Family Engagement					\$0.00
3	1	All	Student attendance and wellness					\$0.00

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
3	2	All	Chronic Absenteeism					\$0.00
3	3	Low Income	Drop out rates				\$10,000.00	\$10,000.00
3	4	All	Pupil Suspension					\$0.00
3	5	All	Attendance recovery	\$3,000.00				\$3,000.00
3	6	Low Income	Student after-school intervention supports					\$0.00
3	7	All	Engagement		\$500.00			\$500.00
3	8	All	Student Leadership					\$0.00
3	9	All	Child Nutrition					\$0.00
3	10	All	Independent Study					\$0.00

Contributing Expenditures Tables

Totals by Type	Total LCFF Funds	Total Funds
Total:	\$25,500.00	\$40,500.00
LEA-wide Total:	\$24,000.00	\$27,500.00
Limited Total:	\$1,500.00	\$3,000.00
Schoolwide Total:	\$0.00	\$10,000.00

Goal	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
1	1	Professional Development 1	LEA-wide	Low Income	All Schools	\$3,000.00	\$3,000.00
1	2	Supplemental instruction, Art	Schoolwide	Low Income	All Schools		\$0.00
1	3	Intervention Supports	LEA-wide	Low Income	All Schools	\$21,000.00	\$21,000.00
1	7	Technology interventions	LEA-wide	Low Income			\$3,500.00
2	1	Parent Involvement: Instructional	Limited to Unduplicated Student Group(s)	Low Income			\$1,500.00
2	4	Extension Programs	Limited to Unduplicated Student Group(s)	Low Income		\$1,500.00	\$1,500.00
2	6	Intervention	LEA-wide	Low Income			\$0.00
2	8	Title I Parent and Family Engagement	Limited to Unduplicated Student Group(s)	Low Income			\$0.00
3	3	Drop out rates	Schoolwide	Low Income			\$10,000.00
3	6	Student after-school intervention supports	Limited to Unduplicated Student Group(s)	Low Income			\$0.00

Annual Update Table Year 1 [2021-22]

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

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

Instructions

[Plan Summary](#)

[Stakeholder Engagement](#)

[Goals and Actions](#)

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

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

Introduction and Instructions

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

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

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning (California *Education Code* [EC] 52064(e)(1)). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. Local educational agencies (LEAs) should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students.
- **Meaningful Stakeholder Engagement:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful stakeholder engagement (EC 52064(e)(1)). Local stakeholders possess valuable perspectives and insights about an LEA's programs and services. Effective strategic planning will incorporate these perspectives and insights in order to identify potential goals and actions to be included in the LCAP.
- **Accountability and Compliance:** The LCAP serves an important accountability function because aspects of the LCAP template require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:
 - Demonstrating that LEAs are increasing or improving services for foster youth, English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (EC 52064(b)(4-6)).
 - Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (EC 52064(b)(1) & (2)).

- Annually reviewing and updating the LCAP to reflect progress toward the goals (*EC 52064(b)(7)*).

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

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

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

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

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

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

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

Stakeholder Engagement

Purpose

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

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

Statute and regulations specify the stakeholder groups that school districts and COEs must consult when developing the LCAP: teachers, principals, administrators, other school personnel, local bargaining units of the LEA, parents, and students. Before adopting the LCAP, school districts and COEs must share it with the Parent Advisory Committee and, if applicable, to its English Learner Parent Advisory Committee. The superintendent is required by statute to respond in writing to the comments received from these committees. School districts and COEs must also consult with the special education local plan area administrator(s) when developing the LCAP. Statute requires charter schools to consult with teachers, principals, administrators, other school personnel, parents, and students in developing the LCAP. The LCAP should also be shared with, and LEAs should request input from, schoolsite-level advisory groups, as applicable (e.g., schoolsite councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between schoolsite and district-level goals and actions.

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

Requirements and Instructions

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

Local Control and Accountability Plan:

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

- a) Presented the local control and accountability plan to the parent advisory committee in accordance with Education Code section 52062(a)(1) or 52068(a)(1), as appropriate.
- b) If applicable, presented the local control and accountability plan to the English learner parent advisory committee, in accordance with Education Code section 52062(a)(2) or 52068(a)(2), as appropriate.

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

Prompt 1: “A summary of the stakeholder process and how the stakeholder engagement was considered before finalizing the LCAP.”

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

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

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

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

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

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

- Determination of changes made to a goal for the ensuing LCAP year based on the annual update process
- Determination of challenges or successes in the implementation of actions

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

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

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

Focus Goal(s)

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

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

Broad Goal

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

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

Maintenance of Progress Goal

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

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

Measuring and Reporting Results:

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

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

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

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

Complete the table as follows:

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

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

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

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

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

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

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

Goal Analysis:

Enter the LCAP Year

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

- Describe the overall implementation of the actions to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process. This must include any instance where the LEA did not implement a planned action or implemented a planned action in a manner that differs substantively from how it was described in the adopted LCAP.
- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures. Minor variances in expenditures do not need to be addressed, and a dollar-for-dollar accounting is not required.
- Describe the effectiveness of the specific actions to achieve the articulated goal as measured by the LEA. In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal. When responding to this prompt, LEAs may assess the effectiveness of a single action or group of actions within the goal in the context of performance on a single metric or group of specific metrics within the goal that are applicable to the action(s). Grouping actions with metrics will allow for more robust analysis of whether the strategy the LEA is using to impact a specified set of metrics is working and increase transparency for stakeholders. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.
- Describe any changes made to this goal, expected outcomes, metrics, or actions to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard or other local data, as applicable.

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

Purpose

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

Requirements and Instructions

This section must be completed for each LCAP year.

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

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

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

Required Descriptions:

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

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

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

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

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

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

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

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

In order to address this condition of our low-income students, we will develop and implement a new attendance program that is designed to address some of the major causes of absenteeism, including lack of reliable transportation and food, as well as a school

climate that does not emphasize the importance of attendance. Goal N, Actions X, Y, and Z provide additional transportation and nutritional resources as well as a districtwide educational campaign on the benefits of high attendance rates. (Contributing Action(s))

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

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

For School Districts Only:

Actions Provided on an LEA-Wide Basis:

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

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

Actions Provided on a Schoolwide Basis:

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

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

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

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

Consistent with the requirements of 5 CCR Section 15496, describe how services provided for unduplicated pupils are increased or improved by at least the percentage calculated as compared to the services provided for all students in the LCAP year. To improve services means to grow services in quality and to increase services means to grow services in quantity. Services are increased or improved by those actions in the LCAP that are included in the Goals and Actions section as contributing to the increased or improved services requirement. This description must address how these action(s) are expected to result in the required proportional increase or improvement in services for unduplicated pupils as compared to the services the LEA provides to all students for the relevant LCAP year.

Expenditure Tables

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

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

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

The Data Entry table may be included in the LCAP as adopted by the local governing board or governing body, but is not required to be included.

In the Data Entry table, provide the following information for each action in the LCAP for the relevant LCAP year:

- **Goal #:** Enter the LCAP Goal number for the action.
- **Action #:** Enter the action’s number as indicated in the LCAP Goal.
- **Action Title:** Provide a title of the action.
- **Student Group(s):** Indicate the student group or groups who will be the primary beneficiary of the action by entering “All”, or by entering a specific student group or groups.
- **Increased / Improved:** Type “Yes” if the action **is** included as contributing to meeting the increased or improved services; OR, type “No” if the action is **not** included as contributing to meeting the increased or improved services.
- If “Yes” is entered into the Contributing column, then complete the following columns:

- **Scope:** The scope of an action may be LEA-wide (i.e. districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.
- **Unduplicated Student Group(s):** Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.
- **Location:** Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate “All Schools”. If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter “Specific Schools” or “Specific Grade Spans”. Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades K-5), as appropriate.
- **Time Span:** Enter “ongoing” if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter “1 Year”, or “2 Years”, or “6 Months”.
- **Personnel Expense:** This column will be automatically calculated based on information provided in the following columns:
 - **Total Personnel:** Enter the total amount of personnel expenditures utilized to implement this action.
 - **Total Non-Personnel:** This amount will be automatically calculated.
- **LCFF Funds:** Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA’s total LCFF target (i.e. base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).
- **Other State Funds:** Enter the total amount of Other State Funds utilized to implement this action, if any.
- **Local Funds:** Enter the total amount of Local Funds utilized to implement this action, if any.
- **Federal Funds:** Enter the total amount of Federal Funds utilized to implement this action, if any.
- **Total Funds:** This amount is automatically calculated based on amounts entered in the previous four columns.