LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Pioneer Union Elementary School District
CDS Code: 04-73379-6002927
School Year: 2023-24
LEA contact information:
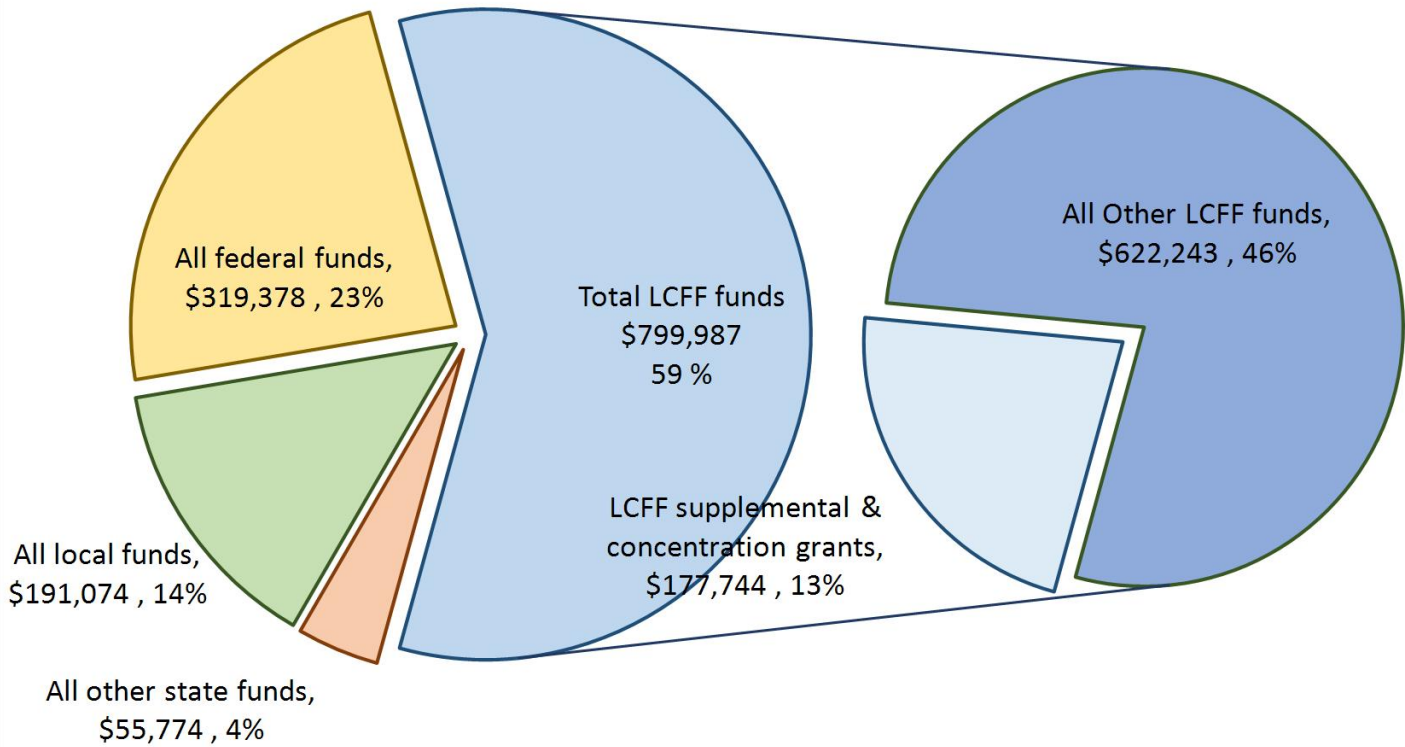Patsy Oxford
Superintendent
poxford@puesd.org
(530) 589-1633

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

Budget Overview for the 2023-24 School Year

Projected Revenue by Fund Source

- All federal funds, $319,378 , 23%
- All local funds, $191,074 , 14%
- All other state funds, $55,774 , 4%
- Total LCFF funds $799,987 59 %
- LCFF supplemental & concentration grants, $177,744 , 13%
- All Other LCFF funds, $622,243 , 46%

This chart shows the total general purpose revenue Pioneer Union 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 Pioneer Union Elementary School District is $1,366,213, of which $799,987.00 is Local Control Funding Formula (LCFF), $55,774.00 is other state funds, $191,074.00 is local funds, and $$319,378.00 is federal funds. Of the $799,987.00 in LCFF Funds, $177,744.00 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

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

Budgeted Expenditures in the LCAP
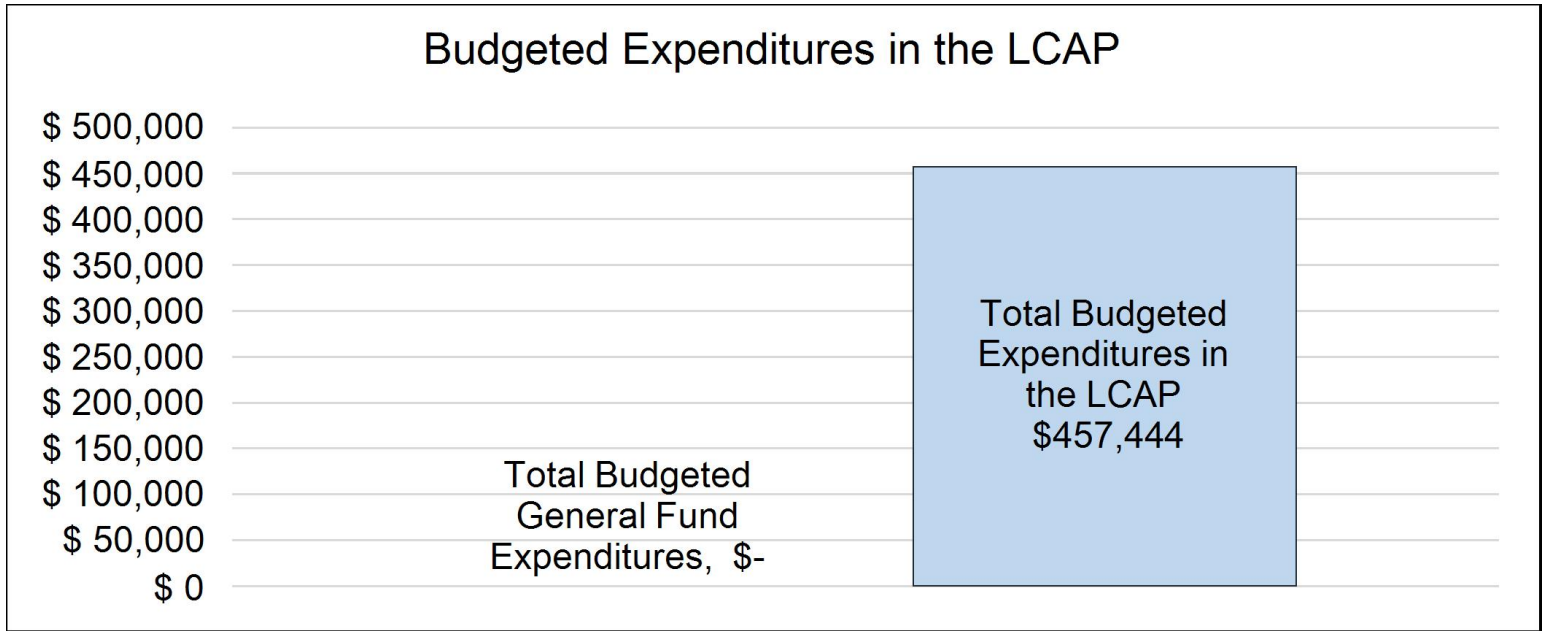
This chart provides a quick summary of how much Pioneer Union Elementary School District plans to spend for 2023-24. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Pioneer Union Elementary School District plans to spend $1,373.090.00 for the 2023-24 school year. Of that amount, $457,444.00 is tied to actions/services in the LCAP and $686,918.00 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:
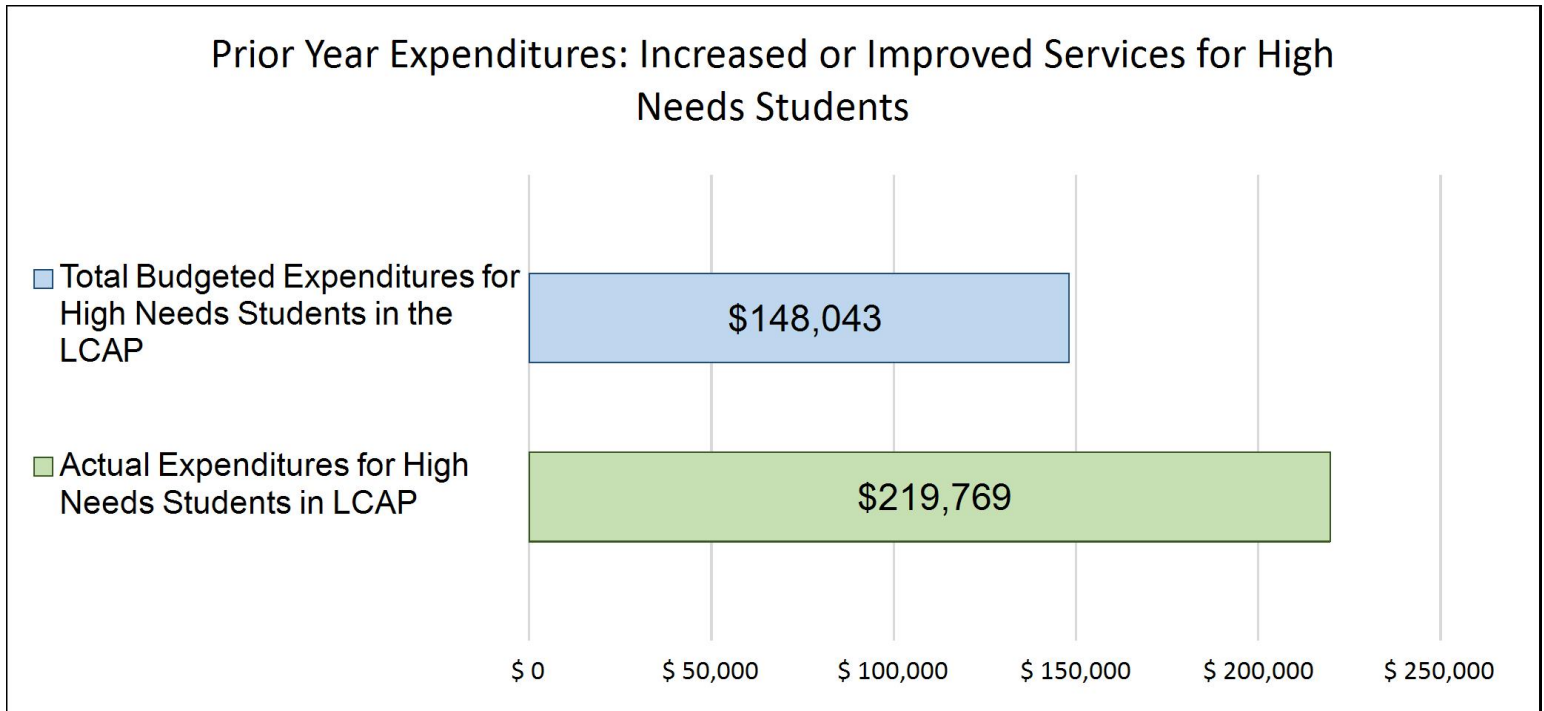
In addition to those expenditures included in the LCAP, expenditures in the General Fund also include administrative and clerical salaries and benefits, maintenance and transportation costs, utilities and facility costs, and the costs associated with providing Special Education services.

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

In 2023-24, Pioneer Union Elementary School District is projecting it will receive $177,744.00 based on the enrollment of foster youth, English learner, and low-income students. Pioneer Union Elementary School District must describe how it intends to increase or improve services for high needs students in the LCAP. Pioneer Union Elementary School District plans to spend $228,728.00 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

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

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

☐ Total Budgeted Expenditures for High Needs Students in the LCAP	$148,043
☐ Actual Expenditures for High Needs Students in LCAP	$219,769

$ 0 $ 50,000 $ 100,000 $ 150,000 $ 200,000 $ 250,000

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

The text description of the above chart is as follows: In 2022-23, Pioneer Union Elementary School District's LCAP budgeted $148,043.00 for planned actions to increase or improve services for high needs students. Pioneer Union Elementary School District actually spent $219,769.00 for actions to increase or improve services for high needs students in 2022-23.

The difference between the budgeted and actual expenditures of $71,726 had the following impact on Pioneer Union Elementary School District's ability to increase or improve services for high needs students:

The additional funding allowed Pioneer Union Elementary School District to retain a teacher which allowed us to decrease class sizes and provide more individualized attention to our students.

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
Pioneer Union Elementary School District	Patsy Oxford Superintendent	poxford@puesd.org (530) 589-1633

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.

Pioneer Union Elementary School District (PUESD) was created in 1962 as a 26 acre rural campus in Berry Creek. At one time there were two schools in the district but due to declining enrollment in the 1980's Bald Rock School was closed leaving Berry Creek Elementary School as the only school in the district. The district is also supported by Butte County Office of Education which operated the after school program.

On September 8, 2020 the North Complex Fire destroyed the Berry Creek community including the school. Thirty-three of our thirty-five families lost their homes. Eight of twelve staff also lost their homes. Most of our students did not have time to take many things when they evacuated. Many of our students were living in motels, trailers, motorhomes or with relatives. Due to our students in distance learning we were able to communicate with our families and provide needed assistance immediately. Due to the loss of our school all our students and families were considered homeless for the 2020-2021 school year. Our families were scattered all over the United States. Due to the Campfire in Paradise two years earlier the infrastructure in the county was prepared and jumped into action to help our families!

At the time of the fire we had fifty-six students enrolled in our school with all students in distance learning. In October we started in-person instruction following the Covid-19 school safety guidelines. Over the last two years our enrollment has lowered to 30 students and we moved from Ophir Elementary School in Oroville to Bangor Elementary School in Bangor. Our classes are divided into TK-2, 3-5 and 6-8. Based on our Calpads data 97% of our students receive free and reduced lunch, 7% are English Language Learners and we have two foster students attending our school.

The Berry Creek families and school staff believe in educating the whole child. The staff and the Board of Trustees take pride in helping children to grow academically, socially, and emotionally. In adopting new curriculum which is written to incorporate the California State Standards all stakeholders believe this will prepare our students to be divergent learners in the 21st century. We expect students to be actively involved, enthusiastic about, and responsible for their own learning. We strive to produce a safe and challenging environment where students develop competitive and cooperative skills with a high sense of self-respect.

The vision of Pioneer Union Elementary School District is to produce students who are motivated to be lifelong learners and capable of setting clear educational and personal goals. With the support of the community and parents, our students will graduate with the necessary academic and social skills to achieve these goals. With that being said and knowing the trauma our students and families have experienced in the past three years, we will work more diligently than ever to provide them with the resources necessary to put their lives back together and move toward a more positive future.

Reflections: Successes

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

When reflecting on the past year, success can be measured by the fact that the school district, faculty and staff have shown a tremendous amount of resilience and have persevered even in the most difficult times. In spite of losing our community, school site, our employees homes, and moving school sites twice, PUESD has continued to maintain a fully operational education program for all students living in our community. We have fully implemented iReady and IXL diagnostics to show us where our students are having learning gaps. We strategically give those students targeted time to work on those programs. To support remediation we have added additional support to teachers and students with our parent liaison, paraprofessionals in the classroom and additional tutoring after school. We have incorporated other academic online programs such as Rocket Math with built-in support and reward systems. We continue to support our families by having monthly book giveaways to encourage reading at home. We have also seen an improvement in our attendance and student behavior due to our substantial PBIS program. We visited other campuses with strong PBIS programs which helped us create a program that works well for our students. There are several ways each day that a child is rewarded and recognized for being respectful, responsible and ready to learn at Berry Creek Elementary.

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.

After a thorough analysis of all dashboard and local data our students have shown a 50% improvement in their distance from the standard for ELA and Math. Even though this is a great improvement it shows we continue to have significant gaps in student academic performance in both ELA and Math. Steps have been taken to mitigate these inequities including the purchase of IReady, ESGI, Journeys, Innovations, Go Math supplemental, Inspire Science and IXL. Teachers are using iReady as a diagnostic tool followed by remediation with IXL in the classroom and in after school tutoring. IXL enables the teachers to remediate students on specific lessons based on their daily curriculum. Together teaching and assessment are based on the daily lessons so students do not get too far behind. Professional Learning Community (PLC's) early release days are also used to take a deep dive into data and look for academic solutions to support students. We are also looking at increasing student engagement as a means to increase student attendance and decrease chronic absenteeism.

LCAP Highlights

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

This LCAP was designed to address the barriers to learning that our students are currently facing while developing and enhancing a partnership with families and the community. The key features include implementing and refining a Multi-Tiered System of Support, (MTSS), utilizing multiple forms of data to identify the academic, social-emotional, and/or behavioral needs of our students. Systems will be put in place to establish the collection of data, disaggregation and analysis to determine inequities and measure program effectiveness. Professional development to utilize technology to enhance student learning, classroom management, curriculum implementation support, and/or best practices will be provided for all faculty and staff. Another key feature is providing a clean, safe and welcoming environment where parents are encouraged to actively participate in their child's education even though we moved our school to another location due to the North Complex Fire.

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.

Berry Creek Elementary School

Support for Identified Schools

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

Pioneer Elementary School District will locally develop, implement and approve a plan for the school to improve student outcomes that will be based on a school level needs assessment, include evidence-based interventions and identify resource inequities through a series of meetings in partnership with all educational partners. This process began was the administration of the Local Educational Agency Self-Assessment , LEASA, to determine areas of strengths which included relationships, beliefs, vision, and leadership and focus areas which are academics and social and emotional behavior support. A plan was developed to address areas of need including bringing in professional development regarding SEL and behavioral support. We are also planning on purchasing curriculum that includes a screener, diagnostic assessment and supporting interventions that address self regulation. In addition, to address student academic needs, we will have a resource specialist serve as a consultant providing teacher trainings on academic supports for struggling students. Intervention curriculums targeting student need will also be purchased in the areas of ELA and math. Ancillary materials and technology will be purchased to enhance student engagement and learning that are necessary for intervention implementation. Coaching services will be provided by Butte County Office of Education to facilitate vertical articulation and creating a seamless educational system TK through eighth grade.

Monitoring and Evaluating Effectiveness

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

Pioneer Elementary School District will actively monitor effectiveness of the actions in the CSI plan using local assessments including IXL, BPST, ESGI, and curriculum embedded assessments. Metrics will also include State indicators, CAASP testing, as well as teacher surveys.

Engaging Educational Partners

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

Berry Creek Elementary School has implemented multiple strategies for students, families, community members, classified and certificated staff as well as the governing board to provide input in developing the SPSA, Expanded Learning Opportunities Grant and this LCAP. Even in the midst of the global Pandemic and school closures due to COVID 19, Berry Creek Elementary has made robust efforts to solicit input from all stakeholder groups. Here are the dates that various stakeholders have met either in person, or via zoom beginning with reopening committee meetings and continuing over the course of the academic year 2022-2023:

Faculty and Staff (which includes the classified and credentialed bargaining units):
8/24/23, 9/14/23, 9/28/23, 10/5/23, 10/21/23, 11/9/22, 11/16/22,12/14/22, 1/3/23, 1/11/23, 1/18/23, 1/25/23, 2/8/23, 2/15/23, 2/22/23, 3/29/23, 4/5/23,4/12/23,4/26/23,5/3/23,/5/10/23,5/17/23, 5/22/23

Parent Advisory, (including EL and Special Education Parents), and Student Input:
9/12/22, 10/5/22, 11/37/22, 12/12/22, 1/9/23, 2/1/23, 2/27/23, 3/8/23, 4/17/23, 5/15/23,5/29/23,6/6/2023
Parent and Family Surveys: 4/3/23

Board and Community Meetings:
7/13/22,8/10/22,9/14/22,10/12/22,11/9/22,12/14/22,1/11/23,2/8/23,3/8/23,4/12/23,5/10/23/6/14/23,6/21/23

SELPA Consultation:
4/4/23

The input that was solicited was taken into consideration and is reflected in this LCAP.

A summary of the feedback provided by specific educational partners.

A brief summary of feedback provided by specific stakeholder groups is as follows:
Community, parent advisory committee, EL parent advisory: The fact that we need to enhance our communication with parents and community members was illuminated by our parent and community survey. We plan on providing family and community educational field trips monthly to enhance our educational program and increase parent awareness. The responses indicated 100% of parents feel their student is safe at school and look forward to coming to school and wish to continue focusing on PBIS program, and increase access and use of technology.
Faculty and Staff (which includes the classified and credentialed bargaining units)- It was apparent through the LEASA that Social Emotional and behavioral supports are needed and will be a focus this academic year in addition to providing interventions in reading and math.
Students- Students feel welcomed, respect the staff and feel they have an adult that they can go to if things are bothering them. They feel the staff respects them and cares for them, and an area of focus is goal setting and having students take a more active role in their learning.

Administrator- Extreme trauma that students, families, and staff have experienced and students are not in a position physically or mentally to learn, however the focus still needs to be student achievement and having high expectations for ourselves and our students
SELPA- Focus on students still receiving services and providing supports and meeting student goals that are detailed in IEPs.

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

This LCAP was influenced by stakeholder input and was designed to meet needs of all students and mitigate barriers to learning. Specific input reflects what our families have endured this year having been displaced and their children surviving a devastating fire. Parents are aware of the many needs including mental health needs and trauma responsiveness that their children require to become successful in school and beyond which is reflected in the need to provide our faculty and staff with professional development regarding social emotional and behavioral supports. All stakeholders wanted to see continued small group instruction with aide support in the classrooms. The need for students to take a more active role in their own learning goals was the impetus in switching to IXL and the catalyst for vertical articulation which is a focus of this academic year. Meeting academic targets is a primary focus of this LCAP. All stakeholders are using the LCAP as a living document that guides the goals and objectives of the school and community. The LCAP is reviewed and discussed monthly to reflect changing needs.

Goals and Actions

Goal

Goal #	Description
1	Berry Creek Elementary will continue to implement and refine a Multi-Tiered System of Support, (MTSS), utilizing multiple forms of data to identify the academic, social-emotional, and/or behavioral needs of our students. Student need will inform instructional decisions which will improve academic outcomes for all students. Systems will be put in place to establish the collection of data, disaggregation and analysis to determine inequities and measure program effectiveness. Activities and strategies based on an in-depth analysis of assessment data, will be designed and implemented to improve student achievement and outcomes.

An explanation of why the LEA has developed this goal.

This goal was developed due to the fact that the vast majority of our students are not meeting grade level standards as indicated by our CAASPP scores and only 20% of our students are on grade level based on our local assessments, in addition to our high chronic absenteeism rate of 51%. To mitigate inequities and meet the academic, social-emotional, and/or behavioral needs of all students, multiple forms of state and frequently collected local data that measures student progress monthly in ELA and Math. This data will be used to inform instruction, identify need for academic support, including triggering intervention cut points, in addition to determining areas of needed professional development. Attendance and student discipline records will also be reviewed monthly to develop action plans. All student data by grade level and student group(s), will be shared with all stakeholders to target support, solicit input, develop action plans, and monitor schoolwide initiatives in order to improve student outcomes. Data will be analyzed and reviewed monthly in PLC meetings with results being shared with the site council and governing board at regular meetings.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Priority 4- CAASPP ELA	27 students tested scored 68.8 points below standard	n/a	CAASPP ELA Scores - % of students meeting or exceeding grade level standards: 27.78%		90% of all students tested scoring at grade level standard or above
Priority 4- CAASPP Math	32 students tested and 66.9 points below standard	n/a	CAASPP Math Scores - % of students meeting or exceeding		90% of all students tested scoring at grade level standard or above

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
			grade level standards: 23.53%		
Priority 5- Attendance Rates	P2 87.1% Baseline 2020-2021 school year	P2 Attendance rate- 91.67% Year one 2021-2022	P2 Attendance rate- 88.19% Year two 2022-2023		94%
Priority5- Chronic Absenteeism	51%	2020-21 Chronic Absenteeism- 49% (Dataquest)	2021-22 Chronic Absenteeism 52.8% (Dataquest)		15%
Priority 6- Suspension Rate	10%	.0624% of students suspended	2021-22 Suspension Rate 2.4% (Dataquest)		5%
Priority 6- Expulsion Rate	0%	0%	0%		0%
Priority 8- Local Academic Assessment (IReady Math Scores)	20-21 19.33% of students scored on or above grade level	21-22 33% of students scored on or above grade level	22-23 23% of students scored on or above grade level		90% of all students tested scoring at grade level standard or above
Priority 8- Local Academic Assessment (IReady ELA Scores)	20-21 20.55% of students scored on or above grade level	21-22 44% of students cored on or above grade level	22-23 16% of students scored on or above grade level		90% of all students tested scoring at grade level standard or above
Priority 1- Teachers are Fully Credentialed appropriately assigned	2 out of 3 teachers are fully credentialed	2 of 3 teachers are fully credentialed	2 of three teachers are fully credentialed		100% of teachers are fully credentialed and appropriately assigned
Priority 1-Standards aligned materials	100% of all students have access to standards aligned materials	100% of all students have access to standards aligned materials	100% of all students have access to standards aligned materials		100% of all students have access to standards aligned materials

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Priority 2- Implementation of Standards and academic content	New standards aligned curriculum has been implemented in Math, ELA/ELD	New curriculum was purchased for all core academic subjects	All curriculum is standards based		Standards aligned curriculum has been implemented in all subject areas
Priority 7- Course Access	100% of students have access to all courses offered	100% of students have access to all courses offered	100% of students have access to all courses offered		100% of students have access to all courses offered
Priority 1- Access to devices which have standards aligned instructional programs	100% of all students have access to device (Chromebook)	100% of students have access to Chromebooks and Ipads	100% of students have access to Chromebooks and Ipads		100% of all students have access to device (Chromebook)
Priority 5- Middle School Dropout Rate	0%	Maintained 0%	Maintained 0%		Maintain 0% dropout rate
Priority 2- Implementation of Standards	Administer new baseline because original data was lost in fire	Baseline is 3 Full Awareness and Approaching 4 Student Awareness	Baseline in ELA is at 3 teachers with formative assessment at a 4. Baseline in Math is 3 teachers in full awareness and 1 in full implementation. Teachers scored themselves a 4 for planning and standards framework and a 3 in instruction and assessments		All teachers progress 1 level on the standards implementation rubric
Priority 7- Course Access	100% of all students have access to VAPA	100% of students had access to Art class weekly.	100 % of student have access to Art and music classes weekly		100% of all students have access to VAPA
EL Reclassification	0 students reclassified.	0 students reclassified.	1 eligible student reclassified in 22-23.		All EL students reclassified.

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Purchase and Maintain Aeries Analytics	Aeries data platform will be used to monitor and develop action plans based on student academics, attendance, and behavior. Parent communication will increase due to parent access to their student(s)' academic and behavioral performance and parental participation in programs for unduplicated pupils.	$4,980.00	Yes
1.2	Maintain Credentialed Teacher(s) for class size reduction	Hire and maintain credentialed teacher to provide for class size reduction	$197,165.00	Yes
1.3	Professional Development for Faculty and Staff	Professional development to all faculty and staff with regards to utilizing technology to enhance student learning, classroom management, curriculum implementation support, and/or best practices.	$11,563.00	Yes
1.4	Hiring and Maintaining Preschool /TK Teacher	Hiring preschool/TK teacher in 2021-2022 and maintaining position to provide a seamless educational program and give students foundational reading skills.	$23,890.00	No
1.5	Hire and Maintain Paraprofessionals	Paraprofessionals will provide intervention one to one as well as small group for unduplicated students including students with disabilities and all students.	$58,278.00	No
1.6	Student Incentives	Provide student incentives for PBIS and Attendance	$8,520.00	Yes
1.7	Technology ITS	Contract with BCOE to house all data and provide IT support	$15,000.00	No

Action #	Title	Description	Total Funds	Contributing
1.8	Tutoring /Intervention	Provide tutoring and intervention after school for unduplicated pupils and all students.	$5,000.00	No
1.9	Supplemental Curriculum and Programs	Purchase supplemental curriculum and programs to provide intervention and enrichment for unduplicate	$8,639.00	No
1.10	Purchase Technology	Purchase of technology to integrate digital learning into daily routine.	$5,000.00	No
1.11	Paraprofessional Professional Development	Professional development costs including trainings and extra duty pay to attend.	$15,000.00	No

Goal Analysis [2022-23]

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

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

There weren't any substantive differences in the planned action and actual implementation.

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

Here is the explanation of the material differences between the budgeted and actual expenditures: 1.1: Purchase Aeries Analytics- The initial allocation of $15,000 was for purchasing the system but only required $4,980 to maintain the system this year. 1.2 Maintain credentialed teachers for class size reduction- there is a an $83,299 difference due to the importance of class size reduction we moved another teacher into this very important action increasing the amount spent this year. 1.6- Student Incentives- we increased the amount of student incentives that we offered to promote PBIS thus increasing the amount by $2,279. 1.7- Technology- We did not spend $7,407 of this budgeted amount due to the fact that we did not have a operational site that required a contract for an ISP and we are using our host school's ISP connection so our bill was reduced. 1.8- Tutoring and Intervention- teachers provided support and intervention during the school day so additional funding was not needed for tutoring and intervention resulting in a $7,000 difference. 1.9- Supplemental Curriculum and Programs- There is a $3,561 increase due to the purchase of SeeSaw. 1.10- Technology- we did not spend the budgeted amount because we do not have storage and the facilities to purchase more technology equipment at this time. 1.11- Paraprofessional Development- there is a material difference because paraprofessional training was provided in house and did not require a outside contract significantly reducing the cost.

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

CAASP scores in ELA and Math improved by 50% on distance from the standard indicating we are making academic progress. Small class sizes have resulted in students feeling more engaged and connected with faculty and staff as indicated by student surveys . Our weekly analysis of data has resulted in more targeted instruction and intensive support to struggling students.

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

A more intensive focus on student centered learning and vertical articulation which will result in a more seamless and cohesive academic program is the aim for next year. As a result of this focus, we will be utilizing CSI monies for professional development for faculty and staff and developing a district wide literacy plan with our RII monies.

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	PUESD will ensure that all students, staff and community have access to a safe, clean school facility with a welcoming environment that is inviting to all. PUESD will engage families and community members to seek input in decision making and increase parental participation and attendance at all school functions including virtual offerings.

An explanation of why the LEA has developed this goal.

School is truly the center of our community and a beacon of hope for our students and families and this is our why we developed this goal. Our program is a partnership between families, community and PUESD to provide the best possible education for our children in an inviting, welcoming safe and clean environment. Increasing parental and community participation in all decision making will strengthen our program. With this focus, PUESD has developed this goal.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Priority 1- Facilities in Exemplary/Good condition as measured by the FIT report	Currently housed in Ophir School through OCESD due to North Complex Fire	Currently housed in Ophir School through OCESD due to North Complex Fire destroying our school	We moved our school to Bangor Elementary School while we await the building of our new school		New Facilities located in Berry Creek in Exemplary Condition
Priority 6- Local Climate Survey	90% Parents responded that they feel their child is safe at school	94% Parents responded that they feel their child is safe at school when surveyed May 17, 2022	100% of parents agreed or strongly agreed that their child feels safe at school when survey in May of 2023		100% of Parents responding that they feel their child is safe at school.
Priority 3- Aeries Analytics Parent Portal	0% Aeries has not been purchased or implemented	Aeries has been purchased and implemented	All parents have been trained on using Aeries and staff is using the data reports on Aeries		100% of all Parents and Guardians have access to Parent Portal through Aeries

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Priority 3- Aeries Analytics Parent Portal Usage Survey	0% parents are using parent portal	20% of parents are using the parent portal	36% of parents are using the parent portal		100% of parents using parent portal to access student's academic progress
Priority 5- Transportation	All students have access to transportation to and from school	94% of students have access to transportation	100% of students have access to transportation to and from school		All students have access to transportation to and from school
Priority 6- Parent Input	Monthly Parent Meetings to provide input	Monthly parent advisory meetings are being help	Monthly parent meetings to provide input		Monthly Parent Meetings to provide input

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	Provide Training Aeries Analytics	Provide training to all families to access parent portal in Aeries to increase communication and parental participation. Incentives will be offered for parent participation in trainings and accessing and utilizing the parent portal.	$0.00	
2.2	Administer Local Climate Survey	Administer Local Climate Survey to determine action steps to make PUESD more engaging and inviting.		No
2.3	Conduct FIT Survey	Conduct Facilities Inspection Tool to ensure safe, clean and modern facilities.		No
2.4	Provide transportation	Provide transportation for students to and from school.	$80,000.00	No

Action #	Title	Description	Total Funds	Contributing
2.5	Providing all students with meals	Providing students with breakfast, lunch, and afterschool snack.	$3,000.00	No
2.6	Parent Liaison	Liaison will communicate with all families regarding student needs, attendance, intervention coordination, and coordination of all services.	$1,500.00	No
2.7	Family and Parent Involvement	Provide and maintain activities that connect families and community members to school. Parents Club, Site Council, Back to School Night, Holiday Show, Open House, Science Fair, Spring Academic Gallery, Parent surveys, Student surveys, Volunteer opportunities, Field trips	$6,500.00	Yes
2.8	Indirect Costs	Contract with BCOE for Indirect Costs including the Con App	$13,409.00	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.

There are no substantive difference in planned actions and actual implementation of these actions.

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

In 2.4- Transportation - we overspent $27,337 but this is due to the fact that our current location in further away from our Berry Creek. 2.7- Family and Parent Involvement- There is a substantive difference of $3,200 due to the fact that we were located on a new site this year and unable to host as many activities as we had anticipated due to inclement weather which inhibited parents from attending.

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

These actions are effective as demonstrated in our surveys where 100% of students and parents feel safe at school, 100% of all students received transportation, and parent usage of aeries analytics portal increased by 16%.

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.

Pioneer Union Elementary School District will be providing monthly family educational opportunities this academic year which will increase student outcomes as well as enhance communication with our families and parents. Another change to the LCAP for this academic year includes removing the funding for Aeries training for parents and families as the trainings will be offered in house in our monthly family educational experiences.

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)
$177,744.00	$24,361.00

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
32.17%	0.00%	$0.00	32.17%

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 actions and expenditures of funds marked as contributing to increased or improved services were developed focusing on the needs, conditions, or circumstances of our unduplicated population with further consideration of the actions design, content, method, and/or location that best meets the identified need. All actions were developed using a careful analysis of data and input from our stakeholders. These contributing actions are principally directed toward our unduplicated student population to help Pioneer Elementary School be effective in meeting the LCAP goals and the identified needs of the unduplicated student groups. Many of these actions and services are being performed on a schoolwide or districtwide basis in order to increase their overall efficiency and effectiveness but were created to improve or increase services for foster youth English learners, and low income students.

Research states students from low income families face a greater chance of having adverse childhood experiences. Studies have shown that students experiencing high levels of trauma at home might experience a lack of focus, low engagement, and difficulty finishing tasks. (Murphey and Moore, 2014) These are all barriers we have seen in our students on a daily basis resulting in low academic outcomes. To address these barriers to learning we will perform the following actions:

Goal 1.1- Purchase Aeries Analytics- By purchasing Aeries Analytics we will be able to collect student academic and behavioral data to assist in providing tiered interventions to increase student engagement and improve student academic and behavioral outcomes.

Goal 2.1- Provide Aeries Training to Faculty and Staff- By providing training to faculty and staff we will be able to utilize our student data system to its fullest and monitor student outcomes.

According to the following research "Small Classes in the Early Grades, Academic Achievement, and Graduating From High School. Journal of Educational Psychology. "For all students combined, 4 years of a small class in K–3 were associated with a significant increase in the likelihood of graduating from high school; the odds of graduating after having attended small classes for 4 years were increased by about 80.0%. Furthermore, the impact of attending a small class was especially noteworthy for students from low-income homes. Three years or more of small classes affected the graduation rates of low-SES students, increasing the odds of graduating by about 67.0% for 3 years and more than doubling the odds for 4 years." Finn, J. D., et. al. (2005). Because the majority of out students are from low income homes and based on the above research and stakeholder input, we will implement Goal and Action 1.2

Goal 1.2 - Maintain Credentialed Teacher for Class Size Reduction- By providing an additional teacher to reduce class sizes we expect to see our foster youth, English Learners and our low income students thrive due to the increased amount of one to one attention this action provides. We will measure this by tracking student outcomes and achievement as measured by academic and behavioral outcomes tracked in Aeries. This action is being continued from our last LCAP because it is important to our stakeholders and we see student success in smaller class sizes.

Research states "Professional development for teachers is a key mechanism for improving classroom instruction and student achievement." (Ball & Cohen, 1999; Cohen & Hill, 2000; Corcoran, Shields, & Zucker, 1998; Darling-Hammond & McLaughlin, 1995; Elmore, 1997; Little, 1993; National Commission on Teaching and America's Future, 1996). To improve academic instruction in our classrooms as measured by student achievement we will implement Goal 1.3.

Goal 1.3- Professional Development for All Faculty and staff- By providing faculty and staff with Professional Development on high leverage practices and social emotional learning we are able to meet the needs of our unduplicated students as well as all students which will result in improved student outcomes academically and behaviorally.

According to Baranek, "Promoting the greatest student motivation possible is extremely important for every teacher in grades K-12, especially in today's educational climate, where schools are continuously under pressure to improve test scores, responsibility, and accountability." Because our students often lack motivation we will implement the following goal. Goal 1.6- Providing Incentives for Students- To encourage positive behavior and attendance we will provide incentives to all unduplicated students which will result in more motivated and engaged students who will score higher on academic achievement tests and behave better in class.

The Harvard Family Research Project concluded that parental involvement is associated with higher student achievement. They found that student success was higher in a variety of areas including standardized test scores, grades and teacher ratings. Students are also more likely to enroll in higher-level programs, pass their classes, attend school regularly, have better social skills and move onto post-secondary education. With this in mind we will actively engage families and this is reflected in the following goal.

Goal 2.7- Activities for Families- By providing engaging activities for families we will improve student outcomes.

By implementing these actions, we will see an increase in student engagement as measured by attendance and a decrease in chronic absenteeism in all student groups. We will also see increases in CAASP scores and all local assessment indicators because of the small class sizes, professional development, and an increase in parental involvement by providing monthly family educational nights.

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

By providing for the basic needs of our unduplicated students, purchasing a student data system that will enable us to track and monitor student outcomes resulting in the development of intervention programs, providing student incentives, providing additional tutoring, maintaining small class sizes allowing for more one to one interaction and support, we expect the achievement gap seen in our unduplicated pupils to lessen and student outcomes improve. In addition, we are providing our faculty and staff with professional development designed to address the barriers to learning often experienced by our unduplicated students which will improve student achievement. This is how we are improving or increasing our services by more than 33.24% for our foster youth and low income students by allocating $198,323.00 towards actions principally directed towards our unduplicated pupils which is more than the required amount of $179,531.

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 additional concentration dollars are being used to fund additional staffing to provide interventions to underserved/ students requiring increased supports for academic growth and achievement.
Action 1.2 and Action 1.8 are specifically focused on providing increased direct services via class size reduction/grade-span adjustments and intervention programs as provided by teachers and paraprofessionals.

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		1 classified to 6 students
Staff-to-student ratio of certificated staff providing direct services to students		1 teacher to 7.5 students

2023-24 Total Expenditures Table

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$323,728.00	$23,315.00		$110,401.00	$457,444.00	$302,396.00	$155,048.00

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1.1	Purchase and Maintain Aeries Analytics	English Learners Foster Youth Low Income	$4,980.00				$4,980.00
1	1.2	Maintain Credentialed Teacher(s) for class size reduction	English Learners Foster Youth Low Income	$197,165.00				$197,165.00
1	1.3	Professional Development for Faculty and Staff	English Learners Foster Youth Low Income	$11,563.00				$11,563.00
1	1.4	Hiring and Maintaining Preschool /TK Teacher	All				$23,890.00	$23,890.00
1	1.5	Hire and Maintain Paraprofessionals	All				$58,278.00	$58,278.00
1	1.6	Student Incentives	English Learners Foster Youth Low Income	$8,520.00				$8,520.00
1	1.7	Technology ITS	All	$15,000.00				$15,000.00
1	1.8	Tutoring /Intervention	All	$0.00	$5,000.00			$5,000.00
1	1.9	Supplemental Curriculum and Programs	All		$3,315.00		$5,324.00	$8,639.00
1	1.10	Purchase Technology	All				$5,000.00	$5,000.00

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1.11	Paraprofessional Professional Development	All		$15,000.00			$15,000.00
2	2.1	Provide Training Aeries Analytics		$0.00				$0.00
2	2.2	Administer Local Climate Survey	All					
2	2.3	Conduct FIT Survey	All					
2	2.4	Provide transportation	All	$80,000.00				$80,000.00
2	2.5	Providing all students with meals	All				$3,000.00	$3,000.00
2	2.6	Parent Liaison	All				$1,500.00	$1,500.00
2	2.7	Family and Parent Involvement	English Learners Foster Youth Low Income	$6,500.00				$6,500.00
2	2.8	Indirect Costs	All				$13,409.00	$13,409.00

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
$552,444.00	$177,744.00	32.17%	0.00%	32.17%	$228,728.00	0.00%	41.40 %	**Total:**	$228,728.00
								LEA-wide Total:	$228,728.00
								Limited Total:	$0.00
								Schoolwide Total:	$15,020.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1.1	Purchase and Maintain Aeries Analytics	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$4,980.00	
1	1.2	Maintain Credentialed Teacher(s) for class size reduction	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$197,165.00	
1	1.3	Professional Development for Faculty and Staff	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$11,563.00	
1	1.6	Student Incentives	Yes	LEA-wide Schoolwide	English Learners Foster Youth Low Income	All Schools	$8,520.00	
2	2.7	Family and Parent Involvement	Yes	LEA-wide Schoolwide	English Learners Foster Youth Low Income	All Schools	$6,500.00	

2022-23 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$355,158.00	$416,706.00

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	Purchase Aeries Analytics	Yes	$15,000.00	$4,980.00
1	1.2	Maintain Credentialed Teacher for class size reduction	Yes	$114,139.00	$197,438.00
1	1.3	Professional Development for Faculty and Staff	Yes	$6,000.00	$6,168.00
1	1.4	Hiring and Maintaining Preschool Teacher	No	$27,117.00	$28,816.00
1	1.5	Hire and Maintain Paraprofessionals	No	$25,642.00	$22,609.00
1	1.6	Student Incentives	Yes	$5,104.00	$7,383.00
1	1.7	Technology ITS	No	$20,000.00	$12,593.00
1	1.8	Tutoring /Intervention	No	$12,000.00	$5,000.00
1	1.9	Supplemental Curriculum and Programs	No	$18,335.00	$21,896.00
1	1.10	Purchase Technology	No	$15,000.00	$0.00

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	1.11	Paraprofessional Professional Development	No	$15,000.00	$2,000.00
2	2.1	Provide Training Aeries Analytics	Yes	$0.00	$0.00
2	2.2	Administer Local Climate Survey	No	$0.00	$0.00
2	2.3	Conduct FIT Survey	No	$0.00	$0.00
2	2.4	Provide transportation	No	$60,777.00	$88,114.00
2	2.5	Providing all students with meals	No	$3,000.00	$3,000.00
2	2.6	Parent Liaison	No	$1,500.00	$1,500.00
2	2.7	Family and Parent Involvement	Yes	$5,000.00	$1,800.00
2	2.8	Indirect Costs	No	$11,544.00	$13,409

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)
$194,059.00	$148,043.00	$219,769.00	($71,726.00)	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	Purchase Aeries Analytics	Yes	$15,000.00	$4,980.00		
1	1.2	Maintain Credentialed Teacher for class size reduction	Yes	$114,139.00	$197,438.00		
1	1.3	Professional Development for Faculty and Staff	Yes	$2,000.00	$8,168.00		
1	1.6	Student Incentives	Yes	$5,104.00	$7,383.00		
2	2.1	Provide Training Aeries Analytics	Yes	$10,000.00	$0.00		
2	2.7	Family and Parent Involvement	Yes	$1,800.00	$1,800.00		

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)
$512,530.00	$194,059.00	0	37.86%	$219,769.00	0.00%	42.88%	$0.00	0.00%

Instructions

[Plan Summary](#)

[Engaging Educational Partners](#)

[Goals and Actions](#)

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

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

Introduction and Instructions

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

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

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

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

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

  - 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)

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

- 5. Total Planned Percentage of Improved Services

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

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

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

Contributing Actions Annual Update Table

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

- 6. Estimated Actual LCFF Supplemental and Concentration Grants

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

- 4. Total Planned Contributing Expenditures (LCFF Funds)

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

- 7. Total Estimated Actual Expenditures for Contributing Actions

    o   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)

    o   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 (%)

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

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

    o   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)

    o   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 %)

    o   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)

    o   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)

    o   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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