



## LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Union Hill Middle School

CDS Code: 29 6027197

School Year: 2022-23

LEA contact information:

Dr. Andy Parsons

Superintendent

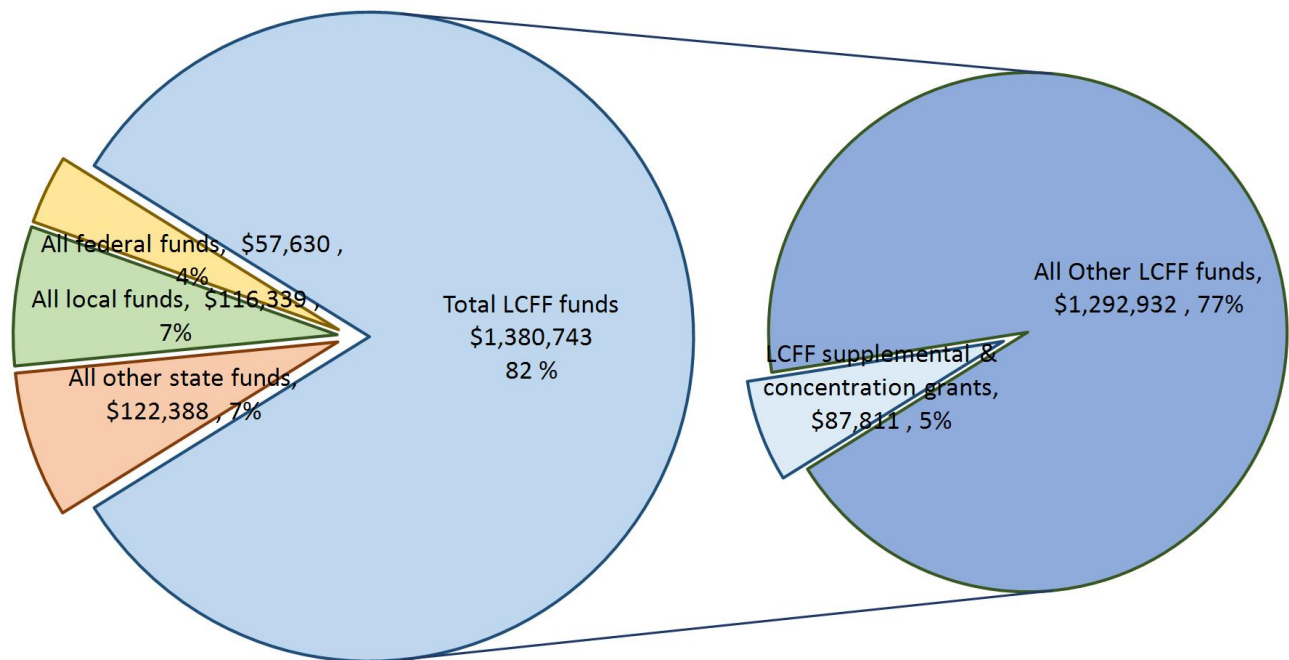
[aparsons@uhsd.k12.ca.us](mailto:aparsons@uhsd.k12.ca.us)

530-273-0647

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

## Budget Overview for the 2022-23 School Year

## Projected Revenue by Fund Source

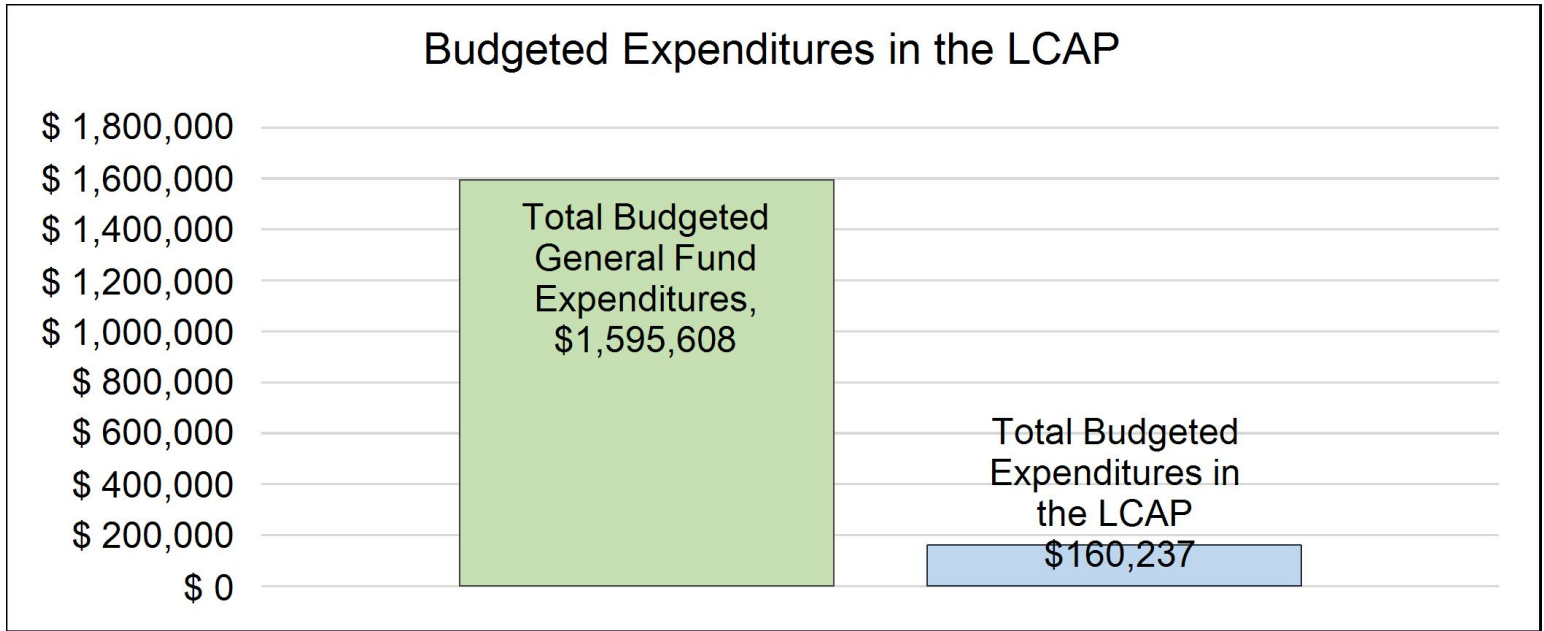


This chart shows the total general purpose revenue Union Hill Middle School expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Union Hill Middle School is \$1,677,100, of which \$1,380,743 is Local Control Funding Formula (LCFF), \$122,388 is other state funds, \$116,339 is local funds, and \$57,630.00 is federal funds. Of the \$1,380,743 in LCFF Funds, \$87,811 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

# LCFF Budget Overview for Parents

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



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

The text description of the above chart is as follows: Union Hill Middle School plans to spend \$1,595,608 for the 2022-23 school year. Of that amount, \$160,237 is tied to actions/services in the LCAP and \$1,435,371 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

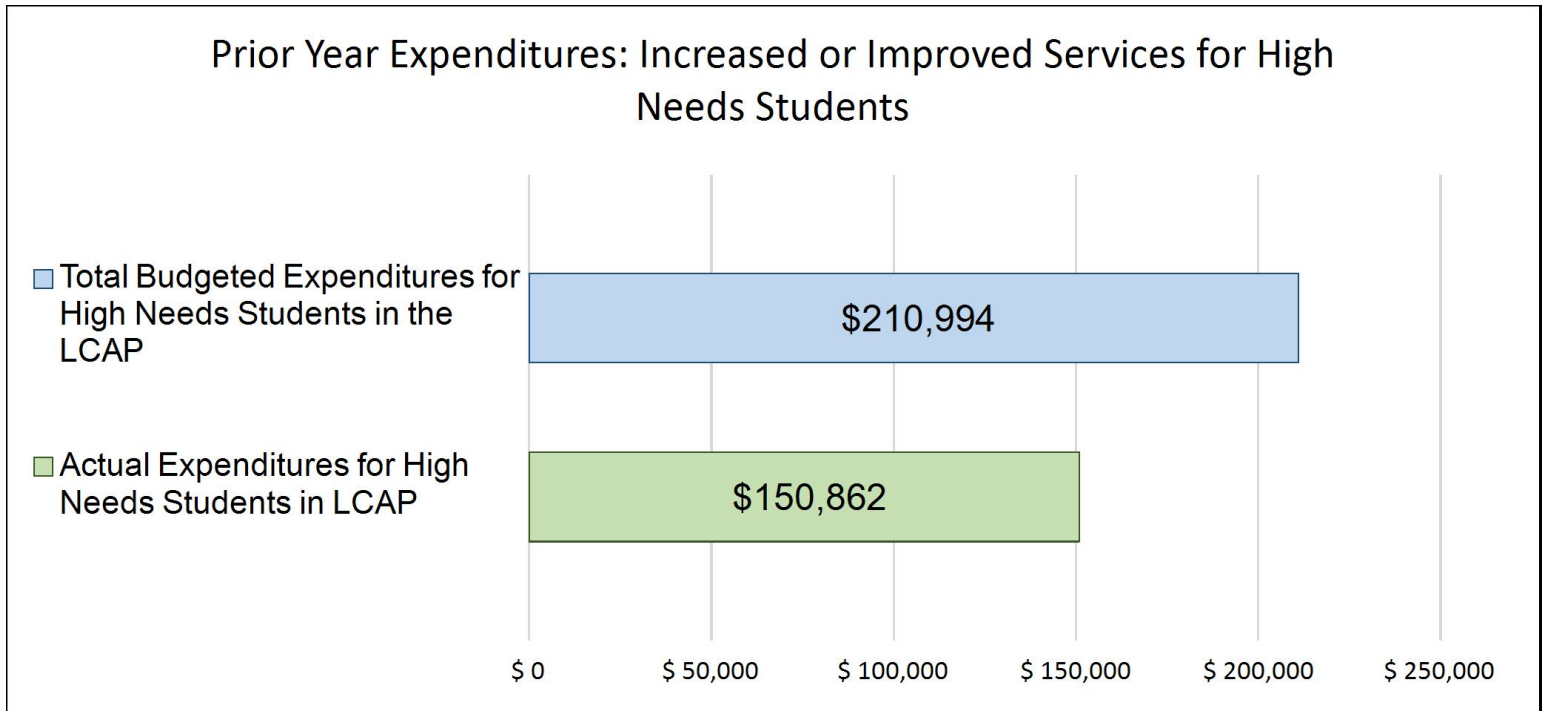
Salaries and benefits not associated with the LCAP goals, instructional, office, and custodian materials and supplies, classroom furniture and fixtures, administrative conferences, professional services provided by others, service contract fee administration, insurance premiums, legal fees, audit fees, utilities, special education expenses, transportation expenses including fuel, driver training, supplies, repairs and maintenance, all expenses associated with maintaining the facility and grounds, and all expenses associated with cafeteria operations including salaries, benefits and meal purchases.

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

In 2022-23, Union Hill Middle School is projecting it will receive \$87,811 based on the enrollment of foster youth, English learner, and low-income students. Union Hill Middle School must describe how it intends to increase or improve services for high needs students in the LCAP. Union Hill Middle School plans to spend \$160,237 towards meeting this requirement, as described in the LCAP.

# LCFF Budget Overview for Parents

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



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

The text description of the above chart is as follows: In 2021-22, Union Hill Middle School's LCAP budgeted \$210,994 for planned actions to increase or improve services for high needs students. Union Hill Middle School actually spent \$150,862 for actions to increase or improve services for high needs students in 2021-22.

The difference between the budgeted and actual expenditures of \$-60,132 had the following impact on Union Hill Middle School's ability to increase or improve services for high needs students:

As we evaluate our goals and actions, there has been a difference in what was projected to support our high need students and the actual budgeted expenditures for specific actions as outlined below. Union Hill uses a 10% estimated versus actual threshold. These differences did not impact our level of services for the 2021-2022 school year

Action 1.1 was budgeted for \$11,805. Estimated actuals is \$13,382. The increase is due to personnel costs.

Action 1.3 planned expenditures was \$1520 but actuals were \$373. This was due to the actual costs of the release time for teachers. We decided to use minimum days for our Universal Design for Learning (UDL) observations that greatly reduced the number of substitutes required. However, we anticipate the costs for UDL to increase significantly in 2022-2023.

Action 1.4 (Standards and Assessment System) is approximately 18% under what was budgeted. This is due to not providing additional professional learning and teacher costs for developing formative assessments.

Action 1.5 (Before and After School Learning Services) was determined to be lower than anticipated due to individual tutoring costs and hours for our librarian to support the learning center. Union Hill budgeted \$8720.00 but actuals were \$5,214.

Action 1.7 (Broad Curriculum) material difference is approximately 27% less than budgeted (\$77,562: \$61,202). This is due to not offering all of the enrichment courses planned due to the pandemic.

Action 1.8 Our software subscription was budgeted for \$3068 but actuals are projected to be \$2201. This is due to changes in our subscriptions as well as using one-time money that is not included in our LCAP.

Action 2.1 was budgeted for \$889 but estimated expenditures are approximately \$1415. This is due to a miscalculation of needed supplies and time needed to support individual classrooms.

Action 2.2 was budgeted for \$1,444 but actual expenditures was only \$23.00. This is due to a change in funding source not included in our LCAP.

Action 2.3 was budgeted for \$64,965 but actual expenditures is approximately \$58,267. This is due to this action supporting personnel costs whereby costs ended up less due to placement on salary schedules.

Action 3.1 was budget for \$4,613. The actual expenditure is approximately \$2,550. The difference is due to low participating rate with after contract hours professional learning opportunities.

Action 3.3 was budgeted for \$3,600. The estimated actual is 0.00 due to teachers participating in teacher induction were all assigned to our TK-6 Charter.

Action 4.1 was budgeted for \$380. We did not spend this allocation as we did not implement this action.

Action 4.2 was budgeted for \$190. We did not spend this allocation due to using funds not specific to LCAP.



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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Union Hill Middle School	Dr. Andy Parsons Superintendent	aparsons@uhsd.k12.ca.us 5302730647

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

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

Throughout the LCAP development process, the LEA received input on a variety of district programs and services provided to students. Due to limited LCFF resources, not all of these expressed needs can be addressed in the LCAP, however, this feedback has been considered in the use of additional funds received. Funds that are aligned to our LCAP as stated in Union Hill’s Educator Effectiveness Block Grant received community and staff input as follows:

November 1, 2021: Educator Effectiveness Block Grant Work Group

November 9, 2021: Public Hearing of Educator Effectiveness Grant for staff and community Open Session of Board of Trustees

December 14, 2021: Public Input and approval of Educator Effectiveness Grant

Educator Effectiveness Grant Middle School: <https://documentcloud.adobe.com/link/track?uri=urn:aaid:scds:US:7993f7fa-1945-3f0b-b28e-51bc795cb568> Page 2-3

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

The Union Hill School District does not receive a concentration grant add-on. Our LEA does not maintain an enrollment of 55% or greater of unduplicated students.

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

Throughout the LCAP development process, the LEA receives input on a variety of district programs and services provided to students. Due to limited LCFF resources, not all of these expressed needs can be addressed in the LCAP, however this feedback has been considered in the use of additional funds received. In addition, the LEA has engaged Educational Partners during the 2020-21 school year as follows:

Union Hill facilitated a comprehensive feedback loop to inform our decision making which includes the Extended Learning Opportunity Grant that was used in decision making based on the CARES Act and GEER I funding. Superintendent reached out to community through monthly board meetings and Site Council meetings to collect data that was used in decision making.

Information and public comments were facilitated at the following Board meetings: January 12, 2021, February 9, 2021, March 9, 2021, October 11, 2021. Additional feedback was obtained on March 19, 2021 (Survey Certificated and Classified staff members), April 5 & May 27, 2021 (Union Hill Teachers Association), April 7 & 25, 2021 (The California School Employees Association), and April 7, 2021 (Staff Meeting). Lastly,

Extended Learning Opportunity Grant Middle School: <https://documentcloud.adobe.com/link/track?uri=urn:aaid:scds:US:41286751-2912-3f0b-8210-bee7ecf6d13d> Page 2-3

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

The Union Hill Elementary School District did not receive ESSER III funds due to not being a Title I school district during the 2021-2022 school year.

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

Union Hill's Learning and Continuity Plan (LCP) used our fiscal resources which are aligned to our LCAP as follows:

1. Purchased additional classroom supplies in order for students not to share. "Classroom Kits" for use in the classroom and/or at home by students to engage them mentally, kinesthetically, and artistically during times of hybrid and remote learning. \$2,800.00
2. Purchase Personal Protective Equipment (PPE) to enhance health and safety measures for students and staff and provide enhanced sanitation to classrooms and school offices. \$2,755.00.
3. Outside Instructional Learning Hub. \$1,000.00.
4. Purchase of additional devices and technology (i.e., Chromebooks, hotspots, computer bag) for students and staff to use during distance learning. These devices principally benefit low income, EL, and Foster Youth students, for whom the purchase of this equipment would be prohibitive. \$32,563.00
5. Educator Professional Learning – Teachers and SSPs have the opportunity to participate in training opportunities to enhance their instructional techniques using the tools available in Google Suite. \$4,750.00
6. 2 Long-Term Substitutes to support Interactive Remote Learning and Intervention Strategies. \$5,130.00
7. Additional technology for teletherapy sessions for special education service providers. \$1,000.00
8. Online curriculum to support remote learning. \$5,700.00
9. Supplemental tutoring. Expand to include both existing teacher hourly and outside support. \$14,250.00
10. Educational Software to address student intervention and support. \$7,943.00
11. Additional academic support provided outside of the school day for students with Individual Education Plans (IEP), 504 Accommodation plans and students identified as needing assistance with learning gaps. \$409.00
12. Additional planning time for teachers to evaluate data and engage in professional learning communities as needed outside of their regularly scheduled collaboration time. \$5,700.00
13. Develop strategies to promote and support Union Hill School District. \$1,900.00
14. PBIS incentives and Mental Health Activities. \$950.00
15. Compliance and Accountability Support for Attendance and Participation and COVID tracing. \$5,000.00

The LCP can is available at: [https://drive.google.com/file/d/1r-TJ8Y3-WpJk3At6HVO\\_jrrh2ydw65g/view?usp=sharing](https://drive.google.com/file/d/1r-TJ8Y3-WpJk3At6HVO_jrrh2ydw65g/view?usp=sharing)

The 2021-2022 LCAP is available at <https://documentcloud.adobe.com/link/review?uri=urn:aaid:scds:US:57d675e5-eb3f-4186-baff-1bd942a636e9>



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

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

## Introduction

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

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

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

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

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

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

## Instructions

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

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

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

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

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

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

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

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

**Prompt 3:** *“A description of how and when the LEA engaged its educational partners on the use of one-time federal funds received that are intended to support recovery from the COVID-19 pandemic and the impacts of distance learning on pupils.”*

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

Describe how and when the LEA engaged its educational partners on the use of one-time federal funds it received that are intended to support

recovery from the COVID-19 pandemic and the impacts of distance learning on students. See the COVID-19 Relief Funding Summary Sheet web page (<https://www.cde.ca.gov/fg/cr/relieffunds.asp>) for a listing of COVID-19 relief funding and the Federal Stimulus Funding web page (<https://www.cde.ca.gov/fg/cr/>) for additional information on these funds. The LEA is not required to describe engagement that has taken place related to state funds.

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

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

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

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

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

California Department of Education  
November 2021



## Local Control Accountability Plan

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Union Hill Middle School	Dr. Andy Parsons Superintendent	aparsons@uhsd.k12.ca.us 530-273-0647

## Plan Summary [2022-23]

### General Information

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

Union Hill School District is located approximately 1 mile southeast of Grass Valley, Nevada County, California on Highway 174 across from Empire Mine State Park. Union Hill began as a one room school just 20 years after California became a state and will be celebrating our 150th anniversary in 2018.

Union Hill School District consists of the Bearcat Discovery Center - serving preschool students (ages 3-4) with both fee based and subsidized programs, Union Hill Elementary School - a transitional Kindergarten through 6th grade charter school and Union Hill Middle School - serving 7th and 8th grade students. Our charter school enrollment was approximately 547 while our middle school program housed 137 students. Total enrollment in 2021-2022 was approximately 689 students with 20% of our students living within the district boundaries and 80% of our students living in the surrounding school districts and attending through the charter agreement or an inter-district agreement.

We have a tradition of excellence in academics and family engagement. At any given time 4 generations may be present on campus engaged in learning and supporting learning. Each year approximately 25% of the 8th grade graduates celebrate having been a student in UHSD since preschool.

Union Hill Charter Elementary School was created in 2013 as a Conversion Charter School. We serve approximately 547 TK-6 students - 70.7% White, 13% Hispanic, 4% Two or More races. Other demographics show 44% low socioeconomic, 12% students with disabilities, and 0.2% English learners. Our focus is on our students as part of the UHSD Bearcat Family. Every conference, meeting, exchange, problem/solution is characterized by the quality of genuine caring about what is best for our students. Our success is measured by the success of our students. To support their success the district has invested in student support with a full time Director of Student Services and Special Education, a full time psychologist, full time counselor, a full time speech and language teacher, full time Board Certified Behavior Analyst, and 3 full time Registered Behavior Technicians. Because of a strong Physical Education program we enjoy celebrating highly successful after school athletics featuring teams in cross country running, track, nordic skiing, volleyball and basketball for boys and girls. Our teachers also work as a team and know that issues often have more than one side. We handle controversy, deliberations, teaching, problem solving and future thinking with real care for the students and each other.

We recognize and celebrate the talents and contributions of our staff. We observe and appreciate the hard work of our teachers, support staff, custodians, office personnel, and administrators.

We are a welcoming, friendly, and open community. We take pride in our entire learning environment from classrooms and student safety to buildings and grounds. We value our parents and community as essential partners in the learning processes necessary for student success.

However, education and our community was drastically altered due to the COVID-19 pandemic. The last day of the Union Hill traditional on-site education model was March 13, 2020 and Union Hill Elementary School, Union Hill Middle School, and our school based child development program, Bearcat Discovery Center, were closed to all student attendance due to the pandemic. All aspects of school were impacted and immediately plans were made to sustain modified program offerings, adjusted to be able to meet the needs of our students, family and community. Students were now sheltered at home. For many of our families, loss of employment accompanied the closure and families had to begin the adjustment to a “new normal.” Programs across the school spectrum were impacted for all subgroups of students. In the areas of academics the learning cycle was clearly disrupted, if only temporarily, until resources could be redeployed. Areas most immediately impacted were:

1. Student access to curriculum resources (textbooks, science lab materials, math manipulatives, video content);
2. Student to staff interaction (direct instruction, small group instruction, reading/math support groups, teacher-led collaborative learning groups, pull out/push in SpEd services, Social Emotional Learning instruction);
3. Student to student interaction (independent learning centers, science lab working groups, reading partners, social interactions during academic and nonacademic times)
4. Staff to staff interaction (Collaboration time, Team Meetings, Staff Meetings, SpED Team Meetings, Student Support Meetings, SSP trainings, classified support for certificated staff - learning centers), student services (Meal programs, EL Services, Foster Youth

- services, SpEd services, Speech and Language services, School Psychologist services (testing and counseling), School counselor services(individual, group and “club” sessions and events), Board Certified Behavior Analyst and Registered Behavior Technician support services with behavior plans);
5. Intracurricular Grade Level Activities (field trips, Renaissance Day, Evening with Shakespeare, etc.);
  6. Extracurricular Activities/Clubs (Girls Volleyball, Track and Field, Mountain Bike Club, Club Live, Kindness Crew, ASB/Student Leadership);
  7. School to family interaction (Student Success Team Meetings, IEP’s, parent interactions before and after school, volunteer participation, Site Council Meeting);

Moreover, during the summer months there was great anxiety and uncertainty about the 2020-2021 school year. With COVID information changing weekly (sometimes daily) we were unsure whether school would resume in August, what model would be most effective for our staff and students as well as working with our parents and families to meet their needs as much as possible. A new Superintendent was hired on July 1, 2020 to support moving our LEA forward during these uncertain times.

We developed a Learning Continuity Plan (LCP) instead of our normal LCAP process and implemented a hybrid model where students attended an AM and PM cohort to ensure the health and safety of both staff and students were maintained. Union Hill also implemented an Interactive Remote Learning Program (IRL) to support distance learning for families who did not want to return to school during the pandemic. Our teachers, staff and community rallied together to create a vibrant learning community supporting one another both academically, but more importantly, socially and emotionally. During the second half of the school year, we started to implement various extra-curricular activities for our students.

Union Hill School District resumed full-operation on March 14, 2021 to support our students. New Goals and action plans for our organization have been developed to mitigate learning loss, provide additional and exciting opportunities for our families, students and staff members and look forward to the next chapter of the Union Hill School District’s story. Union Hill Elementary School will have a new principal beginning July 1, 2022 following a principal who was our leader for the past 9 years. We are excited to have a new leader as we begin the journey to somewhat normalcy. We have updated our three-year LCAP for 2022-2023 to our current environment including educational programs and supports for social-emotional development.

## Reflections: Successes

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

Union Hill intends on improving upon our successes by strengthening and improving upon our MTSS systems to support our subgroup performance by implementing a robust multi-tiered system of support including Universal Design for Learning (UDL), standards-aligned assessments and Positive Behavior Interventions and Supports (PBIS). Furthermore, Union Hill teachers will be engaged in professional learning time utilizing Professional Learning Community strategies to monitor and improve student performance. Although our state

measurement has decreased, other measurements remained stagnant. We feel fortunate that we were able to support our students and families through school closure, hybrid model of instruction and distant learning in the effort to minimize learning loss and significant social-emotional concerns. Union Hill will continue to strengthen our MTSS Systems including teacher collaboration and social-emotional learning to support our students with a focus on students with disabilities, lower socioeconomically disadvantaged students and our Foster Youth. According to the California Healthy Kids Survey 66% of our 7th grade students feel that our staff holds high expectations for our students. Moreover, 94% of our 7th grade students feel that these high expectations result in higher academic motivation. Over half of our 7th grade students (56%) feel that school staff care about them. 74% of our 7th grade students feel connected to Union Hill Middle School. It has also been reported by our 7th grade students that 63% are satisfied or very satisfied with their family, friends and school experience. Our most recent CAASPP scores indicate that over half (56%) of 7th grade students and 64% of 8th grade students were meeting state standards. Moreover, our local assessment for Spring of 2022 resulted in 54% met standards in Reading in 7th grade and 67% of our 8th grade students were meeting Reading standards.

## 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.

We will continue to focus on multi-tiered systems of support for both behavioral and academic outcomes. Analyzing both state and local data points, Union Hill has a learning gap between our white students in contrast to our socioeconomically disadvantaged (SED) students and our students with disabilities (SWD) with Chronic Absenteeism, ELA and Math. Union Hill will need to continually monitor our SED students to ensure our discipline practices are not overused that result in students being removed from the classroom (ESSA Section 1112(b)(11)). Moreover, there was significant learning loss during the pandemic when comparing 2018-2019 data and 2021-2022 data. We also need to remain focused on our Foster and Homeless Youth as well as our English Learner population. Although these sub groups do not receive a dashboard color or appear in state data due to low enrollment numbers, we need to focus our local assessments and instructional pedagogy with our student subgroups to support continuous improvement. Union Hill needs to increase student participation and connectiveness to our school based on local survey results and the California Healthy Kids Survey.

The California Health Kids Survey suggests that an identified need is that still 18% of our 7th grade students believe that there is not a staff member that feels they can be successful. Approximately 30% of 7th grade students feel like they have a voice and about one-third of 7th grade students need social-emotional support. Furthermore, bullying continues to be an identified need where approximately 55% of 7th grade students report that they have experienced this type of behavior and 77% of parents feel that bullying is at least a small problem.

2020-2021

Chronic Absenteeism: 2020-2021: All students: 29.5%, English Learners: 4.6%, Socioeconomically disadvantaged: 14.8%, Students with disabilities: 19%

Suspensions: All Students: Suspensions in 2020-2021: 4, SED: 100%

Academically, eliminating the opportunity gap for students with disabilities and narrowing the academic gap with our social economically disadvantaged students as illustrated below will need continuous monitoring (ESSA Section 1112(b)(1) (A–D)) and tired interventions of support to meet rigorous state standards. (Source: CAASPP) Both State and local data indicates we must focus on ELA and Math student learning outcomes.

#### 2020-2021 Not Meeting Standard

##### All Students:

7th Grade ELA – 31.25% Math – 60.94%

8th Grade ELA – 36.43% Math – 55.56%

##### Socioeconomically Disadvantaged

7th Grade ELA – 44% Math – 84%

8th Grade – ELA – 55% Math – 80%

##### Local Assessment: STAR

##### Spring 2021-2022

##### Not Meeting Benchmark

##### Reading

7th 46%

8th 33%

##### Math

7th 69%

8th 61%

## LCAP Highlights

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

There are four broad goals: College and Career Readiness, School Culture and Climate, High Quality Teaching and Learning and Strengthening Stakeholder Engagement.



The first goal supports equity and student academic achievement in order to eliminate the "Opportunity Gap" by focusing on three areas:

First, developing a robust multi-tiered system of support (MTSS). The first tier focuses on universal access to standards-aligned learning. This will support approximately 80% of our students. Some students, approximately 10-15%, need additional support and intervention which is tier 2. Tier 3 intervention and strategies support approximately 5% of our students that will support grade level transition. Thus, we will refine, support and strengthen standards-aligned learning including common formative and summative assessments and tiered supports in order to track and monitor student progress over time. We will also support equitable access to technology to support innovative and creative classroom instruction.

Second, we will implement Universal Design for Learning (UDL). UDL is a process that creates equity in all classrooms. There are three domains that support students through the UDL process. 1. Provides multiple means of student engagement; 2. Provides multiple means of representation; 3. Provides multiple means of action and expression. UDL will allow all students equitable access to our standards-aligned curriculum, instruction and assessments.

The second goal supports a positive climate and culture for our students. The actions will include strengthening our Positive Behavioral Supports and Interventions (PBIS) including a positive attendance, anti-bullying and positive alternatives to discipline initiatives. Further, to support this goal, we will evaluate and strengthen our extra-curricular and co-curricular activities to provide meaningful and authentic activities to engage our students. Lastly, we will be increasing our mental health resources including expanding our Registered I Behavioral Technician (RBT) hours, hiring an additional Student Support Paraprofessional (SSP), increasing SSP hours as needed, increase school counseling by a .6 FTE as well as additional mental health professionals.

The third goal focuses on professional learning to ensure high quality teaching and learning for both certificated and classified staff. We will support our staff by clearing understanding MTSS beginning with the Professional Learning Community framework for their Professional Learning Time (Collaboration) that focuses on (1) What do we expect students to know and be able to do? (2) How do you we know that they have learned it?; (3) What do we do if they haven't learned it? (4) What do we do if they have already learned it? We will also provide professional learning for UDL, PBIS, Data and Assessments, Standards-Aligned Learning, customer service as well as targeted trainings, workshops and conferences as necessary.

Our fourth goal supports strengthening stakeholder engagement. Because 70-80% of our students live outside of Union Hill's attendance boundary, it has been difficult for our families to meet after school hours. However, we will continue with creating a robust communication tool using both our new site that serves as a destination portal to things Union Hill as well as Brightarrow to communicate via email, text and voice. We will also implement We will implement a Parent University supporting our community with best practices to support their student as well as the initiatives and the work that is outlined above. Our new principal will set forth a communication plan to enhance parent, student and community involvement. We will also strengthen our parent volunteer program as well as reach out to our business and non-profit community for additional partnerships.

# Comprehensive Support and Improvement

An LEA with a school or schools eligible for comprehensive support and improvement must respond to the following prompts.

## ***Schools Identified***

A list of the schools in the LEA that are eligible for comprehensive support and improvement.

Not Applicable

## ***Support for Identified Schools***

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

Not Applicable

## ***Monitoring and Evaluating Effectiveness***

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

Not Applicable

# Engaging Educational Partners

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

We surveyed or presented the LCAP process and possible action steps aligned to our data. The following stakeholder groups were included in our process to elicit feedback on our four goals and to create action steps to support our on-going work:

- February 14-March 4: Student Survey Data Grades 4-5
- February 14-March 4: Student Survey Data Grades 6-8
- February 14-March 4: Staff Professional Development Survey
- February 9-March 2: School Site Council Parent Survey
- March 14-25: Student Survey Data Grades 1-3
- April 5: Board of Trustees: The California Healthy Kids Survey Parents, Students, Staff Presentation.
- April 6: Staff Meeting Goal 1 (Academic) Data presented and feedback received.
- April 28: Nevada County Superintendent of Schools
- May 4: CSEA Discussion and Feedback
- May 3: UHTA Discussion and Feedback
- June 14: Board of Trustees Public Hearing
- June 21: Board of Trustees Approval

Once we gathered stakeholder, we prioritized all feedback and ranked the level of need aligned to our local and state data.

A summary of the feedback provided by specific educational partners.

Teachers provided feedback regarding the need to provide additional interventions, both academic and social-emotional, that will support our students as well as more innovative learning experiences for our students. Our teachers provided specific examples including data and assessment training in order to make data-driven decisions. Moreover, our teachers discussed the need to improve district-wide communication. Our classified staff discussed health and safety improvements as well as Professional Learning ideas for the varied classifications. Our parents provided overall feedback on how Union Hill was progressing. Much of our parent feedback supported the need to strengthen and/or expand our social-emotional support. Half of our parents surveyed were supportive of creating a parent education program while over 85% of our parents supported the need for our teachers to receive professional learning as well as time to collaborate to support the teaching and learning process. Overall, our parents were very positive with the direction of Union Hill School District. Our students provided input on extra-curricular activities, the teaching and learning process, relationships at school and the health and safety of Union Hill. Union Hill evaluated the California Healthy Kids Survey (CHKS). The specific concern gleaned from this data from our students is the following: Over half (53%) of 7th grade students feel connected to Union Hill. Only 30% of our 7th grade students feel that they have a voice. 56% of our 7th grade students feel that staff care about them. 66% of our 7th grade students state that our staff has high expectations

for them while 94% of these students state that these high expectations motivates them to do better. It is essential that we focus on the social-emotional needs of our middle school students as well as our academic performance, particularly in math.

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

Our teachers and classified staff provided feedback on the necessity to build systems and structures to support a robust multi-tiered systems of support to meet our behavioral and academic expectations for our students. Moreover, our teacher feedback focused on the need for reading/literacy tiered supports, standards-aligned learning and assessments, Positive Behavior and Interventions and Support (PBIS), Universal Design for Learning (UDL) and collaboration time to analyze student work to guide and improve instruction and learning outcomes. Our parents provided excellent feedback regarding the progress at Union Hill. Specifically, there was a need to improve communication, expand extra-curricular activities and provide a safe and healthy learning environment. Our student feedback focused on three areas: campus cleanliness, additional academic support and the need to focus on anti-bullying. CHKS influenced our LCAP by including increasing extra-curricular activities and social-emotional support.

# Goals and Actions

## Goal

Goal #	Description
1	College and Career Readiness: Students will be prepared for grade level transition through equitable access to rigorous standards-aligned learning and Multi-Tiered Systems of Support.

An explanation of why the LEA has developed this goal.

We evaluated the Local Control Accountability Plan (LCAP) annual update, the Learning and Continuity Plan (LCP) annual update, local assessment data, the surveys and input from all stakeholders that focused on the need to create systems and structures focused on equity, standards and assessments and appropriate tiered interventions and how we will respond to meet the needs of our population to ensure that all students are prepared and successful with grade-level transitions throughout their educational careers at Union Hill School District. The data from our LCAP Update illustrates that Union Hill did not meet our goals for math and reading. In fact, there was minimal increase in either CAASPP or our local data as measured by STAR and Lexia progress monitoring as cited below. Moreover, although our LCP includes strategies that are research supported, we have significant learning loss due to COVID distance learning and attendance issues. We will continue to monitor our LCP in order to support Learning Loss Mitigation. The following actions and metrics will create a vibrant MTSS system that will support an equitable and rigorous standards-aligned learning environment for our students coupled with progress monitoring and tiered supports.

## Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Increase Math and ELA on CAASPP assessments at or above proficiency annually. (Priority 4a)	2018-2019 CAASPP Data  Math 7th - 38.09% 8th - 71.15%  ELA 7th - 36.93% 8th - 56.60%	2020-2021 CAASPP  Math 7th - 39.07% 8th - 44.45%  ELA 7th - 68.76% 8th - 58.46%			7th and 8th grade students will increase by 9% in both ELA and Math CAASPP assessments..

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Increase local assessments in math and ELA annually. (Priority 8)	2020-2021 STAR Data  Math 7th - 39.68% 8th - 39.34%  ELA 7th - 59.37% 8th - 56.25%	2021-2022 Spring STAR Data  Math 7th 32% 8th 39%  ELA 7th 54% 8th 57%			7th and 8th grade students increase by 9% in local STAR measures.
Union Hill will develop and implement Standards-aligned common formative assessments in ELA and Math to measure and monitor growth on the California State Standards and enable English Language Learners to be proficient on ELD Standards. (Priority 2a, 2b)	2021-2022 25% content area teacher have created standards-aligned common formative assessments in their grade level teams	2021-2022 25% content area teacher have created and implemented common formative assessments in their grade level teams. No Change			100% of 7th and 8th grade level teams will have standards-aligned common formative assessments.
English Learner advancement on reclassification rate. (Priority 4e, 4f)	2020-2021 Level 2 ELPAC: 67% Level 3 ELPAC: 33%  0 Reclassification.	Fall 2021-2022			80% of students in this cohort will be reclassified.
Students with Disabilities will	2018-2019 CAASPP	2021-2022 CAASPP			Students with disabilities will

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
increase their math and ELA on CAASPP. (Priority 4)	Math: 0%  ELA: 0%	Math 0%  ELA 18%			increase their ELA and Math CAASPP performance by 10%.
Teachers will be fully credentialed and appropriately assigned (Priority 1a)	2020-2021 100%	2021-2022 100%			Maintain 100% of teachers being fully credentialed and appropriately assigned.
Students will be enrolled in a broad curriculum including programs provided to unduplicated pupils and students with exceptional needs. (Priority 7a, b, c)	2020-2021 100%	2021-2022 100%			Maintain 100% of students enrolled in a broad curriculum.
All students will have sufficient access to standards-aligned instructional materials. (Priority 1)	2020-2021 Zero Violations	2021-2022 Zero Violations			Maintain zero violations reported on the Williams Act quarterly audit.

## Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Multi-Tiered Systems of Support Specialist	This position will: 1. Develop and Implement MTSS Strategic Action steps 2. Identify existing Tier 1, Tier 2 and Tier 3 Strategies and/or systems focused on academic and behavioral support for students.	\$12,790.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>3. Provides leadership to collaboratively develop a “tool box” of additional tiered strategies and coordinated support systems.</p> <p>4. Provides consultation and support to teachers and grade level teams to facilitate an understanding and implementation of a robust and effective multi-tiered system of support for our students.</p> <p>5. Facilitates a clear understanding of Universal Design for Learning (UDL), Positive Behavioral Interventions and Supports (PBIS) and Professional Learning Communities (PLC).</p>		
1.2	Universal Design for Learning (UDL)	Union Hill School District entered into a Memorandum of Understanding (MOU) with the Nevada County Superintendent of Schools to provide professional learning and support to successfully implement Universal Design for Learning (UDL) practices in all classrooms which supports all students including students with disabilities. Union Hill will provide additional release time to visit classrooms as well as additional classroom supplies and support focused on student equity.	\$4,760.00	Yes
1.3	Standards-Aligned Learning	Union Hill will provide a system to facilitate both ELA and Math standards-aligned assessments and support to measure student growth. Union Hill will provide professional learning and training to align standards with assessments.	\$1,117.00	Yes
1.4	Before and After School Learning Center Services	Union Hill School District will provide tiered responses to support our students. This will include tutoring, learning center(s) which includes staffing, supplies and access to technology.	\$3,363.00	Yes
1.5	Access to Technology	Union Hill will support our students and staff by replacing older devices with new and ensure that we are on pace with developing a robust one-to-one educational environment.	\$4,000.00	Yes



Action #	Title	Description	Total Funds	Contributing
1.6	Broad Curriculum	Union Hill will continue to strengthen and expand educational opportunities through the lens of equity for our students. This will include advanced math, visual and performing arts (VAPA), Robotics and Science, Technology, Engineering and Math (STEM) electives. Union Hill will also work with our partner, Nevada Union High School District, to align our electives to established pathways that will support the transition to secondary educational opportunities.	\$41,224.00	Yes
1.7	Software Subscription	Union Hill Middle will continue to use STAR and Lexia software and additional educational software as needed.	\$6,237.00	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.

Action 1.1 (Multi-Tiered Systems of Support (MTSS) Specialist): This action has been implemented as planned. The specialist has developed practices, procedures and protocols that support equitable access to standards-aligned learning including UDL, PBIS and SEL to ensure students experience successful grade level transitions.

Action 1.2 (Literacy Instructional Coach): This action has been implemented as planned. One of the challenges has been the time necessary for this new position to develop trusting relationships with our teachers. The coach has provided in-class modeling of lessons, workshops and presentations. The coach also focused on "first best instruction" that aligns with Goal 1 (MTSS) and equitable access for standards-aligned learning. After careful examination of feedback and student data, we will be deleting action 1.2 as noted below.

Action 1.3 (UDL): This action has implemented as planned. Our teachers were supported through an MOU with our county office and our teacher-leaders to plan and execute lessons through an UDL lens to support equitable learning outcomes by removing barriers for all students including our SED, Foster Youth, Homeless and Students with disabilities. This supports Goal 1 MTSS and standards-aligned learning.

Action 1.4 (Standards and Assessment System): This action was partially implemented. The majority of our work this year was focused on standard alignment versus developing authentic formative assessments. This area will continue to be our focus in our 2022-2023 LCAP. This is aligned to Goal 1 to support a rigorous standards-aligned learning environment. However, developing and implementing common formative assessments will further support our students and inform the teaching process.

Action 1.5 (Before and after school learning services): has been implemented. However, our tutoring services has faced challenges with student participation before and after school. Our media center has been open before and after school for additional support time for our

students. We will continue to evaluate our tiered responses to meet our students' needs. This action has been focused on our SED, Foster Youth, Homeless and students with disabilities. This action does support tiered response to intervention for grade level transitions.

Action 1.6 (Access to Technology): This action has been implemented as planned. Students in grades 7 and 8 have all been issued chromebooks to allow access to standards-aligned projects, presentations, support and virtual communication. This action, specifically, has supported our SED, Foster Youth, Homeless and students with disabilities with equitable access to our standards-aligned instruction and broad curriculum. This supports Goal 1 to ensure equitable access to rigorous standards and grade level transition.

Action 1.7 (Broad Curriculum): This action has been implemented as planned. All students have access to core curriculum. Moreover, we have implemented an arts program, technology/robotics and advanced mathematics. Our intent is to continue to explore additional enrichment curricular opportunities.

Action 1.8 (Software Subscription): This action has been implemented as planned. This action supports both students and teachers with the needed tools to support successful grade level transition as well achievement on rigorous standards and tiered interventions.

#### 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.

Union Hill utilizes a 10% threshold to determine material difference between budgeted and estimated actuals.

Action 1,1 was budgeted for \$11,805. Estimated actuals is \$13,382. The increase is due to personnel costs.

Action 1.3 planned expenditures was \$1520 but actuals were \$373. This was due to the actual costs of the release time for teachers. We decided to use minimum days for our UDL observations that greatly reduced the number of substitutes required. However, we anticipate the costs for UDL to increase significantly in 2022-2023.

Action 1.4 (Standards and Assessment System) is approximately 18% under what was budgeted. This is due to not providing additional professional learning and teacher costs for developing formative assessments.

Action 1.5 (Before and After School Learning Services) was determined to be lower than anticipated due to individual tutoring costs and hours for our librarian to support the learning center. Union Hill budgeted \$8720.00 but actuals were \$5,214. We have determined that Action 1.7 (Broad Curriculum) material difference is approximately 27% less than budgeted (\$77,562: \$61,202). This is due to not offering all of the enrichment courses planned due to the pandemic.

Action 1.8 Our software subscription was budgeted for \$3068 but actuals are projected to be \$2201. This is due to changes in our subscriptions as well as using one-time money that is not included in our LCAP.

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

Action 1.1 (Literacy Coach) and 1.2 (MTSS Specialist) has supported progress towards Goal 1 by a) Additional support for our teachers and students; b) Creating sustainable system focused on continuous improvement over time and tiered responses that support student learning outcomes.

Action 1.3 (UDL) and 1.4 (Standards and Assessment System) are both in progress supported by our partnership with the Nevada County Superintendent of Schools. We have not see significant increase in student achievement on state assessment yet. However, the most recent

data is from CAASPP is 2020-2021 during the pandemic. Our 7th grade students did see an increase in ELA from 2018-2019 baseline to 2020-2021 increasing from 36.18% to 68.76 %. Our local assessments did not change significantly. This action will continue to support Goal 1 by developing and implementing common formative assessments and practicing UDL strategies with fidelity to remove barriers to support our SED, Foster youth, Homeless and students with disabilities.

Action 1.5 (Before and after school learning services), 1.6 (Access to Technology), 1.7 (Broad Curriculum) and 1.8 (Software Subscription) all support equitable access that supports goal 1 academic achievement. Union Hill Middle School students has access to our before and after school learning center that allowed students, especially our students with disabilities, SED, Foster Youth and homeless students, to have a quiet space to focus on homework and academic projects as well as receive support from our librarian. Although our tutoring program did not gain the participating of students and parents as intended, our teachers, paraprofessionals and librarians supported our students with additional support. All students were issued a chromebook according to our 1-to-1 program allowing access to standards-aligned instruction, broad curriculum and educational software that greatly supported our students with disabilities, SED, Foster Youth and Homeless students. These actions are directly aligned and support making progress towards this goal. However, the data from state and local assessments have not demonstrated intended academic progress in the first year of our Local Control Accountability Plan. When these systems and actions are fully implemented, it is our contention that all actions when fully implemented and sustainable, and are research based, will produce progress towards Goal 1.

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.

1. The section under Goal 1 as to why our LEA chose this goal was modified to provide additional clarify to our educational partners.
2. The first metric was changed from Priority 4 (Pupil Achievement) to a more accurate 4a (Statewide Assessments).
3. The third metric was changed from "develop" to "develop and implement: to meet the criteria for priority 2a and 2b which was altered as well. This is noted in the outcomes to ensure alignment with State Priorities for the 2022-2023 LCAP.
4. The third metric was modified to include English Language Learners (EL) and English Language Development (ELD) standards: "and enable English Language Learners to be proficient on ELD Standards. Priority 2a, 2b was listed to aligned to this metric.
5. The fourth metric was modified to clarify priority. Originally this was 4E (The percentage of EL pupils who make progress towards English proficiency) to include 4F (The EL reclassification rate). Furthermore, under baseline data, 0 Reclassification was added for the 2022-2023 LCAP.
6. The fifth metric was changed from SBAC to CAASPP to aligned with appropriate assessment.
7. The sixth metric added the baseline year for teacher credentials.
8. The seventh metric added the year for baseline data and modified the priorities to include 7a, b, c (Programs and services developed and provided to low-income, English Learners, foster youth, and student with disabilities).
9. Action 1.2 (Literacy Instructional Coach) has been deleted. Instead, action 1.3 (Standards and Assessment System) has been changed to "Standards-Aligned Learning" that will support Literacy as well.
10. Goal 1.3 (UDL) added language to support all students including students with disabilities.
11. State Priorities were removed from the goal but remained on specific actions for additional clarification.
12. Dates have been updated in baseline column information as well as clarification in the baseline matrix.

13. Action item 1.7 has new language clarifying software subscriptions.

**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	School Culture and Climate: Students will thrive in a safe, healthy, nurturing and supportive educational environment.

An explanation of why the LEA has developed this goal.

We evaluated the Local Control Accountability Plan (LCAP) annual update, the Learning and Continuity Plan (LCP) annual update, local assessment data, the surveys and input from all stakeholders that focused on the need to create systems and structures focused on strengthening our school culture and climate by developing appropriate tiered interventions and how we will respond, as well as to safety concerns, to ensure that all students thrive in a safe, healthy nurturing and supportive educational environment at Union Hill School District. Action steps aligned to Goal 2 will support the achievement of the goal by providing resources to develop a Social-Emotional and behavioral MTSS structure, activities to further engage our students and personnel to strengthen Union Hill's Emotional and Behavioral support for our students. Evaluating our data from parent, staff and student surveys as well as state data, we have determined that all students, especially our SED, Foster Youth, homeless and students with disabilities need additional support as noted in our baseline data and our year 1 outcomes.

## Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Hispanic, Socioeconomically Disadvantaged (SED) and Students with Disabilities (SWD) suspensions. (Priority 6A)	2019-2020 Dashboard: Hispanic: 10.00% SED: 8.50% SWD: 17.40%	2020-2021 Student Information System  Suspensions: 4  SED: 100%			Reduce suspensions within these subgroups by 5%.
Chronic Absenteeism will be reduced, school attendance	2019-2020 Chronic Absenteeism	2020-2021 Chronic Absenteeism			Reduce chronic absenteeism gap by

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
rates will improve and will maintain zero drop out rate for all students, including Hispanic, Socioeconomically disadvantaged and Students with Disabilities. (Priority 5A, B, C)	All students: 38.19% English Learners: .01% Socioeconomically Disadvantaged: 19.44% Students with Disabilities: 0% Hispanic: 0% White: 15.57%  ADA 95.14%  Dropout rate: 0	All students: 29.5% English Learners: 4.6% Socioeconomically disadvantaged: 14.8% Students with disabilities: 19% Hispanic: 7% White: 98%  ADA 89.27%  Dropout rate: 0			4% and maintain zero drop out rate. Maintain ADA at 95% Maintain 0 Dropout rate.
School Connectiveness and Meaningful Participation will increase for all students, including our Hispanic, Socioeconomically disadvantaged and Students with Disabilities as reported on the California Healthy Kids Survey (CHKS) and the School Site Council survey. (Priority 6C)	2020-2021  School Connectiveness 51% (7th) 49% (8th)  Meaningful Participation: 23% (7th) 18% (8th)	2021-2022  School connectedness 53% (7th) No Data for 8th grade.  Meaningful Participation 30% (7th) No Data for 8th grade.			70% of students in 7th and 8th grade will feel connected and 50% participate in the Union Hill community.
Students will continue to have access to a	2020-2021	2021-2022			Maintain 100% FIT average.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
school environment that is safe, clean, respectful, and stimulating as measured by the annual School Site Council/LCAP parent, student, staff survey and our Facility Inspection tool (FIT). (Priority 1C)	Facility Inspection Tool (FIT) FIT average 100%	Facility Inspection Tool (FIT) 99% this is due to a bathroom water issue which has been addressed.			
Maintain zero expulsion rates as reported annually on the Civil Rights Data Collection. (Priority 6B)	2019-2020 Zero Expulsions	2020-2021 Zero Expulsions			Maintain zero expulsions.

## Actions

Action #	Title	Description	Total Funds	Contributing
2.1	Positive Behavioral Interventions and Supports (PBIS)	Develop a multi-tiered system of PBIS including a Positive Attendance Initiative, Anti-Bullying Initiative, alternative to suspension program and social-emotional learning.	\$447.00	Yes
2.2	Increase and support extra-curricular activities	Develop additional enrichment activities aligned to the vision and mission of Union Hill to meet the needs of our students.	\$32,093.00	Yes
2.3	Behavioral and Emotional Support	Registered Behavior Technician (RBT) and Mental Health Professionals including an SSP, and other mental health hours as needed.	\$49,139.00	Yes

Action #	Title	Description	Total Funds	Contributing

## 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.

Action 1 Develop a multi-tiered system of PBIS focused on Tier 1 strategies including Social-Emotional Learning utilizing Second Step with the Anti-bullying component, Positive Attendance Initiative and alternative to suspension program. Union Has has implemented a PBIS team consisting of our MTSS specialist, mental health professionals and teachers. The team has created goals and evaluates our systems to support our students. We have implemented second step as planned but not to the level that is sustainable. Moreover, there needs to be student follow-up to ensure that our second step program supports student's positive behavior and mental health. Union Hill Middle School has not implemented a Positive Attendance Initiative or an alternative to suspension program. We will continue to develop and implement these programs. Moreover, Union Hill Middle School will enter into a partnership with NCSOS that supports Social Emotional learning for the 2022-2023 school year.

Action 2 Increase and support extra-curricular activities. Union Hill Middle School has greatly increased our extra-curricular programs including athletics, arts, music, leadership, clubs and open house. This action was implemented as planned.

Action 3: This action will be supporting additional hours for Registered Behavior Technician (RBT) as well as Mental Health Professionals including an SSP, 1.6 Counselor, Contract for SLP as needed, Psychologist and other mental health hours as needed. This action was implemented as planned. This action significantly supports Goal 2 by having the personnel necessary to support the social and emotional needs of our students during the pandemic.

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.

Union Hill calculates a 10% threshold to determine material difference between budgeted and estimated actuals.

Action 2.1 was budgeted for \$889 but estimated expenditures are approximately \$1415. This is due to a miscalculation of needed supplies and time needed to support individual classrooms.

Action 2.2 was budgeted for \$1,444 but actual expenditures was only \$23.00. This is due to a change in funding source not included in our LCAP.

Action 2.3 was budgeted for \$64,965 but actual expenditures is approximately \$58,267. This is due to this action supporting personnel costs whereby costs ended up less due to placement on salary schedules.



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

Action 1: Positive Behavioral Interventions and Supports (PBIS) are in the initial stages of supporting school-wide culture and climate goal. Professional Learning has been implemented, PBIS team has been strengthened and the PBIS system has gained traction. Additional focus must be full implementation in the classroom including monitoring positive behavior.

Action 2: Increase and support extra-curricular activities This goal has been implemented and has supported making progress on Goal 2. Union Hill has supported the "re-starting" of many activities (including clubs, athletics, music, art, leadership and open house) that supports a positive culture and climate. We are seeing an increase in student and parent engagement.

Goal 3: Behavioral and Emotional Support. This action has demonstrated positive support for our students and school as demonstrated by a decrease in chronic absenteeism and an increase in student connectiveness. This is an action we will continue to support to ensure a positive culture and climate.

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.

1. The explanation for Goal 1 was modified to add clarity to why this action is critical for Union Hill Middle School.
2. Metric 1 was modified to delete behavioral referrals as this does not accurately measure the intended outcome. This change is also reflected in the desired outcomes box. Because this was deleted, the SWIS data where behavioral referrals are reported was deleted as well.
3. The second metric was modified to include the attendance rate (ADA) thus changing the priorities to include 5A, B, C. ADA was added to 2019-2020 which was calculated in February instead of April due to school pandemic closure. We included the dropout rate as well. This changed the desired outcomes as well by adding ADA and dropout rate. The metric was also changed to include our specific subgroups for added clarification for desired outcomes.
4. The date for our FIT was added indicating the year 2020-2012.
5. The state priorities were removed from the Goal 2 explanation but remain on specific actions.
6. Action 2.3: .6 counselor was deleted due to a resignation.
7. Baseline date was added for clarification.
8. The third metric includes new language and added baseline date.

**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	High Quality Teaching and Learning: Provide high leverage, research-based professional learning for all certificated and classified staff members that will support employee growth and retention is directly correlated to students with achieving their grade level goals.

An explanation of why the LEA has developed this goal.

Evaluating Goal #1 and Goal #2 and validating these goals from our LCAP and LCP annual updates as well as surveys and feedback from all stakeholders, there are areas that we need to support both certificated and classified staff with to ensure we are providing high quality teaching and learning to our students as well as a healthy, safe and supportive educational environment. Professional Learning for Union Hill's staff is directly related to Goal 1 and Goal 2 that supports Multi-Tiered Systems of Supports which includes standards-aligned learning including formative assessments, PBIS, and SEL and the development of Professional Learning Communities that focuses on consistent student monitoring.

## Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Classroom teachers will be trained on the Multi-Tiered Systems of Support (MTSS) framework including: Universal Design for Learning (UDL), Standards-aligned Learning (SAL), Professional learning Community (PLC) strategies, Positive Behavioral Interventions and Supports (PBIS) as	2020-2021  33% of classroom teachers have been trained on one or more of the MTSS framework components.	2021-2022  100% of classroom teachers have been trained on one or more of the MTSS framework components.			100% will be trained on the MTSS components.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
demonstrated by professional learning sign-in sheets and agendas and classroom observations.					
Classified staff will be trained with skills that are targeted to their classification to support continuous improvement.	2020-2021 20% of classified staff have participated in professional learning to support continuous improvement.	2021-2022 60% of classified staff have participated in professional learning to support continuous improvement.			100% of classified staff will receive professional learning that is targeted to their classification to support continuous improvement.

## Actions

Action #	Title	Description	Total Funds	Contributing
3.1	Certificated Staff: Professional Learning	Union Hill School District will provide professional learning based on the Multi-Tiered Systems of Support (Framework). There will be three Professional Learning Days before the start of school for our Certificated staff and SSPs for the 2021-2022 school year: Social-Emotional Learning, Universal Design for Learning and Multi-Tiered Systems of Support. Throughout the year, Union Hill School District will provide ongoing professional learning to support: Professional Learning Communities (PLC), Universal Design for Learning (UDL), Standards-Aligned Learning/Data and Assessment, Positive Behavioral Interventions and Supports (PBIS), Academic Interventions and Supports.	\$3,800.00	Yes
3.2	Classified Employees: Professional Learning	Union Hill School District will provide targeted professional learning to all classified staff members to ensure an appropriate level of continual learning to support their current classification. This action will build	\$3,120.00	Yes

Action #	Title	Description	Total Funds	Contributing
		professional capacity through cross-training and other strategies to support our classified staff.		
3.3	Teacher Induction Program	Union Hill School District will be contracting with Butte County Office of Education to support our Teacher Induction Program.	\$3,600.00	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.

Action 3.1: Certificated staff participated in professional learning targeted on Multi-Tiered Systems of Support as planned. However, some workshops and time allocated outside of contract hours had low participating rate.  
Action 3.2: Classified staff participated in professional learning targeted to their classification as planned. However, additional professional learning for maintenance, operations and transportation needs to be a focus.  
Action 3.3: This action was implemented as planned. We have six teachers participating in our new contract with Butte County Office of Education Induction program.

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.

Union Hill uses a 10% threshold to determine estimated versus actual expenditures.  
Action 3.1 was budget for \$4,613. The actual expenditure is approximately \$2,550. The difference is due to low participating rate with after contract hours professional learning opportunities.  
Action 3.3 was budgeted for \$3,600. The estimated actual is 0.00 due to teachers participating in teacher induction were all assigned to our TK-6 Charter.

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

Action 1 has been relatively successful in supporting this goal. However, there are components such as Professional Learning Communities and Standards-Aligned Learning that needs additional focus. Moreover, this is an ongoing process of professional learning for our three-year LCAP. The system of MTSS and it's components are gaining traction as well as supports daily classroom pedagogy.

Action 2 has been successful making progress to this goal. Additional support for Maintenance, Operations and Transportation (MOT) staff will be a focus.

Action 3 has been successful in meeting the needs to participating certificated staff members with teacher mentoring moving towards their clear credentials. This is clearly demonstrated in more confident and effective teaching practices.

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.

1. State Priorities were removed from the goal but remain for specific actions. New language in the Goal description was added.
2. Dates were added to the baseline column.
3. The explanation in the "why" box was edited/updated for clarity.

**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	Strengthen Stakeholder Engagement: In order to support student achievement, Union Hill School District will increase involvement of our parents and community partners.

An explanation of why the LEA has developed this goal.

This goal focuses on increasing the involvement of our school community and increasing parent input in the decision-making process. Moreover, following the 2020-2021 school year, it is essential that we increase parent participation in programs for our unduplicated students. This goal is to promote parent participation in their child's education, especially following the first full year of COVID restrictions. Union Hill has seen a dramatic decrease in parent participation and engagement as demonstrated from a parent surveys and lack of activities to engage our parents during the pandemic. It has become evident by parent surveys that many parents, especially those parents who can be classified as English as a Second Language, have students with a learning disability and our socioeconomically disadvantaged parents need additional support with the components of a rigorous, inclusive education. There is a need to redesign many outreach communication strategies to ensure all parents and stakeholder are involved and engaged with Union Hill School District.

## Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Parent Surveys on appropriate communication from site and district as well as number of parents and community members accessing our destination portal in order to increase stakeholder decision-making. (Priority 3A, B)	2021-2022 District website: Number of visits 16083 School website: Number of visits 6971 Bearcats website: Number of visits 841  California Healthy Kids Survey 74% of parents feel that the school asks for feedback.	2021-2022 District website: Number of visits 16083 School website: Number of visits 6971 Bearcats website: Number of visits 841  California Healthy Kids Survey 74% of parents feel that the school asks for feedback.			100% participation with available parent slots.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	School Site Council: 80.94% of parents state that Union Hill communicates well and effectively with our families.	School Site Council: 80.94% of parents state that Union Hill communicates well and effectively with our families.			
Promote parental participation in programs for individuals with exceptional needs as measured by parent and staff surveys, the California Healthy Kids Survey, Volunteer participation, and outside activities attendance. (Priority 3C)	2021-2022  30% current participation.  106 Cleared parent volunteers.  School Site Council: 69.53% desire to volunteer at Union Hill.	2021-2022  30% current participation.  106 Cleared parent volunteers.  School Site Council: 69.53% desire to volunteer at Union Hill.			60% of our parents participate in programs for individuals with exceptional needs.

## Actions

Action #	Title	Description	Total Funds	Contributing
4.1	Parent University and Education	Union Hill School District will develop a virtual learning experience where parents can access trainings, tutorials and support 24/7 to support their students and be engaged with our staff and support personnel.	\$380.00	Yes

Action #	Title	Description	Total Funds	Contributing
4.2	Parent and Community Outreach	Union Hill School District will develop multiple stakeholder engagement opportunities for parent volunteers including evaluating additional avenues for parent input.	\$190.00	Yes
4.3	Web Content and Communication	Union Hill School District will develop a communication structure with Edlio Web Support and Brightarrow Communication, which is aligned with our student information system (PowerSchool), to strengthen our communication and engagement in our community.	\$1,577.00	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.

Action 1 is in its infancy stage. Due to the pandemic and additional workload with out staff, we were unable to establish a 24/7 Parent Education portal. We will continue to implement this action in the 2022-2023 school year.  
 Action 2, as written, was not implemented as intended. We have decided not to create Board Collaboratives or a Superintendent Council because of lack of interest. However, we greatly increased our parent participation with volunteers and involvement in student activities (field trips, athletics, clubs).  
 Action 3 was implemented as intended. This has greatly increase our parent and community communication and access to information and engagement of our educational partners.

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.

Union Hill uses a 10% threshold to determine budgeted versus actual expenditures.  
 Action 4.1 was budgeted for \$380. We did not spend this allocation as we did not implement this action.  
 Action 4.2 was budgeted for \$190. We did not spend this allocation due to using funds not specific to LCAP.

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

Action 1 is a viable and effective action to support Goal 4. However, this action is in progress and will be a focus during the 2022-2023 school year.



Action 2 was not implemented as written due to the number of families who live outside of Union Hill's attendance boundaries and stakeholders focus on our school rather than the district. Therefore, as discussed below, we modified this action step. Action 3 supports Goal 4 as intended. We greatly increased our communication and engagement strategies with the implementation of Edlio website and Brightarrow communication portal.

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.

1. The explanation for Goal 4 was modified to provide additional clarity.
2. Metric 1 was modified to include priority 3B. We modified baseline data to include the year as well as clarify the data. We also added school site survey to this metric.
3. Metric 2 we deleted priority 3B as it needed to be included in the first metric.
4. Metric 2 baseline was modified to include cleared parent volunteers and data from the School Site Council Survey. The baseline and year one outcome data are the same due to new metric language,
5. Action 4.2 was modified by removing Superintendent's Council, Board of Trustees Collaborative, Leadership Forums, Business and Community Partnerships and added new language.
6. The year was added under baseline column for added clarify.

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

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

Projected LCFF Supplemental and/or Concentration Grants	Projected Additional LCFF Concentration Grant (15 percent)
\$87,811.00	0%

## Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
7.10%	0.00%	\$0.00	7.10%

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.

Evaluating Union Hill School District's local and state data as well as survey data from all stakeholders, it is evident that systems and structures need to be developed and sustained. Our data indicates that the significant academic gaps and opportunity gaps for our Students with Disabilities and to a lesser degree, with our socioeconomically disadvantaged students (SED). For example, in ELA, while all students for our 2021-2022 CASSPP results illustrates that 63% of students meet academic standards our students with disabilities indicates that 18% meet academic standards and 51% of our Socioeconomically Disadvantages students meet academic standards. Our CASSPP math results for 2021-2022 illustrates that 42% of all students meet the academic standards when only no students with a disability met academic standards and only 18% of Socioeconomically disadvantaged students meet standards. Union Hill does not have enough foster youth or English Language Learners to meet state requirements for a score, our local assessments indicate that we must continue to individually monitor our foster youth and English Language Learners. Therefore, this LCAP serves as an action plan that focuses on and identifies our students who need the most support.

Goal 1 focuses on Multi-Tiered Systems of Support (MTSS) framework.

Action 1: MTSS Specialist hat will provide, model and support our teachers with concise data, procedures and protocols to identify students in these sub groups who are struggling.

Action 2: Implementing and supporting a Universal Design for Learning (UDL) framework. We have partnered with our County Office of Education for additional training and resources. UDL will create equitable classrooms for all students but especially focused on our SED, Foster Youth, SWD, and EL students. The primary purpose of UDL is to ensure all students have equitable access to the standards-aligned curriculum.

Action 3: Developing a standards-aligned learning and assessment system which will ensure that classroom Learning Goals, Assessments and Instruction are aligned. Developing a system that is transparent, rigorous and supportive is a key element to an MTSS system of support that will benefit are struggling learners.

Action 4: Before and After School Learning Center. This action allows another place on campus where students can go before and after school for tutoring services, access to technology and to complete homework. This action will support our SED, Foster Youth SWD and EL students who may not have a quiet place that supports their learning.

Action 5: Access to Technology. This action will update older devices as well as purchase new devices to ensure all students have access. Grades 7-8 will all have 1:1 that is checked out by students to take home. Moreover, these funds will be to provide Wifi access at home.

Action 6: Broad Curriculum. Union Hill will continue to strengthen and expand educational opportunities through the lens of equity for our students. This will include advanced math, visual and performing arts (VAPA), Robotics and Science, Technology, Engineering and Math (STEM) electives. Union Hill will also work with our partner, Nevada Union High School District, to aligned our electives to established pathways that will support the transition to secondary educational opportunities. Moreover, the focus is to ensure that all students have access to a broad curriculum regardless of additional support or interventions that are needed.

Action 7: Educational Software. This will support our local assessments (STAR and Lexia) to monitor student growth over time.

The metrics to measure progress on this goal will be to evaluate state (CAASPP/ELPAC) and Local Data (STAR, Lexia, common assessments), ensure teachers are fully credentialed and appropriately assigned and that our system allows students to have equitable access to a broad curriculum.

Goal 2 focuses on school culture and climate.

Action 1: Positive Behavior Interventions and Supports (PBIS). This action supports the social/emotional and behavioral MTSS framework. We will focus on creating a Positive Attendance Initiative, Anti-Bullying Initiative, alternative to suspension program and social-emotional learning for our students. This will especially benefit our SED, SWD, Foster Youth and EL students. Our local and state data indicates that our subgroups need additional support to reduce suspension and behavioral referrals.

Action 2: Increase and Support extra-curricular activities. Our data indicates that we need to better support our SED, SWD, Foster Youth and EL students with activities that will engage and connect them to their educational environment.

Action 3: Behavioral and Emotional Support. Our students need additional support, especially our sub-groups. This action will increase the hours per week for our mental health professionals. Moreover, we are increasing our part-time counselor to full-time to support our students.

The metrics used to measure progress on this goal is to evaluate suspension and behavioral referral both in our SWIS program and the California Dashboard. We will also measure chronic absenteeism and drop out rate. Moreover, we will continue to use the California Healthy Kids Survey to measure school connectiveness and meaningful participation as well as our School Site Council survey. We will continue to measure our school environment by using the Facility Inspection Tool (FIT) as well as monitor the annual Civil Rights Data to ensure we maintain zero expulsion rates.

Goal 3 focuses on High Quality Teaching and Learning that will provide professional learning for our staff that is aligned to Goal 1 and 2 to support student learning and social-emotional support. Moreover, ensuring equity in our culture and climate is emphasized. It is critical for our certificated staff to be trained and supported with creating sustainable systems that will support student equity with our subgroups.

Action 1: Certificated Staff. We will increase and improve professional learning for our certificated staff that is focused on the MTSS Framework both academic and social/emotional and behavioral.

Action 2: Classified Staff. We will increase and improve professional learning for our classified staff, especially our Student Support Paraprofessionals that is focused on the MTSS Framework both academic and social/emotional and behavioral.

The metrics for Goal 3 include the percentage of staff that have been trained in MTSS strategies and observations in the classroom to ensure theory is put into practice. We will monitor and note attendance participation logs for all Professional learning Activities.

Action 3: Teacher Induction: We will support our new teachers and those that qualify for teacher induction to ensure that a teacher-mentor is assigned and that they are highly qualified to support standards-aligned learning and social-emotional support for our students.

Goal 4 supports strengthening stakeholder engagement while increasing involvement of our parent and community partners.

Action 1: Parent University and Education. This action is to support all parents but especially the parents of our Foster Youth, EL, SED and SWD or students on IEPs with a clear and concise understanding of our educational programs, social and emotional development and other areas that will support connectiveness to our school and parent support of their child's education.

Action 2: Parent and Community Outreach. This action specifically focuses on developing additional forums and strategies for parents and community partners to be involved with Union Hill and our staff and students. This is also an important action to support parent voice and to be a partner in our decision-making processes.

Action 3: Web Content and Communication. We will streamline and develop a new web portal to support all parents. The web portal will be designed for ease to find information and resources for SED, SED, EL and Foster Youth. Moreover, we will implement a new school-to-home communication tool that will support better communication via email, text and voice.

Metrics to monitor progress on Goal 4 include parent participation in our various forums and committees, parent participation in programs for students with exceptional needs and using the California Healthy Kids Survey, volunteer participation and attendance at extracurricular activities.

There are elements of this LCAP that is aligned to our past LCAP as well as our Learning Continuity Plan. However, the goals and action are much more delineated, aligned to research and comprehensive. The expected outcomes is to 1) Eliminate the Opportunity Gap; 2) Develop sustainable systems that create equitable access to all programs and educational opportunities; 3) Improve the educational outcomes for our students who are socioeconomically disadvantaged, our Foster Youth, our English Language Learners and our students with disabilities. All the actions identified above will be principally directed toward and effective in meeting our goals and the needs of these students. While we target these services toward this population of students, we recognize that there are students not identified as EL, low-income or foster youth but have similar demographic and/or academic needs; therefore, all students have access to these services as needed on an School-Wide basis.

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

It is critical that when evaluating the needs of our foster youth, English Learners, socioeconomically disadvantaged students and students with disabilities that we look through the lens of equity and equitable access. In doing so, we are developing MTSS Systems in order to identify strengths and areas of improvement for our most vulnerable students. When the goals and actions are combined, the expected result in the required proportional increase or improvement in services. Through these services, we both qualitative and quantitatively have demonstrated increase we or improved services about the required 7.10%.

To Improve services means to grow some services in quality:

- --We are increasing the quality of professional learning our teachers receive in order to support our students.
- --Within the MTSS framework we will increase the resources necessary to measure and monitor student growth.
- --Within the MTSS framework we will establish tiered interventions.
- --We will develop Parent Education and communication systems to encourage our parents of foster and homeless youth, English Learners, socioeconomically disadvantaged students and students with disabilities to participate more fully in Union Hill's culture and their child's educational process.
- --We are supporting a new MTSS Specialist to develop procedures and protocols for Tier 1, Tier 2 and Tier 3 interventions.

To increase services means to grow services in quantity:

- --We are allocating funds towards specialized services such as an art teacher, STEM and Coding opportunities and extra curricular access and opportunities

- --We are increasing our social-emotional support by adding a paraprofessional, increased Registered Behavioral Technician (RBT) hours.
- --We are increasing resources for PBIS and UDL.
- --We are increasing our learning center model including tutoring opportunities.

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

N/A

<b>Staff-to-student ratios by type of school and concentration of unduplicated students</b>	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	N/A
Staff-to-student ratio of certificated staff providing direct services to students	N/A	N/A

## 2022-23 Total Expenditures Table

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	\$136,641.00	\$31,196.00			\$167,837.00	\$146,946.00	\$20,891.00

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1.1	Multi-Tiered Systems of Support Specialist	English Learners Foster Youth Low Income		\$12,790.00			\$12,790.00
1	1.2	Universal Design for Learning (UDL)	English Learners Foster Youth Low Income	\$4,760.00				\$4,760.00
1	1.3	Standards-Aligned Learning	English Learners Foster Youth Low Income	\$1,117.00				\$1,117.00
1	1.4	Before and After School Learning Center Services	English Learners Foster Youth Low Income	\$3,363.00				\$3,363.00
1	1.5	Access to Technology	English Learners Foster Youth Low Income	\$4,000.00				\$4,000.00
1	1.6	Broad Curriculum	English Learners Foster Youth Low Income	\$41,224.00				\$41,224.00
1	1.7	Software Subscription	English Learners Foster Youth Low Income		\$6,237.00			\$6,237.00
2	2.1	Positive Behavioral Interventions and Supports (PBIS)	English Learners Foster Youth Low Income	\$447.00				\$447.00

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
2	2.2	Increase and support extra-curricular activities	English Learners Foster Youth Low Income	\$32,093.00				\$32,093.00
2	2.3	Behavioral and Emotional Support	English Learners Foster Youth Low Income	\$40,770.00	\$8,369.00			\$49,139.00
3	3.1	Certificated Staff: Professional Learning	English Learners Foster Youth Low Income		\$3,800.00			\$3,800.00
3	3.2	Classified Employees: Professional Learning	English Learners Foster Youth Low Income	\$3,120.00				\$3,120.00
3	3.3	Teacher Induction Program	English Learners Foster Youth Low Income	\$3,600.00				\$3,600.00
4	4.1	Parent University and Education	English Learners Foster Youth Low Income	\$380.00				\$380.00
4	4.2	Parent and Community Outreach	English Learners Foster Youth Low Income	\$190.00				\$190.00
4	4.3	Web Content and Communication	English Learners Foster Youth Low Income	\$1,577.00				\$1,577.00



## 2022-23 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
\$1,237,623	\$87,811.00	7.10%	0.00%	7.10%	\$136,641.00	0.00%	11.04 %	<b>Total:</b>	\$136,641.00
								<b>LEA-wide Total:</b>	\$136,641.00
								<b>Limited Total:</b>	\$0.00
								<b>Schoolwide Total:</b>	\$0.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1.1	Multi-Tiered Systems of Support Specialist	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		
1	1.2	Universal Design for Learning (UDL)	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$4,760.00	
1	1.3	Standards-Aligned Learning	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$1,117.00	
1	1.4	Before and After School Learning Center Services	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$3,363.00	
1	1.5	Access to Technology	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$4,000.00	
1	1.6	Broad Curriculum	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$41,224.00	

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	1.7	Software Subscription	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		
2	2.1	Positive Behavioral Interventions and Supports (PBIS)	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$447.00	
2	2.2	Increase and support extra-curricular activities	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$32,093.00	
2	2.3	Behavioral and Emotional Support	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$40,770.00	
3	3.1	Certificated Staff: Professional Learning	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		
3	3.2	Classified Employees: Professional Learning	Yes	LEA-wide	English Learners Foster Youth Low Income		\$3,120.00	
3	3.3	Teacher Induction Program	Yes	LEA-wide	English Learners Foster Youth Low Income		\$3,600.00	
4	4.1	Parent University and Education	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$380.00	
4	4.2	Parent and Community Outreach	Yes	LEA-wide	English Learners Foster Youth Low Income		\$190.00	
4	4.3	Web Content and Communication	Yes	LEA-wide	English Learners Foster Youth Low Income		\$1,577.00	

## 2021-22 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
<b>Totals</b>	\$253,896.00	\$218,266.00

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	Multi-Tiered Systems of Support Specialist	Yes	\$11,805.00	\$13,382.00
1	1.2	Literacy Instructional Coach	Yes	\$15,268.00	\$15,973.00
1	1.3	Universal Design for Learning (UDL)	Yes	\$1,520.00	\$373.00
1	1.4	Standards and Assessment System	Yes	\$23,828.00	\$20,148.00
1	1.5	Before and After School Learning Center Services	Yes	\$8,720.00	\$5,214.00
1	1.6	Access to Technology	Yes	\$32,100.00	\$33,559.00
1	1.7	Broad Curriculum	Yes	\$77,562.00	\$61,202.00
1	1.8	Software Subscription	Yes	\$3,068.00	\$2,201.00
2	2.1	Positive Behavioral Interventions and Supports (PBIS)	Yes	\$889.00	\$1,415.00
2	2.2	Increase and support extra-curricular activities	Yes	\$1,444.00	\$23.00

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	2.3	Behavioral and Emotional Support	Yes	\$64,965.00	\$58,267.00
3	3.1	Certificated Staff: Professional Learning	Yes	\$4,613.00	\$2,550.00
3	3.2	Classified Employees: Professional Learning	Yes	\$2,030.00	\$2,100.00
3	3.3	Teacher Induction Program	Yes	\$3,600.00	\$0.00
4	4.1	Parent University and Education	Yes	\$380.00	\$0.00
4	4.2	Parent and Community Outreach	Yes	\$380.00	\$0.00
4	4.3	Web Content and Communication	Yes	\$1,724.00	\$1859.00

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

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
\$90,337	\$95,374.00	\$150,862.00	(\$55,488.00)	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	1.1	Multi-Tiered Systems of Support Specialist	Yes				
1	1.2	Literacy Instructional Coach	Yes				
1	1.3	Universal Design for Learning (UDL)	Yes	\$1,520.00	\$0	0	0
1	1.4	Standards and Assessment System	Yes	\$23,828.00	\$20,148.00	0	0
1	1.5	Before and After School Learning Center Services	Yes	\$2,070.00	\$5,214.00	0	0
1	1.6	Access to Technology	Yes	\$17,100.00	\$17,290.00	0	0
1	1.7	Broad Curriculum	Yes		\$61,202.00	0	0
1	1.8	Software Subscription	Yes	\$3,068.00	\$2,201.00	0	0
2	2.1	Positive Behavioral Interventions and Supports (PBIS)	Yes	\$889.00	\$1,415.00	0	0
2	2.2	Increase and support extra-curricular activities	Yes	\$1,444.00	\$23.00	0	0
2	2.3	Behavioral and Emotional Support	Yes	\$38,608.00	\$36,860.00	0	0

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)
3	3.1	Certificated Staff: Professional Learning	Yes	\$2,903.00	\$2,550.00	0	0
3	3.2	Classified Employees: Professional Learning	Yes	\$1,460.00	\$2,100.00		
3	3.3	Teacher Induction Program	Yes				
4	4.1	Parent University and Education	Yes	\$380.00	\$0	0	0
4	4.2	Parent and Community Outreach	Yes	\$380.00	\$0		
4	4.3	Web Content and Communication	Yes	\$1,724.00	\$1,859.00		

**2021-22 LCFF Carryover Table**

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
\$1,164,734	\$90,337	0%	7.76%	\$150,862.00	0.00%	12.95%	\$0.00	0.00%

# Instructions

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

## Introduction and Instructions

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

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

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning (California *Education Code* [EC] Section 52064[e][1]). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students.
- **Meaningful Engagement of Educational Partners:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful engagement (EC Section 52064[e][1]). Local educational partners possess valuable perspectives and insights about an LEA's programs and services. Effective strategic planning will incorporate these perspectives and insights in order to identify potential goals and actions to be included in the LCAP.
- **Accountability and Compliance:** The LCAP serves an important accountability function because aspects of the LCAP template require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:
  - Demonstrating that LEAs are increasing or improving services for foster youth, English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (EC Section 52064[b][4-6]).
  - Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (EC sections 52064[b][1] and [2]).
  - Annually reviewing and updating the LCAP to reflect progress toward the goals (EC Section 52064[b][7]).



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

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

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

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

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

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

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

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

## **Plan Summary**

### **Purpose**

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

## Requirements and Instructions

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

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

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

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

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

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

## Engaging Educational Partners

## Purpose

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

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

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

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

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

## Requirements and Instructions

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

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

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

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

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

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

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

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

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

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

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

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

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

## Goals and Actions

### Purpose

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

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

### Requirements and Instructions

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

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

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

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

## **Focus Goal(s)**

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

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

## **Broad Goal**

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

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

## **Maintenance of Progress Goal**

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

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

## **Required Goals**

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

**Consistently low-performing student group(s) criteria:** An LEA is eligible for Differentiated Assistance for three or more consecutive years based on the performance of the same student group or groups in the Dashboard. A list of the LEAs required to include a goal in the LCAP based on student group performance, and the student group(s) that lead to identification, may be found on the CDE’s Local Control Funding Formula web page at <https://www.cde.ca.gov/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 <b>2021–22</b> .	Enter information in this box when completing the LCAP for <b>2021–22</b> .	Enter information in this box when completing the LCAP for <b>2022–23</b> . Leave blank until then.	Enter information in this box when completing the LCAP for <b>2023–24</b> . Leave blank until then.	Enter information in this box when completing the LCAP for <b>2024–25</b> . Leave blank until then.	Enter information in this box when completing the LCAP for <b>2021–22</b> or when adding a new metric.

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

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

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

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

**Goal Analysis:**

Enter the LCAP Year.

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

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

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

### Purpose

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

### Requirements and Instructions

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

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

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

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

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

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

**Required Descriptions:**

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

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

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

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

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

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

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

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

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

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

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

## **For School Districts Only:**

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

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

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

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

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

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

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

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

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

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

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

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

Provide the following descriptions, as applicable to the LEA:

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

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

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

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

Complete the table as follows:

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

## Action Tables

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

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

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

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

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

## Data Entry Table

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

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

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

- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants the LEA estimates it will receive on the basis of the number and concentration of unduplicated students for the coming school year.
- **3. Projected Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected LCFF Base Grant and the Projected LCFF Supplemental and/or Concentration Grants, pursuant to 5 CCR Section 15496(a)(8). This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the coming LCAP year.
- **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%).
  - 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)
  - This amount is the total of the Planned Expenditures for Contributing Actions (LCFF Funds) column
- 5. Total Planned Percentage of Improved Services
  - This percentage is the total of the Planned Percentage of Improved Services column
- Planned Percentage to Increase or Improve Services for the coming school year (4 divided by 1, plus 5)
  - This percentage is calculated by dividing the Total Planned Contributing Expenditures (4) by the Projected LCFF Base Grant (1), converting the quotient to a percentage, and adding it to the Total Planned Percentage of Improved Services (5).

### Contributing Actions Annual Update Table

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

- 6. Estimated Actual LCFF Supplemental and Concentration Grants
  - This is the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on of the number and concentration of unduplicated students in the current school year.
- 4. Total Planned Contributing Expenditures (LCFF Funds)
  - This amount is the total of the Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)

- 7. Total Estimated Actual Expenditures for Contributing Actions
  - This amount is the total of the Estimated Actual Expenditures for Contributing Actions (LCFF Funds)
- Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 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)
  - 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).

California Department of Education  
January 2022