



Twin Ridges Elementary School District

LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Twin Ridges Elementary School District

CDS Code: 29-66415

School Year: 2023-24

LEA contact information:

Scott Mikal-Heine

Superintendent/Principal

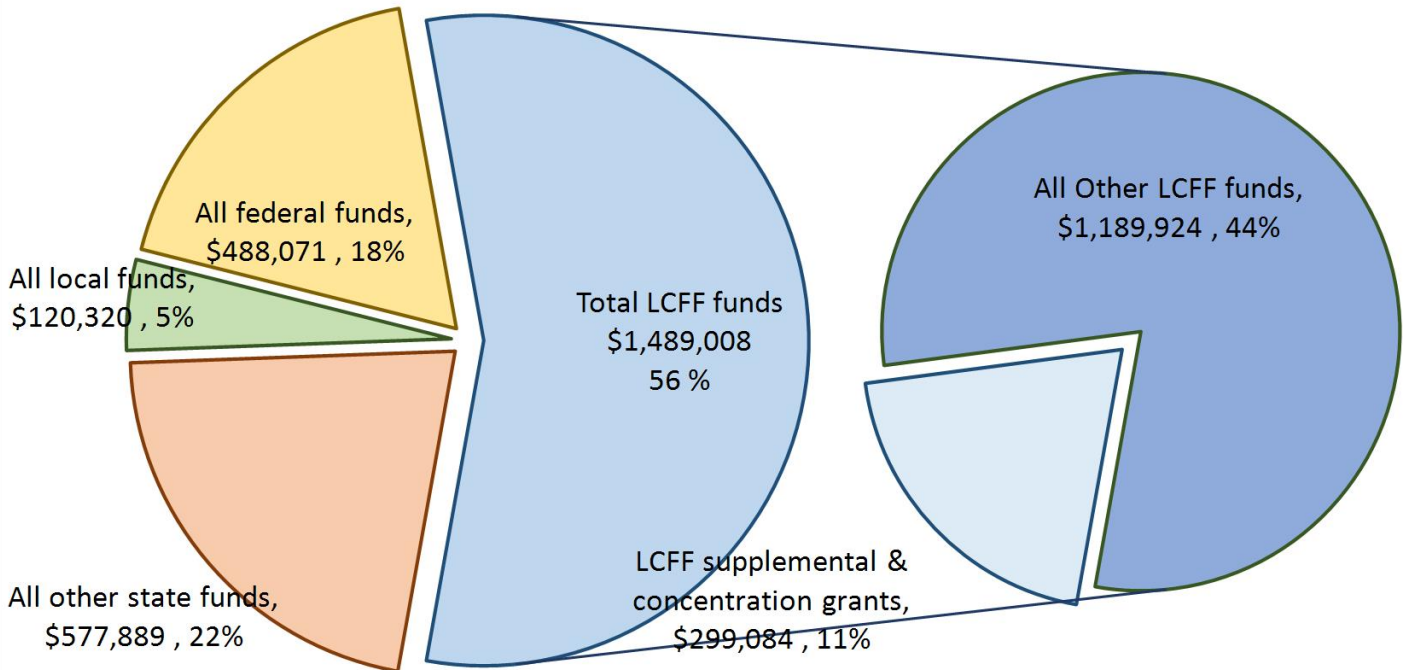
smikal@tresd.org

(530) 265-9052

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

Budget Overview for the 2023-24 School Year

Projected Revenue by Fund Source

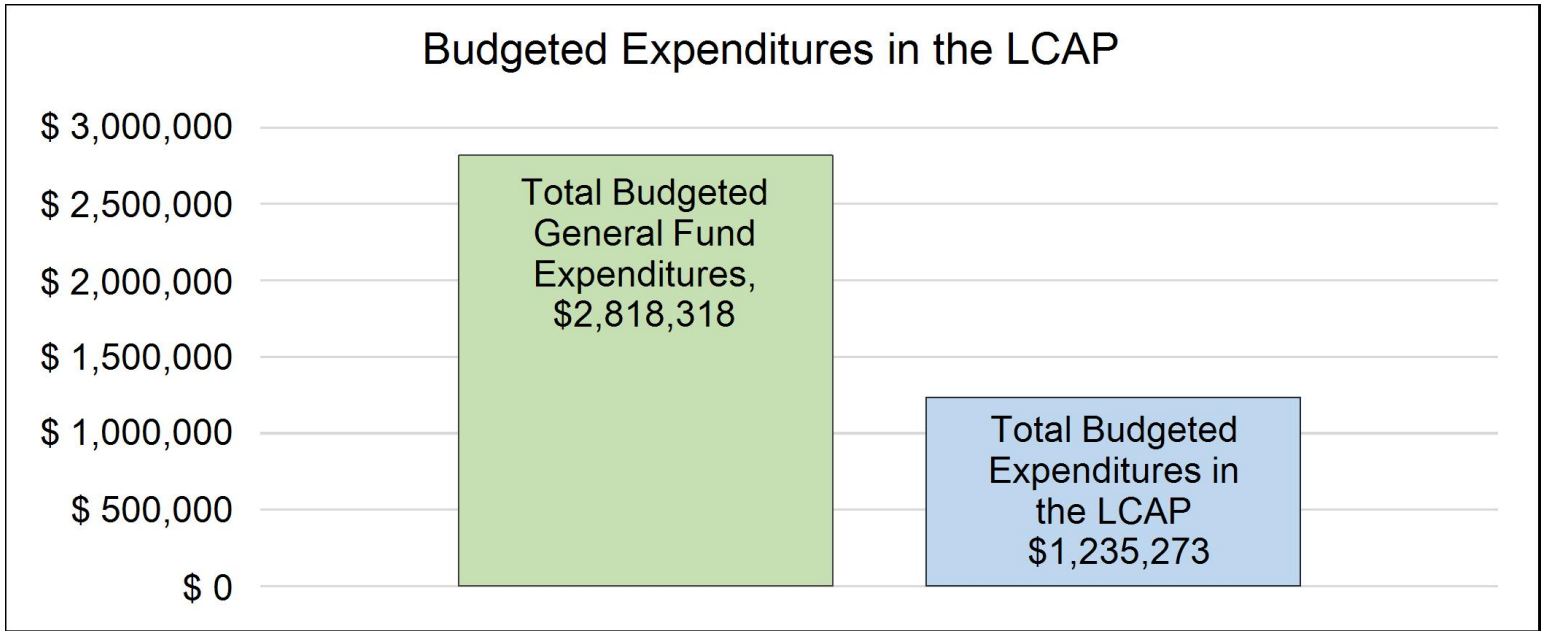


This chart shows the total general purpose revenue Twin Ridges Elementary School District expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Twin Ridges Elementary School District is \$2,675,288, of which \$1,489,008 is Local Control Funding Formula (LCFF), \$577,889 is other state funds, \$120,320 is local funds, and \$488,071 is federal funds. Of the \$1,489,008 in LCFF Funds, \$299,084 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 Twin Ridges Elementary School District plans to spend for 2023-24. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Twin Ridges Elementary School District plans to spend \$2,818,318 for the 2023-24 school year. Of that amount, \$1,235,273 is tied to actions/services in the LCAP and \$1,583,045 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

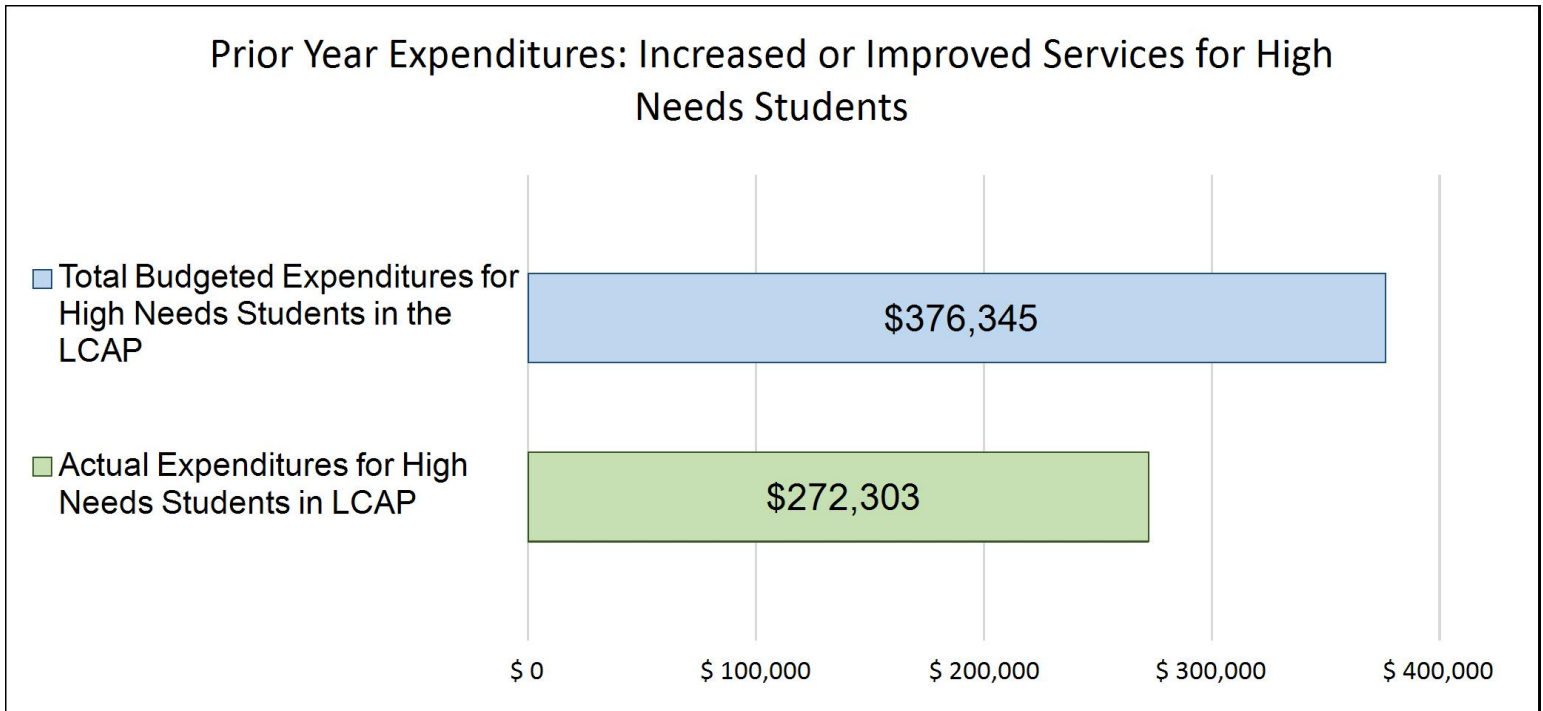
The District's general operating fund expenditures not included in the LCAP are: Teacher salaries, administration, special education program, operating costs such as utilities, insurance, general supplies and maintenance/custodial.

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

In 2023-24, Twin Ridges Elementary School District is projecting it will receive \$299,084 based on the enrollment of foster youth, English learner, and low-income students. Twin Ridges Elementary School District must describe how it intends to increase or improve services for high needs students in the LCAP. Twin Ridges Elementary School District plans to spend \$315,101 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2022-23



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

The text description of the above chart is as follows: In 2022-23, Twin Ridges Elementary School District's LCAP budgeted \$376,345 for planned actions to increase or improve services for high needs students. Twin Ridges Elementary School District actually spent \$272,303 for actions to increase or improve services for high needs students in 2022-23.



Twin Ridges Elementary School District

Local Control and Accountability Plan

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Twin Ridges Elementary School District	Scott Mikal-Heine Superintendent/Principal	smikal@tresd.org (530) 265-9052

Plan Summary [2023-24]

General Information

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

The Twin Ridges Elementary School District is a small rural/frontier district composed of three sites; Grizzly Hill, Oak Tree and Washington school house. While there are three sites, Twin Ridges is essentially a one school district. Grizzly Hill is the a TK-8 school with 114 students. Oak Tree School hosts the San Juan Ridge Family Resource Center and Little Acorns, our self-funded preschool, and finally, "Little Town" of Washington is a small "one room" schoolhouse that hosts a small after-school program for students of all ages in this tiny river community. There are currently six classroom teachers at Grizzly Hill, a part-time counselor, several part-time special education service providers, one full-time special education certificated staff, and twelve classified employees spread across business, student services, nutrition, transportation, maintenance / grounds, and special education and instructional aides. Little Acorns has two preschool instructors and Washington School has a single after-school staff person. Our schools are representative of the communities they serve. Many families choose to live in this area due to its beautiful rural and remote setting. The District has a high socio-economically disadvantaged student population. This percentage is the highest in the county for elementary schools, and is a significant factor in student learning and academic success. The Twin Ridges Elementary School District staff strives to create, sustain, and encourage high-quality educational programs for all students. High academic standards, safe and engaging learning environments, and community partnerships work towards our mission to prepare students for the future. TRES D schools serve as a hub of their communities. Students, and their families, rely on our community schools, not only for after-school care, meals, internet access, and education but also for essential resources such as mental health services and connections to local resources such as the hygiene pantry or library, events to gather, socialize and connect, and finally, to provide a sense of identity, pride, and community cohesion itself.

Reflections: Successes

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

As a district there is much to celebrate related to attendance, enrollment, academic growth, curriculum, parent connectedness, and internal processes that provide resources to students and families. Our students have found their way back to school.

Enrollment has grown at Grizzly Hill from 87 in 2021/22 to 116 students in 2022/23 -- a remarkable growth of 50%.

Grizzly Hill had a 99% and 96% Participation Rate in CAASP ELA and Math state testing, respectively.

Science CAST scores increased 1% from 24% in 2019 to 25% in 2022.

Parent Teacher Committee has grown 150% in the past three years. Parent connectedness is on the rise at our school and district, and is seen in participation rates for nearly all events, from Back to School to Open House.

School processes like Student Attendance Mediation, Intervention, Literacy, Positive Behavioral Interventions and Support, Restorative Practices, have all started in earnest. etc.

In 2022/23, TRESA introduced the use of Interim CAASPP Assessments in early Spring. TRESA will be moving towards the more robust iReady instrument and curriculum support platform in 2023/24.

Following a full new curriculum adoption in 2021/22, Grizzly Hill is finally employing instructional focus that is clearly connected to CA state standards, and paced appropriately for each grade level.

Electives were re-introduced in 2021/22. Consolidating and leveraging this successful effort has resulted in a clear schedule of PE, Visual Art, Music, Technology and Garden electives during 2022/23 rotating on a trimester basis at Grizzly Hill.

The district has now operated a preschool for two years serving families on the San Juan Ridge at no cost. Little Acorns, located at the Oak Tree School campus, has been met with tremendous interest in our community. Enrollment is steady: 22 last year and is currently at 19 this year in 2022/23.

Twin Ridges continues to host the San Juan Ridge Family Resource Center on the Oak Tree campus. The FRC offers an extension of the Nevada County food pantry, parenting classes, community celebrations, sports and arts camps, dance and yoga classes, and much needed family support throughout the year. Collaboration and crossover between the FRC and TRESA has been of great interest and effort in 2022/23 in CA Community School Partnership planning for 2023/24.

In 2022/23, the school added formal Physical Education scheduling, Nevada County Athletics League sports including Boys and Girls Volleyball, and Basketball.

While not yet visible, suspensions, identified as a need below, will be considered a success this year with a drop from 5.6% to a projected 0% in 2022/23.

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.

Based on a review of performance on the state and local indicators measured by the California Dashboard, a review of our annual self-assessment tools, and a review of stakeholder input, TRESA has identified the following needs:

Student academic performance

Smarter Balance results from 2021/22:

ELA

ALL students; Low (50.9 pts below standard)

White Student subgroup; Very Low (51.1 pts below standard)

Socioeconomically disadvantaged (SED) student subgroup; Very Low (57.9% below standard)

Mathematics

ALL Students; Low (79.9 pts below standard)

White Student subgroup; Low (79 pts below standard)

SED Student subgroup; Low (85.5 pts below standard)

CAASPP Met or Exceeded rates

All Students ELA; 27.5%

SED students ELA; 27.66%

All Students Math; 10.4%

SED Students Math; 11.11%

In order to address academic achievement, TRES D will continue to follow these identified actions:

1. Fund and build the preschool to increase elementary literacy rates and progress towards language proficiency, as well as apply early intervention as needed.
2. Systematize the intervention program for struggling students at every level -- focusing on data-based just-in-time, Tier 1 and Tier 2. Deploy a new assessment tool to replace STARs that allows a more fluid, student by student intervention process.
3. Provide professional development for staff to ensure evidence-based practices are being used in every classroom, including deploying and implementing new standards based curriculum.
4. Provide additional classroom staffing to support academic achievement of struggling students; including intervention teacher, and instructional aides, and a Learning Center approach for our SPED program that will positively affect specific classrooms through a Universal Design for Learning push-in approach.
5. Continue to expand, refine, and provide a high quality electives program for student enrichment.

Chronic Absenteeism

The CA Dashboard reports that the district's chronic absenteeism rate for 2021-22 was very high at 74.1%, an increase from rate reported in Dataquest for 2021-22; 51.6%. Subgroups for SED and White students were 74.2% and 73% respectively. The state rate of chronic

absenteeism was 30% last year, while Nevada county's was 38%. As of the writing of this plan, our calculated attendance rate (different from chronic absenteeism rate) for 2022/23 is currently 68.6%. We developed this rate with students that meet the 31 day attendance threshold as well as students that did not meet the threshold (i.e. students that have attended less than 31 days). So while our attendance rate has made a modest improvement from the prior year, our reflection is that attendance remains a critical area for growth.

Steps taken to increase attendance in 2022/23:

- TRESA revised its Student Attendance Mediation Plan.
- TRESA updated its independent study plan (short term and formal Independent Study)
- TRESA will continue to invest in more effective ways for staff to work directly with families, coordinate site efforts, make home visits, and create action plans for individual students.
- TRESA will continue to provide and increase social-emotional supports for students, such as mental health counseling.
- TRESA will provide all staff with training about increasing student attendance - early 2023/24 we have identified trauma-sensitive training and parenting classes, highlighting the importance of attendance.
- TRESA is part of the NCSOS Chronic Absenteeism Network.
- TRESA has moved to join the Social Emotional Learning Community of Practice led by the county office of education, A focus of the group ties trauma-sensitivity to school connectedness, both critical components of an attendance effort.
- Grizzly Hill has re-launched a new iteration of Positive Behavioral Supports and Interventions (PBIS) and Restorative Practices (RP) on campus to increase school connectedness and reduce suspensions.

Suspensions

The CA Dashboard rate for one time (at least one day) suspensions in 2022 is at 5.2% (TRESA) and 5.6% (Grizzly Hill) an increase of 5+% from the COVID year prior. SED students and white student suspension rates were 5.4% and 5.8% respectively. In response to this, the district re-introduced PBIS as detailed, but also employed a range of Restorative Practices (particularly Restorative Conferencing). As of the writing of this plan, TRESA has an effective suspension rate of 0% (zero suspensions) in 2022/23. Our reflections are that suspensions at TRESA fell and rose in a pattern similar to statewide data, pandemic and post-pandemic. We intend to continue investments and efforts to keep suspension rates below the state average of 3%.

Teacher credentialing

1 teacher in the district is still moving towards appropriate multiple subjects credential and assignment;
Staff have taken the appropriate steps, assessment and course enrollment to move toward appropriate credential for self-contained multiple subjects assignment at GHS.

LCAP Highlights

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

Three years ago, the district developed a vision to create actions that support three overarching goals: student achievement, positive school environment, and parent / community engagement. An online version of the LCAP can be found on the twinridgeselementary.org website. Aligning our goals with the state priorities for school districts made sense to ensure we met all aspects of the LCAP framework. As we reflect on the past three years, our district continues to celebrate our work behind those three goals as we are very proud of our continued effort.

The 2023 Twin Ridges Elementary Local Control Accountability Plan has several highlights:

Goal 1: Goal one, our most comprehensive, is focused on student achievement. Highlighted changes in this plan include a shift in the intervention action away from previously described "pull-out" reading intervention, to a modern, Multi-Tiered Systems of Support approach of in-class "Tiered" intervention. This effort will expand the territory of intervention to include math and science, and employ a data-based, evidence-backed process. Prior efforts were far more anecdotal, ad-hoc, and based on imprecise metrics like average proficiency. Secondly, TRESA will continue to expand and provide a rich electives experience for students. Thirdly, TRESA will continue with a change in effort and execution of SPED services, particularly a movement from a traditional "RSP" program to a Learning Center Model. Staffing changes will also accompany this effort. Prior actions within Goal 1 planned on efforts described as "experiential learning". With metrics and desired outcomes within the goal remaining unchanged, these actions have been simplified to focus on traditional electives that capture the "experiential" - physical education, visual and performing arts, gardening, and digital technology. Additionally, to more faithfully measure and implement efforts in goal one and two, we will move away from STARs Renaissance, to iReady as a screener / benchmark assessment tool. This platform will include a curricular tool for use in response to intervention, and on the assessment side, will drive the intervention scheduling itself to a more data-based approach. Finally, we will continue actions under Goal 1 that support our afterschool program and class size reduction.

Goal 2: This goal is aimed at building a Positive School Environment. Only a few small action changes are highlighted in this plan. First, is a small adjustment in counseling services and second is a small change in funding structure for classified school support services. A third action identifying Tobacco Use Prevention remains unchanged.

Goal 3: This broad goal is aimed at parent and community engagement. No significant changes are highlighted in this plan regarding, metrics, desired outcomes, actions, etc. for this goal.

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.

N/A

Support for Identified Schools

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

N/A

Monitoring and Evaluating Effectiveness

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

N/A

Engaging Educational Partners

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

TRESA believes that stakeholder input drives the development of the LCAP. The District consulted parents, pupils, school personnel, local bargaining units, and the community over the course of the past three year to engage in the goals, and to provide input over the years. Parent and community involvement in all district processes has been a goal over the past three years and is an ongoing, annual process.

The following meetings listed below were hosted by TRESA and other organizations and committees. Some of these meetings took place before COVID-19 disruption, some during, and some after schools reopened. All meetings are important therefore, all schedules are included for transparency and to show an attempt and willingness for stakeholders to engage in school processes During some months there were restrictions due to state and local ordinances, parent, community, and student meetings were held virtually utilizing Zoom. Stakeholders could participate in person, by phone or by logging into the platform. Staff meetings were held both virtually and in-person as permitted by applicable health and safety guidelines.

2022/23 efforts

1. TRTA monthly meet & confer meetings. Mondays, 3:15pm with contract negotiations included. Started in Sept 2022, ongoing.
2. Parent Teacher Committee meetings held bi-monthly. (First and third Thursdays, 3pm). Admin attendance increased at these meetings. August 2022 - ongoing.
3. Weekly Site Staff Meetings including all Certificated/Classified personnel (each Wednesday 1:45pm). August 2022 - ongoing.
4. Cabinet and Leadership Meetings (Student Services, Principal, CBO) scheduled Monday monthly (8am). August 2022 - ongoing.
5. Student Services Check-in (M, Tu, Th, Fr) every week, 8am. September 2022 - ongoing.
6. Weekly Friday update sent to parents, students and staff and Board. August 2022 - ongoing.
7. Effective Site Council (LCAP Committee too) launched 22.23. Formal governance positions, itemized and Brown Act compliant published agendas, collaboration on agenda, approval of minutes, etc. February 1st, April 18th, 2023.
6. Districtwide Google Surveys are sent out two times to gather student, staff and parent input. (1 at start of year, one at end of year - 2nd is currently open.)
7. TRESA Board Meetings: 2nd Tuesday of each month. Ongoing, includes a July meeting.
8. TRESA Board retreat July 2022, March 2023, identifying goals and priorities for a new superintendent/principal. July 28th, 2022 & March 25, 2023

TRESA LCAP public hearing date is June 13th, with an approval date identified for June 20th, 2023.

A summary of the feedback provided by specific educational partners.

A revised summary of our District-collected stakeholder feedback is as follows:

Stakeholders want clear communication from the District. Stakeholders have also specifically asked for;

- Focus and attention on academics with data supported student growth.
- Tight processes around potential student to student bullying issues
- A high quality electives program that includes physical education, visual art, music, and technology.
- "Outdoor Education"
- So-called "legacy" field trips for all grades
- A sports program, and participation in county middle school league (NCAL)
- GHS student participation in county academic tournaments (spelling bee, geography tournament, poetry, STEAM Expo).
- Anti-bullying effort or program from school
- Assemblies

Stakeholders also highlighted facility issues at Grizzly Hill, particularly paint, HVAC in the gym, back up generator power, and fire systems improvements. Stakeholders identified, somewhat more indirectly, the desire for clear routines, clean classrooms, and procedures on the Grizzly Hill campus that improved recesses, lunch, scheduled electives, and other transitions. Stakeholders have also given strong feedback about Washington schoolhouse and the access of the "Little Town" Washington Community to some level of service at the school after hours, to serve student-aged youth in the community, regardless of charter or NCSD attendance. Program to include tutor / supervising staff, internet access, snacks, and some instructional tools like copier / scanner. Finally, Twin Ridges community, parents, staff and board have strong feelings about retaining the Little Acorn Preschool regardless of cost.

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

Stakeholder input collected in the 2021/22 and 2022/23 school years continues to influence both the original LCAP submission and the current review and edit of our plan. Efforts to reach back into the prior year and gather dates, input sessions, and real data from educational partners is no simple matter. Feedback and input collected from stakeholders in 2022.23 will continue to drive and trigger changes, however small, in the current LCAP. These changes are highlighted in the Goal Analysis of each of the following Goal sections, along with the specific metrics, actions, and desired outcomes for each goal. The following will continue to remain the focus of this plan: 1) Improving Student Achievement for All Students, 2) Maintaining a Safe and Positive School Climate and 3) Increasing Parent and Community Communication and Participation. These three goals are a solid foundation that broadly captures the given direction to new leadership and staff at TRES, and will be reflected throughout this plan in terms of identified fiscal resources.

Goals and Actions

Goal

Goal #	Description
1	TRESA will be a district of academic excellence that provides equity and access for all students in all subgroups, utilizing academic rigor through the district's strategic academic interventions, newly added curriculum, outstanding learning programs, and overall best instructional practices. TRESA will show academic growth for all students while closing the achievement gap.

An explanation of why the LEA has developed this goal.

Based on state and local assessment data the district identifies this Goal and subsequent Actions as priorities for the district. Goal 1 is a broad goal focused on improving academic performance across the wide range of metrics listed below. 72.5% of our students do not currently meet or exceed their grade-level standards in English Language Arts and 89.60% do not meet standard in Mathematics. Compare this to 50.99% and 66.24% not meeting standard for ELA and Math at the state level, respectively. The CAST Science assessment was slightly better, with 23.5% of 5th and 8th grade students meeting or exceeding standard compared to the 28.72% of students at the State level. This performance data is for unduplicated students.

Twin Ridges must identify and employ additional data to measure academic priorities this year and year after year. While employing STAR / Renaissance assessments these past few year, staff and leadership analyzed the usefulness of data gathered from this tool. TRESA will adopt iReady in 23.24 for reasons connecting to this effort. The District has also instituted the CAASPP Interim assessment. This data will guide programs and supports that are and will be put in place so that all subgroups/students are showing growth year after year in academics. The TRESA mission has always been to increase instructional outcomes to reduce achievement gaps for all subgroups such as low income, foster youth and English learners. The district recognizes that mathematics and language acquisition play an important role in raising performance and the district will continue to be strategically focused on improving students' ability to progress. While meeting and exceeding standards for all students, unduplicated or not, is the ideal, our pragmatic goal remains to see individual growth for every student in at Math and ELA of at least 5%.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Smarter Balanced Math	In 2019, on the Math CAASPP, 19.13% of	2021 CAASPP was not administered, and while a state-	2022 CAASPP was administered. 11% of		Increased percentage of students who have met or exceeded

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
(Priority 4a; Statewide Assessments)	<p>TRESD students met or exceeded standard.</p> <p>The 2020 CAASPP assessments were waived due to the COVID-19 pandemic.</p>	<p>recognized alternative was deployed, it's completeness and validity of data are questionable at best.</p>	<p>tested students met or exceeded standard.</p>		<p>standard on the Math CAASPP from the prior year. A specific target would be 5% beyond the 2019 baseline -- so 24.13%. While this is not at the state level of performance (33.76%), it would be positive movement for a school and community in COVID learning loss recovery.</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Smarter Balanced ELA (Priority 4a; Statewide Assessments) (Priority 4e; percentage of EL students who make progress toward English Proficiency as measured by ELPAC) (Priority 4f; Reclassification Rate)	<p>In 2019, on the ELA CAASPP, 21% of TRES D students met or exceeded standard.</p> <p>The 2020 CAASPP assessments were waived due to the COVID-19 pandemic.</p> <p>100% of EL students made progress toward English Proficiency. 100% (1) student was reclassified as English proficient.</p>	<p>2021 CAASPP was not administered, and while a state-recognized alternative was deployed, it's completeness and validity of data are questionable at best.</p> <p>100% of EL student made progress toward English Proficiency. Data unknown on reclassification 2021-22.</p>	<p>2022 CAASPP was administered. 28% of tested students met or exceeded standard.</p> <p>2022; 100% of EL student made progress toward English Proficiency. 100% of students are reclassified English proficient.</p>		<p>Increased percentage of students who have met or exceeded standard on the ELA CAASPP from the prior year. A specific target is 5% beyond the 2019 baseline -- so 32.5% While this is not at the state level of performance (49.01%), it would be positive movement for a school and community in COVID learning loss recovery in the outcome column for 4e and 4f.</p> <p>Continued successful effort with limited EL students is expected.</p>
STAR Math	Spring 2021 will become the baseline	2021-22 data is available and needs to be placed in reports. New superintendent is working on this.	2022 Results in Star Math in grades (classrooms) 3/4, 5/6 & 7/8, showed, on average, 20 points higher in percentages proficient than CAASPP proficiency.		Student growth year over year, and greater alignment with like-assessment CAASPP results. Target growth at 3%/year from baseline with a total of 9% over period of this

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
					LCAP. Staff determined to focus on raw scores and individual student growth rather than percentages of "proficient" students
STAR ELA	Spring 2021 will become our baseline	2021-22 Data is available and needs to be placed in reports. New superintendent is working on this.	2022 Results in Star ELA in grades (classrooms) 3/4, 5/6 & 7/8, showed, on average, 20 points higher in percentages proficient than CAASPP proficiency.		Student growth year over year, and alignment with like-assessment CAASPP results. Target growth at 3%/year from baseline with a total of 9% over period of this LCAP. Staff determined to focus on raw scores and individual student growth rather than percentages of "proficient" students
Sufficient access to instructional materials. (Priority 1b; Curriculum	Every pupil in the school district had sufficient access to standard aligned instructional materials.	Every pupil in the school district had sufficient access to standard aligned instructional materials. District will study, adopt and purchase curriculum for school year 2022-23	2022-23 100% of pupils in the school district had sufficient access to standard aligned instructional materials.		All students will have access to standards-aligned instructional materials -- 100% implementation.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
<p>Percentage of teachers conducting and implementing standards-aligned teaching and instruction.</p> <p>Percentage of EL students with access to standards-aligned teaching and instruction and ELD.</p> <p>Percentage of students with access to a broad course of study.</p> <p>(Priority 2a; implementation of state content and performance standards) (Priority 7a; broad course of study)</p>	<p>100% implementation of state board adopted standards-aligned teaching and instruction.</p> <p>100% of EL students had access to standards-aligned teaching and instruction and ELD</p> <p>100% of students had access to a broad course of study</p>	<p>2021-22.</p> <p>100% implementation of state board adopted standards-aligned teaching and instruction.</p> <p>100% of EL students had access to standards-aligned teaching and instruction and ELD</p> <p>100% of students had access to a broad course of study</p>	<p>2022-23</p> <p>100% of teachers implement state board adopted standards-aligned teaching and instruction.</p> <p>100% of EL students had access to standards-aligned teaching and instruction and ELD</p> <p>100% of students had access to a broad course of study</p>		<p>100% implementation of state board adopted standards-aligned teaching and instruction.</p> <p>100% of EL students had access to standards-aligned teaching and instruction and ELD</p> <p>100% of students had access to a broad course of study</p>
<p>Percentage of teachers appropriately assigned and credentialed. (Priority 1a; credentials)</p>	<p>2020-21</p> <p>80% of classroom teachers were either holders of Preliminary or Clear Multiple Subject Credentials.</p>	<p>2021-22</p> <p>80% of classroom teachers remain either holders of Preliminary or Clear Multiple Subject Credentials.</p>	<p>2022-23</p> <p>80% (4 of 5) classroom teachers remain either holders of Preliminary or Clear Multiple Subject Credentials.</p>		<p>100% (5/5) + all other certificated staff appropriately credentialed for the assignment they are in.</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		Steps taken to move toward appropriate credential for 1/5 of teachers (one teacher at GHS working under a General Education Limited Assignment Permit [GELAP]).			

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Reading and Mathematics Intervention Teachers/Aides	TRES D will provide a Coordinator of Student Services (.75 FTE) to serve students who are struggling to meet or exceed grade-level academic standards.	\$115,186.00	No
1.2	Districtwide instructional practices for special education students.	Students with disabilities participate in general education to the maximum extent possible. Educational needs in Math and ELA are driven by IEP goals for each student. Site based assistance will be provided to students working below grade level through added time with the Student Services Coordinator (SPED Director) and use of the resource room. The SPED model at Grizzly Hill was moved to a Learning Center model in 2022/23	\$673,691.00	No
1.3	Electives Curriculum	Electives education, particularly in PE, Visual Art, and Music, are a useful tool in supplementing the efforts of grade level teachers and reinforces the standards assessed in ELA, Math and Science. This action is available to all students.	\$2,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
1.4	Electives Education	Classified and Independent contract staffing for electives education, particularly in PE, Visual Art, and Music, are a useful tool in supplementing the efforts of grade level teachers and reinforces the standards assessed in ELA, Math and Science. This action is available to all students.	\$20,000.00	Yes
1.5	Supplemental Online Academic Support Programs	Multiple Supplemental Online Academic Support Programs, subscriptions and software to increase academic achievement, reading comprehension, and enhancement of learning for all students.	\$12,850.00	Yes
1.6	After School Program	Grizzly Hill After School Program for all students to access academic support, including tutoring and assistance completing homework.	\$44,745.00	No
1.7	Class size reduction; maintaining appropriate teacher FTE at Grizzly Hill School	Class size reduction add 1.0 FTE teacher at Grizzly Hill School	\$72,357.00	Yes

Goal Analysis [2022-23]

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

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

2022/23

Actions implemented this year 1.1, 1.2, 1.3, 1.4, 1.5, 1.6.

Action 1.7 was substantively different than adopted LCAP because the district closed the Washington school program / site which was previously identified in this action. The action was adjusted to reflect class size reduction at Grizzly Hill School.

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.

Material differences in budgeted expenditures and estimated actual expenditures are present in four actions: 1.2, 1.3, 1.4, and 1.6. Action 1.2 TRES D spent around 10% more than identified on campus (district-served resource program), and roughly 40% more in cost for district students served in county mod/severe programs. There are many factors involved with this, the first being that cost is driven by a community's need and the second being the frequency of students identified for services / additional services throughout the school year. Action 1.3, TRES D spent more in support for an art elective this year, paying an outside, credentialed vendor for 2 hours a week, plus modest prep time. Costs were approximately 50% higher (\$2k). Formal visual arts coursework was determined to be of real value to students, staff and family, and connect to our plan goals. Students gained expert instruction and standards aligned fine arts education, and teachers gained prep time for two hours a week. Action 1.4 TRES D spent more than planned. Grizzly Hill conducted a less than organized approach to electives in the prior year. We decided to invest in formal support providers for a more structured approach to electives, with an identified and regular scheduled enrichment hour the following year. These providers / contractors helped Grizzly Hill offer a more structured Physical Education, Visual Art, and Music enrichment experience for students by supporting certificated staff. Action 1.6, TRES D spent less than budgeted. TRES D had anticipated, based on projected afterschool care enrollment and usage from the year prior, to need a third staff person in the program. This need did not materialize and the expenditure was not justified during the school year.

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

Action 1.1 can be credited with positive movement in ELA proficiency. This is supported by STAR data showing 20 pts better than CAASPP performance (in terms of meeting or exceeding standard) in 5th/6th and 7th/8th grades, teachers reports, and our LCAP survey from teacher responses. Action 1.3 and 1.4 can be credited with access to a broad course of study, a priority under this goal, and as shown by actual access to electives, teacher, parent and student responses in our LCAP survey. Action 1.6 had anecdotal value in making progress towards this goal. ASES afterschool staff, and certificated classroom staff, reported a positive difference in the outcomes and experience of students in the Afterschool program, where a more organized and scheduled approach contributed to student academics and homework time. Action 1.7 also earned anecdotal reports from teaching staff and site council parents as Grizzly Hill school ended the use of a triple combo and the stand alone 6th grade. These classes were move to simpler 2 grade combos, and staff reported an increase in the quality of instruction, ability to manage and plan, and student performance. Electives education, afterschool program and class size reduction all contribute, functionally, to Goal 1 -- especially regarding "equity and access" and "outstanding learning programs" as outlined. Goal 1.1, ELA & Math Intervention, can be shown to support growth in CAASPP ELA by 7% -- worth celebrating.

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.

Changes to the planned goal included the 2nd paragraph of the goal explanation. Additionally, for Action 1.1, Grizzly Hill will restructure its Intervention TOSA position to provide Tier 1 support and effort in the classroom. We will discontinue, for 23.24, the more traditional "pull-out" reading specialist program, and design a data-based MTSS approach of targeted intervention and Tier 1, in-class re-teaching. Goals, metrics and desired outcomes for this action will remain the same. Modifications were also made to the following metrics: 2,3,4 and 5 -- these changes were often the addition of identified priorities in the metric, or to provide clarity in the desired outcomes. Goal 1, Metric 2, Smarter Balanced ELA (pg. 17). Language was updated in the Desired Outcomes. A metric-based outcome remains. Goal 1, Metric 3, STAR Math; Language in the Desired Outcome Column was modified to provide clarity and connect to the metric appropriately. Goal 1, Metric 4, STAR ELA; Language in the Desired Outcome Column was modified to provide clarity and connect to the metric appropriately. Goal 1, Metric 5, Sufficient access to instructional materials; Language in the Desired Outcome Column was modified to provide clarity and connect to the metric appropriately. Goal 1, Metric 6, Percental of teachers conducting and implementing standards-aligned teaching and instruction; Language was removed from the Desired Outcomes to provide clarity and connect to the metric appropriately. Action 1.1 was updated to reflect a new FTE amount in the the Action. Action 1.7 was also updated to connect the title of the Action better with the Description.

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	The Twin Ridges ESD will be a place where all students in all subgroups are actively engaged in a safe and positive school climate reflecting the diversity of our district as our strength. All students will be educated in learning environments that are safe, drug free, and conducive to learning.

An explanation of why the LEA has developed this goal.

Goal two is a broad goal focused on improving performance across the wide range of metrics listed below. Currently, 100% of not only unduplicated students, but all students, do not attend school on a daily basis. Students need to be actively engaged in school daily in order to become high school ready. This goal starts with an effort to increase all sub populations; low income, English learners and foster youth, but will result in positive movement for the entire student population. Students need to feel safe, experience a drug free campus, and learn in an environment that actively engages them. We also believe that learning experiences that connect students' everyday lives to their studies will promote a positive school climate.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Attendance rates (Priority 5a; attendance rates)	<p>2019-2020 attendance rate for TRES D was 84.85%</p> <p>2020-21 attendance rate for TRES D was 66.37%*</p> <p>*Attendance Rates for the 2020/21 lack any real validity -- this was the year of state distance learning.</p>	The attendance rate for 2021/22 was 66.37%, which is an improvement from 2020-21, but still short of the 19/20 rate.	Attendance rate for P2 2022.23 has been reported (local data) as 85.51% percent.		Maintain the District attendance rate at or above 90%, which is still short of the state average, but would represent a paradigm shift for Twin Ridges.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Chronic Absenteeism (Priority 5b; absenteeism)	Chronic Absenteeism Rate for 2020/21 was 52.6%.	CA Dashboard was unavailable in year 2. Dataquest reported chronic absenteeism rate as 74.16% for 2021-22.	The 2021-22 chronic absenteeism rate is 74.16%, from 2022 CA Dashboard. While 2022-23 chronic absenteeism rate is not yet available, local data developing shows a rate that is very close to 2022.		Decrease TRESA's Chronic Absenteeism rate from the prior year according to the California School Dashboard. A target rate of 20% is a desired outcome for this stretch of years to 2023-24.
Healthy Kids Survey Results (Priority 6c; school connectedness)	The only "baseline" data available for student reporting is from 2018-19. CHKS was either not administered to students in 2019-20, 2020-21, and OR data was not uploaded.	Data not available currently.	No CHKS data available. 92% of students reported feeling connected to Grizzly Hill in 2022/23 LCAP Survey. Parents reported slightly less at 86%.		The percentage of students who reported feeling safe at school will be 98% according to the the annual California Healthy Kids Survey.
Participation in TUPE (Priority 6c; other local measures)	No baseline for 2020-21 TUPE participation exists.	12/34 6th thru 8th graders participated in TUPE last year (2021-22) -- a "rate" of 35.2%	2022-23 All Grizzly Hill students from Grades 3 to 8 participated in TUPE this year.		The percentage of students participating in TUPE at school will be 98% of 6th thru 8th graders.
Participation and exposure to organized standards based electives. (Priority 7a; Broad course of study) (Priority 8a; pupil outcomes)	No baseline for this metric is available from 2020-21.	As this sub goal is being added under both LCAP Goal 1 and 2, a new baseline is shall be established in 2022/23.	100% of students at Grizzly Hill participated in a rotation of four electives in 2022/23: Physical Education, Visual Art, Music, and Garden. 5/6th also		The percentage of students participating in an engaging learning environment will be 100% and a complete cross section of student body for access to

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
			received a "Tech" elective in Trimester 2.		electives will be from 1st through 8th grade -- PE, Music, and Art.
Middle School Dropout rates (Priority 5c; middle school drop out rates)	No students dropped out of TRES D schools in 2020-21	No students dropped out of TRES D schools in 2021-22.	No students dropped out of TRES D schools in 2022-23		Maintain a 0% middle school drop out rate.
Suspensions and expulsion rates (Priority 2a; suspensions) (Priority 2b expulsions)	Dataquest rates show a decline from 2017-18 (6 suspensions, 5.6%) to 2018.19 (5 suspensions, 4.3%) to 2019-20 (4 suspensions, 4.9%) to 2020-21 (0%) .., a target of 3% or less would be a at pace with the state.	CA Dashboard Suspension rate for 2021-22 unavailable - no data.	2021-22 CA Dashboard Suspension rate - 5.2% Local data suspension rate for 2022-23, so far, is 0% (no suspensions)		Target for out of school one time suspensions is 2% or less.
School Facilities (Priority 1c; facilities)	80% School facilities in Good Repair per Facilities Inspection Template (FIT)	Data unavailable for 2021-22.	FIT report for 22.23 shows an increase in school facilities overall rating for repair and condition is 92.875%; considered in "GOOD" repair. The most significant area of need is the category of Interior Surfaces.		95% School facilities in Good Repair per Facilities Inspection Template (FIT)

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	Build a positive school environment	<p>Provide Professional Development and increase staffing around key services and curriculum to promote positive school climate.</p> <ul style="list-style-type: none"> • Positive Behavior Intervention and Support (PBIS) training and implementation. • Grizzly Hill Kitchen • Drug Intervention Training • Increased transportation to reduce absenteeism • Increased restorative conferencing opportunities • Aide support to assist with student success in classrooms • Counseling and positive behavior support • Health and fitness education • Partnerships with county agencies for life skills and behavior management. 	\$259,394.00	Yes
2.2	Student Support Services efforts	TRES D to provide a District Student Support Services classified support staff	\$31,750.00	No
2.3	TUPE Coordinator	Our District will offer TUPE education to all students in an attempt to achieve their feeling safe and attending a drug free school. TUPE coordinator stipend.	\$1,300.00	No

Goal Analysis [2022-23]

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

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

All three actions under this goal were faithfully implemented.

Success in implementation to Action 2.1 include:

Tier 1 Positive Behavior Intervention and Support (PBIS) training and implementation

Drug Intervention Training for staff
Increased transportation to reduce absenteeism (particularly for our SPED student subgroup accessing county programs)
Increased restorative conferencing opportunities
Aide support across classrooms
Student mental health counseling services,
Physical education teaching / support
Strong support and collaboration with county services.
Use and collaboration with GHS Kitchen Services and school activities.
The only challenge with Action 2.1 was the substantial scope of the work

Success in implementation to Action 2.2 include:
District Student Support Services classified support staff was in place this year. No relevant challenges with this service.

Success in implementation to Action 2.3 include:
TUPE Coordinator was in place. No relevant challenges with this service.

No substantive differences to report between planned and implemented actions.

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

Only one substantive material difference between budgeted expenditures and estimated actual expenditures appears in Action 2.1. The .3 FTE Counselor was shifted to a contract / supplemental employee, 2 days a week that started in Dec 2022. This resulted in a small change between estimated and planned expenditures.

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

Actions 2.1 through 2.3 as a group, were particularly effective in support of this goal metrics for attendance rate, electives participation and suspension rate, especially visible in current local data, showing improvement in attendance and reduction in absenteeism, a reduction in suspensions of 5 pts+ and student, teacher and parent feedback about the district's new elective program. Other actions within this group can be anecdotally connected to effectiveness of the overall goal of school connectedness and positive climate, particularly PBIS, collaboration with county services, and student mental health services.

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.

There is modified language in the "why" box under the Goal explanation, with increased clarity around the reasoning behind this school climate / connectedness goal. Language was modified in the Suspensions and Expulsions metric (year 1 outcome column) of this goal for

clarity. No other substantive change to planned goal, metrics, desired outcomes or actions were made based on analysis of data provided in the Dashboard, other local data, or otherwise.

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	The TRESA district will operate with strong parent and community involvement, including efficient and effective communication and opportunities for parents to participate in their student's educational development.

An explanation of why the LEA has developed this goal.

Goal 3 is focused on improving participation across the wide range of metrics listed below. Opportunities for parents and our community to participate and communicate effectively with the district need to continue to grow in order for students to reach their academic and social-emotional goals. Parents also need to be supported in their efforts to become informed and educated so that they can actively participate in the TRESA community and promote educational success for their children. The district believes that the proposed actions within this goal will positively affect unduplicated students in subpopulations of low income, foster youth and English learners, and that effort here will extend to all students.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Parent input and participation in programs for unduplicated students and students with exceptional needs (Priority 3a; parent input) (Priority 3b; parent participation SED, Homeless, Foster, EL) (Priority 3c: parent participation SPED)	Response and participation rate of parents of unduplicated students with exceptional needs is currently 100%	No data available for 2021/22.	2022.23 Parent participation in programs for unduplicated students is considered high based on attendance, and LCAP survey responses to school wide activities, events, and meetings. Three IEPs this year were unattended by a parent (out of dozens). 100% of parents of unduplicated students		100% of parents of unduplicated students with exceptional needs will be offered the opportunity to provide and participate in feedback for programs and services provided to their students.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
			in these subgroups were offered the opportunity for meaningful participation and feedback for the programs and services provided to their students.		
<p>Parent communication. Parent Communication will be measured by Remind and School Messenger at all school sites. (Priority 3a; parent input)</p>	<p>In 2020-21 both school sites utilized Remind to communicate with Parents. This usage will continue at 100% participation.</p> <p>Baseline data will be number of parents connected to Remind. 100% of school contacts are already connected to School Messenger.</p>	<p>No data available for 21/22.</p>	<p>2022.23 100% of students and parent/guardians are connected to school via both Remind app and School Messenger. School communication. School communications (messages, events, invites, reminders, notices, etc. for all-school and class-specific communication has risen 200% for the 22.23 school year (four times the communication as 21/22)</p>		<p>100% of parents connected and using Remind and/or School Messenger to communicate with school and vice-versa.</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Provide Parent Education classes for all parents. (Priority 3b; parent participation SED, Homeless, Foster, EL) (Priority 3c: parent participation SPED)	In 2020-21, TRES D was unable to offer parent education courses due to restrictions placed on in-person gatherings as a result of the COVID-19 pandemic.	No data available for 2021/22.	2022.23 2 Parent classes were offered this year. Both attended by approximately 20 parents, which is a significant percentage of families / guardians for TRES D.		Rate of attendance to TRES D offered parent education classes for parents increased or maintained year to year. Target would be 50% parents attend one of two offered parent courses throughout the school year.
Participation in PTC, field trips, Open House and Back to School Night. (Priority 3a; parent input) (Priority 3b; parent participation SED, Homeless, Foster, EL) (Priority 3c: parent participation SPED)	In 2020-21, TRES D was unable to offer these options due to restrictions placed on in-person gatherings as a result of the COVID-19 pandemic.	No data available for 2021/22.	2022.23 Participation in PTC by parents is 100% greater than last year with approximately double the number of regular, once a month attendance at PTC meetings. PTC events were 1.5 times more as frequent, Back to School night had nearly 110 attendees, capturing approximately 85% of parent/guardians.		75% of parents participate in at least one school event.

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	Parent Engagement, Support Services personnel, and Supplies	<p>The Twin Ridges Elementary School District will increase parental involvement in all school activities.</p> <ul style="list-style-type: none"> • Increase communication from the district/school to families and the community • Provide more food at school functions to increase participation • Increase school-wide activities to draw participation • Increase opportunities for volunteers • Increase personnel to make these offerings happen. 	\$2,000.00	Yes

Goal Analysis [2022-23]

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

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

This goal was faithfully carried out this year, with strong data collected and measured by increases in all desired outcomes. The group of actions capture in 3.1 articulate increasing parental involvement in all school activities. This was successful. Increases in quantity, quality, clarity and precision of school to home communication, more events and school functions, increased participation in events and volunteering as measure by attendance, and personnel involvement at all levels were part of this success. Challenges experienced are mostly connected to the weather of the winter thru spring, including "atmospheric river rainstorms" and a significant (9 day school) closure involving a major snow storm in Feb-March. Events were rescheduled, and school year was extended, effecting spring schedules all the way to graduation.

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.

Action 3.1 shows a 10% or greater difference between budgeted expenditure and estimated actual expenditures. We are happy to report that we had a very strong Parent - Teacher Committee (PTC) this year and 75% of our anticipated spending was covered by volunteer contributions, service, and donation. We "spent" more than the anticipated \$2000, but less from identified LCFF sources.

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

Under this goal (Twin Ridges Elementary School District will increase parental involvement in all school activities) the following actions were listed, and the following effectiveness was reported.

- Increase communication from the district/school to families and the community - communication was increased 4 times over from last year, with a subsequent increase in parental communication with school and parent involvement in school activities.
- Provide more food at school functions to increase participation - food was served in over two dozen school activities involving parents, movie nights, BTSN, chili cookoff, jog-a-thon, trunk-or-treat-winter program, PBIS assemblies, field trips, PTC meetings, book fair, LCAP meetings, open house, Site Council and more; we serve food at 8th grade graduation! Parent/guardian participation in all of these activities was subsequently and significantly increased.
- Increase school-wide activities to draw participation - schoolwide activities were drastically increased, in both frequency and scale from the prior COVID year. As described, over 24 events involving the entire school at one level or another.
- Increase opportunities for volunteers - Opportunities for parent / guardian participation grew in proportion to communication and number of events held.
- Increase personnel to make these offerings happen - Twin Ridges increased personnel opportunities and hourly compensation in order to increase their participation, and work during activities. This subsequently increased parent engagement. Also, the culture of the school in general, in terms of participation, good feelings, and appreciation, have all contributed to growth and progress towards this goal.

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

There was a small change to the "why" explanation of Goal 3 to capture focus on unduplicated students and target populations for low income, foster, homeless and English Learners.

There was a change to Desired Outcomes under the Parent Communication Metric. The outcome was changed to match the given metric (100% of parents connected and using Remind and/or School Messenger to communicate with school and vice/versa).

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

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

Projected LCFF Supplemental and/or Concentration Grants	Projected Additional LCFF Concentration Grant (15 percent)
\$299,084.00	\$34,743.00

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
27.18%	1.43%	\$12,405.00	28.62%

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.

The details of the required justifications for how the district is increasing and improving services for unduplicated student groups are contained in the three Goals and accompanying Metrics, Desired Outcomes and Actions for each in this plan. Per the spirit of concentration and supplemental funds: the District's efforts are principally directed at our unduplicated students -- English Learners, Foster Youth and Low-Income students. These students are considered at the outset of all established goals and associated metrics and actions.

After assessing the needs of our low income, foster youth and English Learner students, we determined that there is a need for our low-income (SED) students to have access to high quality academic intervention services, technology and enrichment opportunities and social/emotional services. This need has been identified based on academic metrics and data throughout this plan. The CA Dashboard for TRESA shows that for CAASPP ELA, there is a 7 pt difference in performance between the our socioeconomically disadvantaged students and our white subgroup. We see a similar 6 pt difference in Math performance. The following actions have been developed in Goal 1 to counter this particular subgroup performance gap. These actions are being provided on an LEA-wide basis and we expect/hope that all students currently assessing at below standard will benefit. However, because of the disparity and difference in low-income student performance, and because the actions meet needs of students identified by academic performance (and socio-economically disadvantaged

students are higher in proportion in this category) we expect that the academic performance for our low-income students will increase more than the average proficiency of all other students.

Specifically, in order to address this condition of our low-income students, we have begun to develop and implement a new intervention and electives program to increase effort in reteaching, targeted academic support, and attention to this subgroup of students. Goal 1, and contributing Actions 1.3, 1.4, 1.5, and 1.7 are principally directed at providing this increased support and service.

Additionally, our unduplicated SED students had a very high rate of chronic absenteeism (74.2%) and suspensions (5.4%). While no immediate disparity existed between our SED subgroup and All students, Goal 2 and contributing Action 2.1 are principally directed at increasing school connectedness, and positive school climate. 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, and 1 or more suspensions, will benefit. Moreover, while attendance and suspensions rates of low-income students are not necessarily different from all students, the identified actions meet the needs most associated with the chronic stresses and experiences of a socio-economically disadvantaged status, and we therefore expect that the attendance rate for our low-income students will increase more, and suspensions will decrease more, than the average rates of all other students.

Finally, we determined that there was a need for families and parents of low-income students to increase their school connectedness, communication, and participation in school events. While no immediate or local data showed that parent participation, communication or access to parent education or other support services was different or less than families/parents of SED students as compared to all other students, contributing Action 3.1 was developed with our unduplicated low-income students in mind first. This action, as applied, positively affects students in any number of sub groups, but especially our students experiencing the chronic stresses and challenges most associated with poverty. We believe that meeting the desired outcomes of Action 3.1 will positively effect desired outcomes across all three LCAP goals, and will therefore impact our unduplicated SED students even more positively.

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

Services for low-income, foster youth and English learners are increased by 28.62%, through the Actions specified above. The total amount budgeted for increased services in this plan is \$315,101.

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.

The District has one school, Grizzly Hill. Additional Paraprofessional support staff were put in place in 22/23 and are maintained going forward.

Staff-to-student ratios by type of school and concentration of unduplicated students	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of classified staff providing direct services to students	N/A	1:8
Staff-to-student ratio of certificated staff providing direct services to students	N/A	1:18

2023-24 Total Expenditures Table

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	\$885,547.00	\$63,891.00	\$58,869.00	\$226,966.00	\$1,235,273.00	\$532,242.00	\$703,031.00

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1.1	Reading and Mathematics Intervention Teachers/Aides	All				\$115,186.00	\$115,186.00
1	1.2	Districtwide instructional practices for special education students.	Students w/disabilities Students with Disabilities	\$570,446.00	\$17,846.00	\$58,869.00	\$26,530.00	\$673,691.00
1	1.3	Electives Curriculum	English Learners Foster Youth Low Income	\$2,000.00				\$2,000.00
1	1.4	Electives Education	English Learners Foster Youth Low Income	\$20,000.00				\$20,000.00
1	1.5	Supplemental Online Academic Support Programs	English Learners Foster Youth Low Income	\$12,850.00				\$12,850.00
1	1.6	After School Program	All		\$44,745.00			\$44,745.00
1	1.7	Class size reduction; maintaining appropriate teacher FTE at Grizzly Hill School	English Learners Foster Youth Low Income	\$72,357.00				\$72,357.00
2	2.1	Build a positive school environment	English Learners Foster Youth Low Income	\$205,894.00			\$53,500.00	\$259,394.00
2	2.2	Student Support Services efforts	All				\$31,750.00	\$31,750.00
2	2.3	TUPE Coordinator	All		\$1,300.00			\$1,300.00

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
3	3.1	Parent Engagement, Support Services personnel, and Supplies	English Learners Foster Youth Low Income	\$2,000.00				\$2,000.00

2023-24 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
\$1,100,265.00	\$299,084.00	27.18%	1.43%	28.62%	\$315,101.00	0.00%	28.64 %	Total:	\$315,101.00
								LEA-wide Total:	\$315,101.00
								Limited Total:	\$0.00
								Schoolwide Total:	\$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	1.3	Electives Curriculum	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$2,000.00	0
1	1.4	Electives Education	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$20,000.00	0
1	1.5	Supplemental Online Academic Support Programs	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$12,850.00	0
1	1.7	Class size reduction; maintaining appropriate teacher FTE at Grizzly Hill School	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$72,357.00	0
2	2.1	Build a positive school environment	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$205,894.00	0
2	2.2	Student Support Services efforts				All Schools		

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 (%)
3	3.1	Parent Engagement, Support Services personnel, and Supplies	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$2,000.00	0

2022-23 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	\$1,143,923.00	\$1,269,286.00

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	Reading and Mathematics Intervention Teachers/Aides	Yes	\$95,111.00	\$86,464.00
1	1.2	Districtwide instructional practices for special education students.	No	\$599,887.00	\$799,403.00
1	1.3	Electives Curriculum	Yes	\$2,000.00	\$1,200.00
1	1.4	Electives Education	Yes	\$13,000.00	\$18,502.00
1	1.5	Supplemental Online Academic Support Programs	Yes	\$4,400.00	\$4,184.00
1	1.6	After School Program	No	\$55,496.00	\$35,143.00
1	1.7	Class size reduction; maintaining appropriate teacher FTE at Grizzly Hill School	Yes	\$66,378.00	\$60,345.00
2	2.1	Build a positive school environment	Yes	\$246,167.00	\$205,572.00
2	2.2	Student Support Services efforts	No	\$58,184.00	\$56,752.00
2	2.3	TUPE Coordinator	No	\$1,300.00	\$1,221.00

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)
3	3.1	Parent Engagement, Support Services personnel, and Supplies	Yes	\$2,000.00	\$500.00

2022-23 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
\$284,708.00	\$376,345.00	\$272,303.00	\$104,042.00	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	Reading and Mathematics Intervention Teachers/Aides	Yes	\$71,333.00	\$0.00	0	0
1	1.3	Electives Curriculum	Yes	\$2,000.00	\$1,200.00	0	0
1	1.4	Electives Education	Yes	\$13,000.00	\$18,502.00	0	0
1	1.5	Supplemental Online Academic Support Programs	Yes	\$4,400.00	\$4,184.00	0	0
1	1.7	Class size reduction; maintaining appropriate teacher FTE at Grizzly Hill School	Yes	\$66,378.00	\$60,345.00	0	0
2	2.1	Build a positive school environment	Yes	\$217,234.00	\$187,572.00	0	0
3	3.1	Parent Engagement, Support Services personnel, and Supplies	Yes	\$2,000.00	\$500.00	0	0

2022-23 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
\$865,033.00	\$284,708.00	0.00%	32.91%	\$272,303.00	0.00%	31.48%	\$12,405.00	1.43%

Instructions

[Plan Summary](#)

[Engaging Educational Partners](#)

[Goals and Actions](#)

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

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

Introduction and Instructions

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

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

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning (California *Education Code* [EC] Section 52064[e][1]). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students.
- **Meaningful Engagement of Educational Partners:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful engagement (EC Section 52064[e][1]). Local educational partners possess valuable perspectives and insights about an LEA's programs and services. Effective strategic planning will incorporate these perspectives and insights in order to identify potential goals and actions to be included in the LCAP.
- **Accountability and Compliance:** The LCAP serves an important accountability function because aspects of the LCAP template require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:
 - 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 2021–22 .	Enter information in this box when completing the LCAP for 2021–22 .	Enter information in this box when completing the LCAP for 2022–23 . Leave blank until then.	Enter information in this box when completing the LCAP for 2023–24 . Leave blank until then.	Enter information in this box when completing the LCAP for 2024–25 . Leave blank until then.	Enter information in this box when completing the LCAP for 2021–22 or when adding a new metric.

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

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

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

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

Goal Analysis:

Enter the LCAP Year.

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

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

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

Purpose

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

Requirements and Instructions

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

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

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

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

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

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

Required Descriptions:

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

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

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

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

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

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

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

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

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

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

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

For School Districts Only:

Actions Provided on an LEA-Wide Basis:

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

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

Actions Provided on a Schoolwide Basis:

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

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

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

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

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

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

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

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

Provide the following descriptions, as applicable to the LEA:

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

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

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

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

Complete the table as follows:

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

Action Tables

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

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

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

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

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

Data Entry Table

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

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

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

- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants the LEA estimates it will receive on the basis of the number and concentration of unduplicated students for the coming school year.
- **3. Projected Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected LCFF Base Grant and the Projected LCFF Supplemental and/or Concentration Grants, pursuant to 5 CCR Section 15496(a)(8). This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the coming LCAP year.
- **LCFF Carryover — Percentage:** Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table from the prior LCAP year. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).
- **Total Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected Percentage to Increase or Improve Services for the Coming School Year and the LCFF Carryover —

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

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

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

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

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

- **6. Estimated Actual LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on of the number and concentration of unduplicated students in the current school year.
- **Estimated Actual Expenditures for Contributing Actions:** Enter the total estimated actual expenditure of LCFF funds used to implement this action, if any.
- **Estimated Actual Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis only to unduplicated students, and that does not have funding associated with the action, enter the total estimated actual quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%).
 - 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).

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