



LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Latrobe School District

CDS Code: 09-61911

School Year: 2023-24

LEA contact information:

Dave Scroggins

Superintendent/Principal

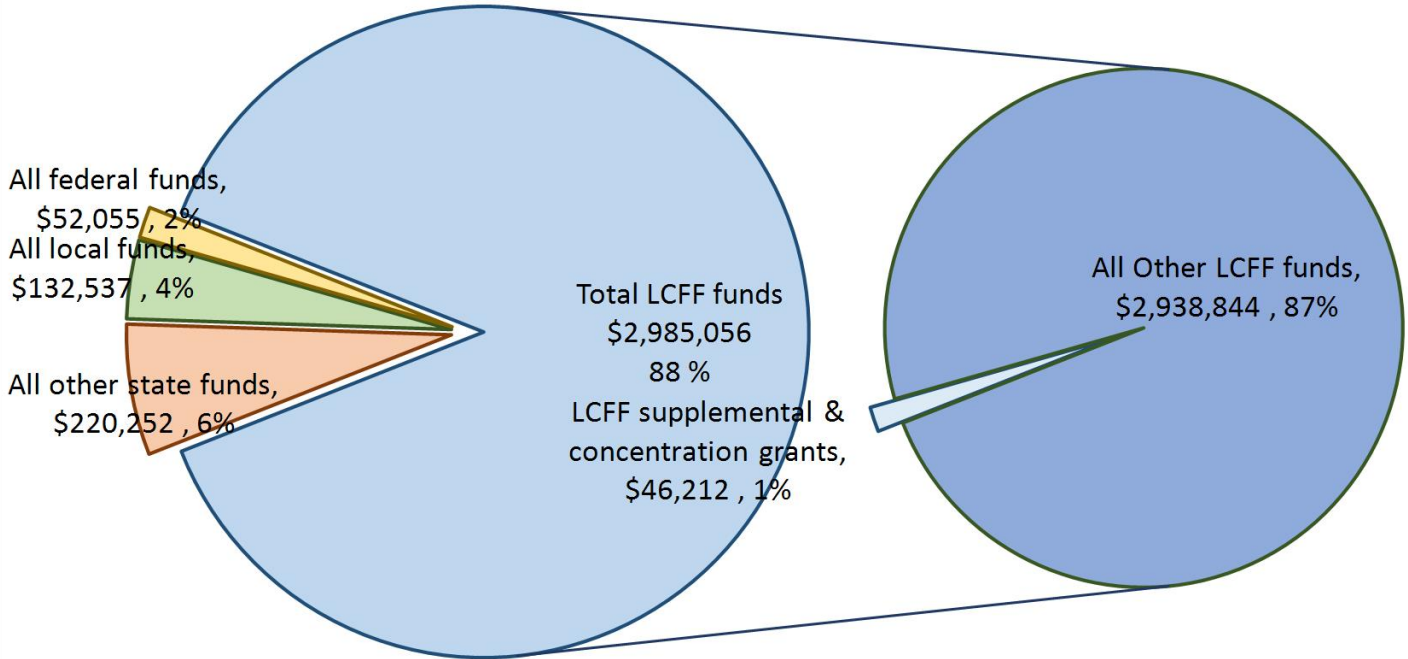
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School districts receive funding from different sources: state funds under the Local Control Funding Formula (LCFF), other state funds, local funds, and federal funds. LCFF funds include a base level of funding for all LEAs and extra funding - called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

Budget Overview for the 2023-24 School Year

Projected Revenue by Fund Source

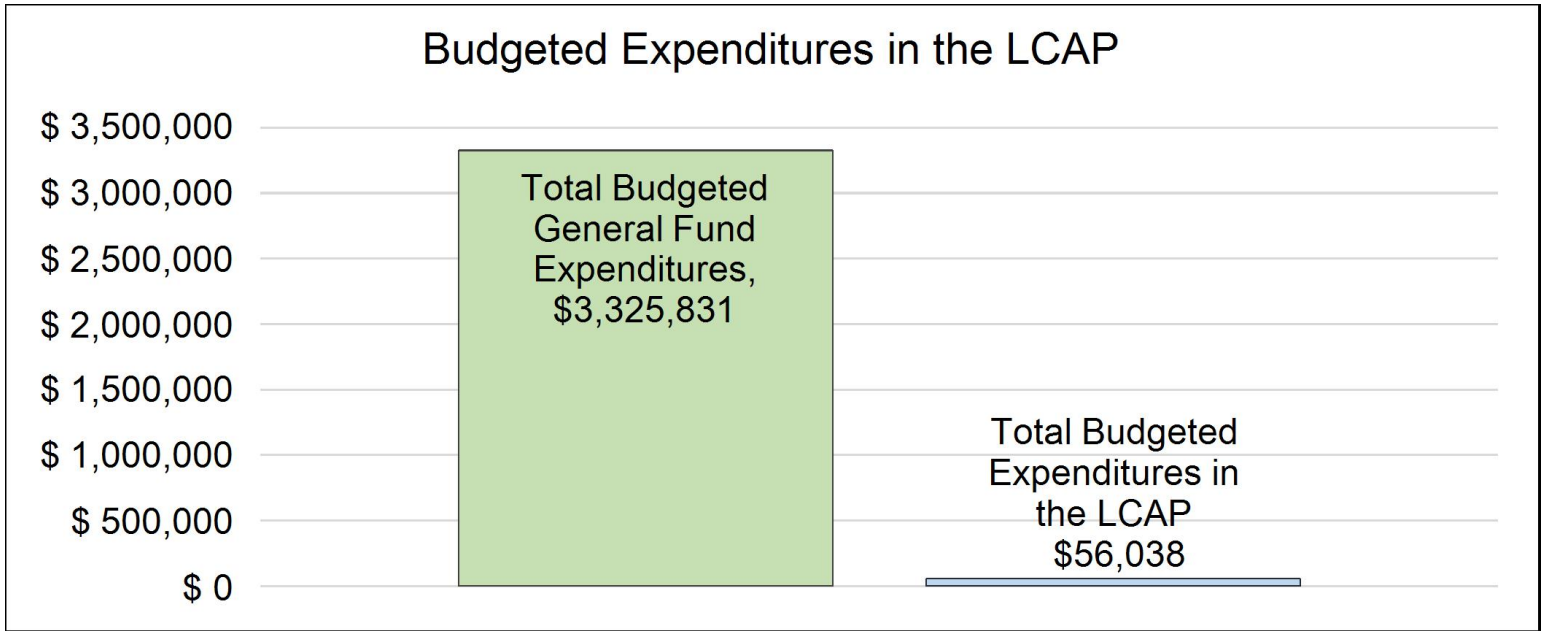


This chart shows the total general purpose revenue Latrobe School District expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Latrobe School District is \$3,389,900, of which \$2,985,056 is Local Control Funding Formula (LCFF), \$220,252 is other state funds, \$132,537 is local funds, and \$52,055 is federal funds. Of the \$2,985,056 in LCFF Funds, \$46,212 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

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



This chart provides a quick summary of how much Latrobe 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: Latrobe School District plans to spend \$3,325,831 for the 2023-24 school year. Of that amount, \$56,038 is tied to actions/services in the LCAP and \$3,269,793 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

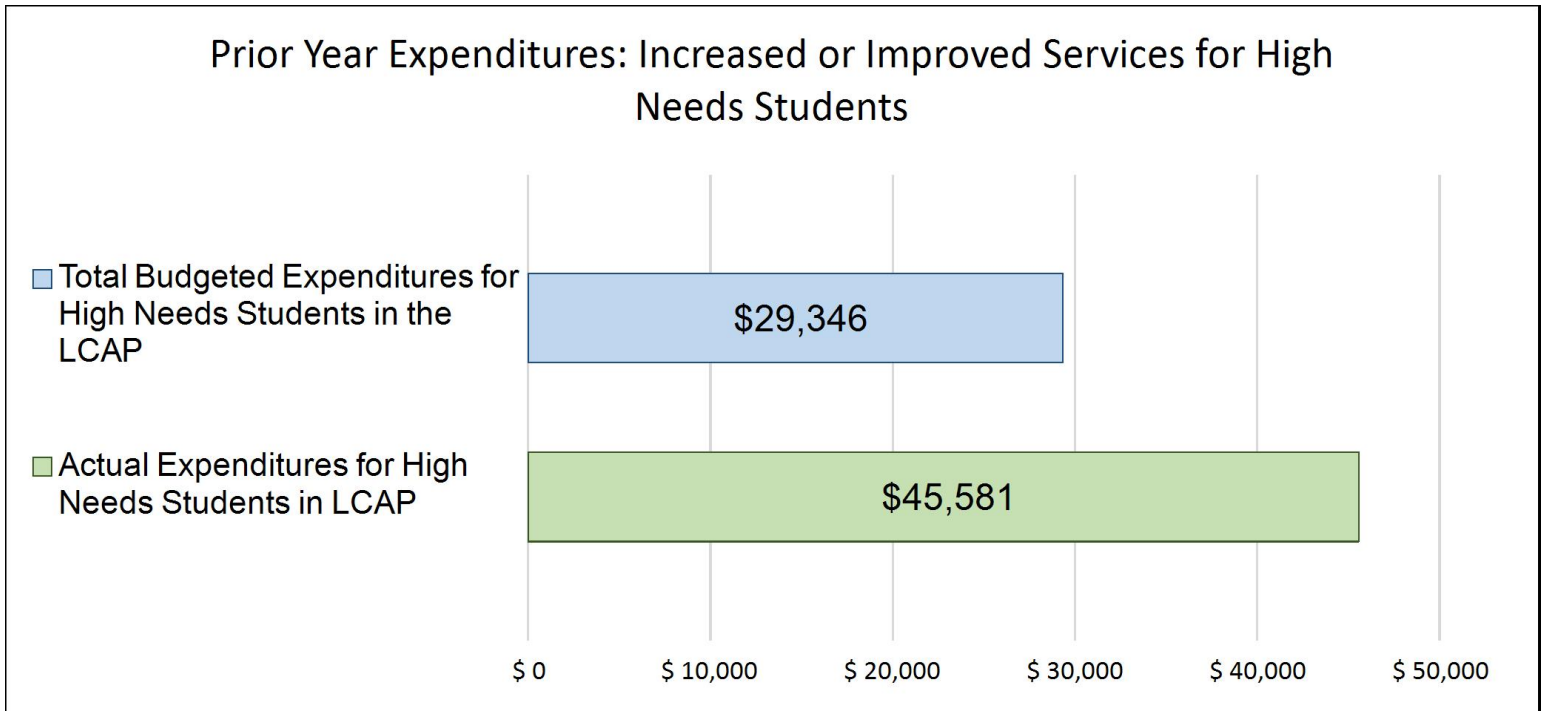
The remaining expenditures that are not included in the LCAP are the overall operating expenses of the district for the 2023-24 school year

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

In 2023-24, Latrobe School District is projecting it will receive \$46,212 based on the enrollment of foster youth, English learner, and low-income students. Latrobe School District must describe how it intends to increase or improve services for high needs students in the LCAP. Latrobe School District plans to spend \$46,212 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

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



This chart compares what Latrobe 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 Latrobe 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, Latrobe School District's LCAP budgeted \$29,346 for planned actions to increase or improve services for high needs students. Latrobe School District actually spent \$45,581 for actions to increase or improve services for high needs students in 2022-23.



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
Latrobe School District	Dave Scroggins Superintendent/Principal	dscroggins@latrobeschool.com (530) 677-0260

Plan Summary [2023-24]

General Information

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

The Latrobe School District is committed to providing for the intellectual, physical and social needs of each child. We provide a healthy and safe environment in which students can learn and grow. The Latrobe School District is a small, rural, TK-8 school district in the southwest corner of El Dorado County. The district encompasses approximately 35 square miles. There is a staff of 22, which includes a Superintendent/Principal, nine regular education teachers, one special education teacher, two paraprofessionals, one district secretary, one part time Chief Financial Officer, one part time Speech Therapist, one part time Nurse, a part time counselor, two school secretaries, one Director of Maintenance, and one custodial staff. The staff is professional and cohesive in its collaborative approach to planning and refining new and existing curriculum. California State Standards are being implemented in every classroom for every grade level. Latrobe Schools continue to emphasize student use of technology. Every classroom is equipped for individualized computing with 1:1 ratio of either iPads (TK-1) or Chromebooks (2-8). The Accelerated Reader Program is used to encourage students to read appropriately leveled books and to enable staff to track progress through testing on classroom workstations. The program is very successful and has markedly increased circulation of library books. District funds and donations are used to regularly update the library collection and purchase hardware and software as needed. Parent and community involvement at Latrobe Schools is positive and broad in scope. Parents volunteer in their children’s classrooms and in many other ways. Two parent groups that provide continuous and valuable support to the schools are the Parent Advisory Committee/School Site Council and our Parent Teacher Organization, the PTC. The Board of Trustees and district administration prioritizes the support of staff, students, improvements to the physical plant to ensure school site safety, accessibility and a positive school climate as district priorities. Latrobe School District continues to be recognized around the county and the state as a place where every student counts and each student is seen as a unique individual.

Reflections: Successes

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

The Latrobe School District’s remarkable achievement is documented on the State and Local Indicators for the California School Dashboard, on statewide CAASPP assessments, and on local benchmark tests. In the areas of English Language Arts and Math the district is performing significantly higher than the state and county average. A strong teaching staff with high expectations for student academic success has been the cornerstone for our instructional programs and instrumental in our progress.

The very first goal of our previous LCAP was, "Latrobe School District will provide a relevant, rigorous, and integrated curriculum designed to engage all students." Our efforts to meet Goal #1 were recognized in March, 2021 when Miller's Hill School was named a California Distinguished School. That is another remarkable achievement that sets our schools and district apart. Staff will continue to utilize the best and most current educational practices, coupled with multiple assessment measures, with a goal to equip every student with the skills necessary to be successful in an ever-changing world. This goal and the desire to provide all of our students with a "first class" education will continue to be the main focus of the district.

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.

One performance category that has been identified as an area in need of improvement is attendance. The California School Dashboard shows high rates of Chronic Absenteeism (35.3%). This is, in part, due to lengthy quarantines and isolations imposed by California Department of Health guidelines. However, other unexcused absences also contributed to our higher absenteeism rate and should be addressed.

We will continue to work with parents, staff, and students to raise awareness around the importance of good attendance and will continue to work with families, early on, to identify poor attendance and provide interventions and support. Plans to incentivize positive attendance are also being explored

LCAP Highlights

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

The new district LCAP retains many of the goals in our previous LCAP. We continue to have high expectations for academic achievement across the district and the desire to maintain a climate that is welcoming, positive and safe for our students and staff. Our facilities are in excellent condition. The staff and Board of Trustees will continue develop long and short term plans to maintain our schools, grounds, and water systems.

We have made some important additions to our three-year plan. After analyzing and considering feedback from our educational partners, including students, staff, and families, we have added actions to further support social emotional learning at both campuses. A part time teacher on special assignment was hired in November of 2022 to support students through classroom based lessons, structured playground activities, and teacher training. Through this work, it is our goal that students have the social and emotional skills necessary to achieve their fullest potential in all areas, including academics.

Additionally, after reviewing feedback from parents and staff, we have recognized that students at Latrobe Elementary have fewer opportunities for participation in extracurricular activities, such as sports, music, and electives. To address this, an action was created to provide after school enrichment classes for Latrobe students. The district provided materials and an instructor to facilitate these courses.

At the start of the 2022-2023 school year, we expanded our food service program to provide breakfast and lunch to all interested students. This was a large undertaking, requiring the purchase of additional kitchen equipment and the hiring of trained personnel. This action provided a valuable service to our students and families.

In accordance with new state law, we are continuing to expand our transitional kindergarten program. In the 2023-2024 school year, we will expand our enrollment window to accept students who turn 5 by April 2nd. We will provide additional curriculum to better target the unique academic and social needs of transitional kindergarten students. A full time paraeducator has also been hired to assist in this classroom, keeping the ratio of students to staff at or below 12:1. This paraeducator will also work with struggling students using the Response to Intervention (RtI) approach.

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.

This does not apply to our school district.

Support for Identified Schools

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

This does not apply to our school district.

Monitoring and Evaluating Effectiveness

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

This does not apply to our school district.

Engaging Educational Partners

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

Stakeholder engagement is a high priority in the Latrobe School District. Maintaining open communication between staff members and our families is an ongoing goal, therefore meet and confer meetings are held several times per year with classified and certificated groups. The Latrobe School District does not have bargaining units and therefore does not consult with “union representatives”. Based on data gathered from our annual parent survey, we have determined the methods of communication that parents find most helpful. Using that information, we have made adjustments to our methods of communication in order to solicit increased input on the Local Control Accountability Plan.

In the process of developing the LCAP, information is gathered from stakeholder groups including parents, teachers, other school personnel, and students. The Parent Teacher Club (PTC) holds meetings monthly (or more often) and the Site Council/Parent Advisory Committee meets approximately three times each year. This year, we recruited a parent of a special education to join our PAC to lend perspective and offer suggestions relative to the needs of students with disabilities.

In their roles as parent and teacher leaders, these groups review our state test scores, offer input on school climate from their own perspective, review the LCAP and assist the staff with revisions to current actions and the creation of new actions based on needs and wants. Similarly, the staff and students in grades 4-8 are also surveyed in the spring to determine perceived strengths and needs of the district. The Board of Trustees are also involved in the annual review of LCAP goals.

Collectively, all information is reviewed, trends are analyzed, and revisions to the LCAP are made in accordance with the data.

El Dorado County SELPA was also consulted on March 9, 2023. The District does not have an English Language Advisory Committee, so there was no engagement process with that group to note.

A summary of the feedback provided by specific educational partners.

A summary of the data received in the 2023 Parent Survey, administered from March 3 – March 17 indicates that a majority of parents are appreciative and satisfied with the current work our schools are doing with respect to academics, safety, and school-community relationships. When asked about whether their children are appropriately challenged academically, 90.2% of respondents indicated that they agree or strongly agree. 92.1% of the parents who responded also felt that the schools are doing a good job of building academic stamina, while 90.3% of respondents agreed or strongly agreed that our teachers promote positive communication and collaboration skills in the classroom.

Last year (Spring of 2022), when parents were asked if their child received that appropriate amount of homework, 15% disagreed, suggesting that further investigation into this issue would be worthwhile. This year we surveyed parents from each grade level to get a clearer picture regarding homework. Results varied by grade, and those results will be shared with each teacher at each grade level.

When asked questions regarding safety at school, 96.8% of respondents reported that their child feels safe at school. 93.6% of parents also shared that they feel well informed about the district's safety procedures and 96.8% of those surveyed reported that the buildings and grounds are in good condition. Last year, a relative weakness appeared when asked about whether the district's transportation services are safe. On this question, only 78.9% of those surveyed agreed or strongly agreed that our transportation service was safe. That year we had a coolant line break that sprayed hot water onto a couple of students' legs. This incident, combined with a couple of other breakdowns, may have played a role in the relatively lower scores for transportation. This year, over 90% of survey respondents said that the transportation services are safe.

Results from the parent survey also indicated that school-community relationships are a strength. 95.1% of parents reported that they receive support from the school when needed and 94.7% feel that the school views parents as partners in the educational process. 95.2% of parents believe that school staff shows respect for students and parents and 95.2% of parents found the office staff to be helpful. Finally, 92% of parents reported that their child enjoys going to school and 98.3% of those surveyed feel that our schools are welcoming and inclusive!

The parent survey also included open-ended questions to highlight areas the district is performing well and any areas in which the district could improve. These open-ended responses were analyzed and trends were identified. When asked what the district is doing well, parents were pleased with the caring nature of our staff, effective communication, and positive relationships between staff, students, and parents. Academics and safety were also mentioned by a relative majority. When asked about ways that the school could improve, adding field trips was the most frequently mentioned. Additional after school sports practices were also requested, as were additional opportunities for music, art, and foreign language instruction.

Equally important, if not more so, is the information we collect from our 4-8 grade students in the annual student survey. This year, students were surveyed the weeks of March 20 and March 27th. The results of their surveys reveal some bright spots, especially around our efforts to provide a high quality and rigorous education, but also give us some valuable areas to consider for growth and improvement.

Of the students who participated in this year's survey, 89.5% reported that their teachers and other adults at school cared about them. 94.4% of students also reported that teachers have high academic standards and 94.3% of students shared that teachers give enough help so that everyone can learn, even when things are difficult or challenging. 90.4% of students said that the adults have built a positive learning environment and 89.7% of teachers promote tolerance and acceptance. When it comes to having sufficient materials in class, 93.1% of students reported that they have the technology needed to be successful. However, only 79.6% of students reported that they feel recognized for their efforts.

When asked about social issues, it was interesting to see that 11% moved once or more last year. This is down from the 20% of students who reported moving in the previous year. And, while there were no reports of drugs or alcohol at school, one student reported that he or she had observed smoking or vaping. 78.2% of students reported that they come to school well rested, which is up from the 55% of students who reported that they came to school rested and alert last year. Last year, only 35.3% reported that they are excited to learn, but this year that number rose to 60.2%. Finally, approximately 80% of students reported that their peers are respectful to staff and 70.5% of students indicated that they are respectful to other students.

Our students, like our parents, we also asked open-ended questions about what their school does well and in what ways their school might be able to improve. Our students frequently shared that our teachers and staff do a great job of teaching and providing academic support. They also said that our staff makes learning fun. We also received comments related to the genuine care that our staff has for the students and the safe environment they provide. When asked how our schools might improve, responses had to do with a desire for more recess time and field trips. Several students also expressed a need for “better” lunches. Students reported that they’d like to have more playground equipment and opportunities to play. Several students also reported that they’d like to see more students following the rules.

Finally, we met with the staff on March 27th. Because our staff has a bit more knowledge and understanding of the LCAP, discussion was specifically aligned to each of the three goals.

Teachers, in general, spoke highly of the academic rigor and focus on achievement that is common across the grades. The staff also noted the positive impact that small class sizes have on learning and student relationships. In the area of school climate, staff gave high marks to the relationships we form with colleagues and students. Staff members also reported a need for continued social emotional learning programs and a renewed focus on Positive Behavioral Supports and Interventions (PBIS). They also spoke highly of the way our campuses are maintained and kept safe.

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

Based on common feedback from the surveys administered to our parents, students, and staff, we hired a part time teacher on special assignment to coordinate and deliver weekly, classroom-based, social emotional lessons to students, help coordinate our Positive Behavioral Interventions and Supports (PBIS) program, and work with students during recess to facilitate cooperative play, improve recess behaviors, and ensure a safer, more respectful playground environment. We plan to continue this initiative into the 2023-2024 school year. We will also provide curriculum and playground equipment to support these activities and provide training to the coordinator, who can, in turn, provide training and support to staff.

Based on feedback, we will develop and share our field trip scope and sequence and prioritize access to quality field trips for students in all grades.

Based on feedback, we will continue to provide after school enrichment, such as art classes. Some of these after school opportunities may run in conjunction with our Expanded Learning Opportunities Program.

Although not specifically listed as new actions in the LCAP, our staff, based on the feedback received, will also explore examine our practices related to homework and look for additional ways to recognize students for exemplary academic and social performance.

Goals and Actions

Goal

Goal #	Description
1	Latrobe School District will provide a relevant, rigorous, and integrated curriculum designed to engage all students and ensure that they are college and career focused upon completion of eighth grade. Staff will utilize best educational practices and multiple assessment measures to equip every student with the skills necessary to be successful in an ever-changing world. (Priority 1, Priority 2, Priority 4)

An explanation of why the LEA has developed this goal.

Latrobe School District has enjoyed high levels of academic achievement. This goal supports our continuing efforts to provide a rigorous and successful academic program aligned to the California State Standards for every student in the district. New curriculum adoptions will be prioritized with Science and Health projected to be in place by the end of the 2021-2022 school year. New Math curriculum will be reviewed over the course of the next two years. In addition, supporting career and college readiness, students will participate in unique classroom experience that encourage participation in CTE pathways when attending our local high schools. To further support this goal our stakeholders have indicated a desire to improve our Physical Education (PE) program. Improvements to the PE program will include hiring a part time PE teacher and upgrading PE equipment. An added benefit of a PE teacher will be planning/prep time for classroom teachers which in turn benefits our students.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
ELA CAASPP Scores	86% Met or Exceeded Standard	81.1% Met or Exceeded Standard	73.5% Met or Exceeded Standard		90% Met or Exceeded Standard
Math CAASPP Scores	77% Met or Exceeded Standard	68.9% Met or Exceeded Standard	62.8% Met or Exceeded Standard		90% Met or Exceeded Standard
Science CAASPP Scores (CAST)	59% Met or Exceeded Standard	55.2%	55.6% Met or Exceeded		75% Met or Exceeded Standard
Third Grade Students Reading at Grade Level as measured by	87% Reading at Grade Level	87.5% Reading at Grade Level (AR	83.3% Reading at the 3rd Grade level or higher (AR Report		90% Met or Exceeded Standard

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Accelerated Reader Results		Report Generated (April 8, 2022)	Generated April 11, 2023)		
EL Reclassification Rate	There were no EL Students Enrolled 2020-21	No Students Reclassified due to limited time in District	No Students Reclassified due to limited time in District		Reclassify EL Students within three years of enrolling in the District
Percentage of English Learners making improvement on ELPAC	No English Learners in district.	Baseline established for English Learner progress. Growth to be reported in Year 2.	English Learners who took the Summative ELPAC in the Spring of 2022 all scored a "3" or "moderately developed". New English learners who took the initial ELPAC all scored a "1" or "Novice English Learner".		80% of English learners will score a 3 or higher on the Summative ELPAC

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Increase CAASPP Scores for all students focusing in on Foster Youth, English Learners and Socioeconomically Disadvantaged students.	Students in grades three through eight will increase CAASPP scores in the areas of ELA, Math and Science. Our goal is to increase the number of students that meet or exceed the standard for their grade level with a particular focus on Foster Youth, English Learners and Socioeconomically Disadvantaged students. Paraeducator support will be provided to help meet this goal. For English Learners, designated and integrated English Language Development will be provided.	\$29,658.00	Yes
1.2	Pilot an NGSS aligned Science Curriculum	The district will participate in opportunities to review and adopt science materials. The new science materials will positively impact science instruction across the district and increase student achievement on the California Science Test (CAST). Action completed in 2022-2023. The	\$0.00	No

Action #	Title	Description	Total Funds	Contributing
		district will provide ongoing training and support to teachers so that they can effectively use this program with all students.		
1.3	Increase reading levels for all students in grades K-3	<p>Use the additional Instruction Aide time to accomplish the following:</p> <ul style="list-style-type: none"> • Provide Systematic Instruction in Phonological Awareness, Phonics, and Sight Words (SIPPS) instruction in grades K-3. • Measure outcomes and record data on the following assessments: • SIPPS Placement and mastery tests • STAR Placement Accelerated Reader • Running Records • BPST • Johnston Spelling • NWEA MAP tests <p>ACTION COMPLETED IN 2021-2022.</p>	\$0.00	No
1.4	Review math materials for adoption	District staff will review the new math materials in the 2023-2024 school year with possible consideration of adoption in the 2024-2025 school year.	\$0.00	No
1.5	Provide after school tutoring at Latrobe Elementary and Miller's Hill School	Students who are performing below grade level on local assessments in math and reading will be referred to the after school tutoring program. Teachers will provide additional instruction after school one to two days per week as needed. ACTION COMPLETED IN 2021-2022 using Expanded Learning Opportunity Grant. Tutoring services will continue using funds not accounted for in the LCAP.	\$0.00	No
1.6	Physical Education Teacher	The district will hire a part-time credentialed PE teacher to provide PE instruction at both school sites two days per week. ACTION COMPLETED IN 2021-2022.	\$0.00	No

Action #	Title	Description	Total Funds	Contributing
1.7	Health Curriculum	Health Curriculum will be reviewed for grades 7-8 to replace the Positive Prevention Plus curriculum currently in place. ACTION COMPLETED IN 2021-2022.	\$0.00	No
1.8	Support for Transitional Kindergarten Expansion	In 2022-2023, the district will begin an expansion of our current transition kindergarten program, accepting students who turn five by February 2nd. In 2023-2024, the window will expand to April 2nd. To meet the needs of additional students and to comply with state requirements, we will hire a full time paraeducator to support the students in the class and keep the ratio of students to staff at or below 12:1. This paraeducator will help support students using the Response to Intervention model, specifically supporting English learners, socioeconomically disadvantaged students and Foster Youth.	\$0.00	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.

By and large, the Latrobe School District was successful in implementing the actions associated with Goal 1. Paraeducator support, coupled with other instructional practices and curricular resources has led to high levels of student achievement when measured on the CAASPP tests. The district was successful in piloting and adopting a new NGSS-aligned science curriculum and is committed to providing ongoing training and support to ensure that the program is successful. Action 1.4 was delayed, but in cooperation with the El Dorado County Office of Education, we plan to review math curriculum, as well as instructional materials related to health, beginning in the 2023-2024 school year. The District was also successful in hiring a PE teacher who continues to provide instruction for our students in grades TK-8. Next year, we will continue to provide a TK/K paraeducator to help support the needs of students, especially those students who are socioeconomically disadvantaged, Foster Youth, or English learners.

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.

There were no material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

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

The actions set forth in Goal 1 were effective in advancing the academic proficiency of our students as a whole. CAASPP Tests, AR Reading measures, and local benchmark assessments all show that students are making very impressive growth towards meeting the California State Academic Standards. English learners who have been in the district for two years or more are testing at a level 3 or higher on the ELPAC. English learners who have been enrolled in the District for less than a year are still testing at a novice level, but we expect those scores to improve over time.

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.

After reflecting on our practice this year and reviewing the measureable outcomes listed above, we plan to refocus our paraeducators to deliver more targeted assistance to English learners, as well as any students who are socioeconomically disadvantaged or Foster Youth. We have also amended the timelines for review of math and health instructional materials to align with the support the El Dorado County Office will be providing. Other actions contained in this Goal, such as the hiring of a PE teacher and providing after school intervention, although listed as completed, are expected to continue, although alternative funding sources may be used.

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	Latrobe School District will create and sustain a positive and respectful school environment that supports and promotes teaching and learning. Partnering with families and stakeholders, we will promote a climate and culture for students to set positive goals, make responsible and purposeful choices that support an atmosphere of physical and emotional safety. (Priority 3, Priority 5, Priority 6)

An explanation of why the LEA has developed this goal.

During the 2019-2020 school year district staff members were trained in Tier 1, 2, and 3 levels of Positive Behavior Intervention Strategies (PBIS). It is our goal to continue implementing the system with efficacy, refining our practice and ensuring that we are meeting the needs of our staff and students. Our desired outcome will be a decrease in negative behaviors and an increase in student attendance. The district also recognizes the increased need for Social and Emotional health for our staff and students. To support those needs, the district has maintained a school counselor for the past three years. In 2020-2021 we went from a schedule of two days per week down to one. Offering counseling services for our students two days per week is preferable and allows the counselor to spend one day per week at each school site. Two days per week allows the counselor to provide in class lessons and individual and small group sessions. Providing extra time for counseling supports this goal and the desire to maintain our positive and respectful school environment.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Student Suspension Rate	1.9%	0% (As of April 28, 2022)	3.1% (As of April 13, 2023)		1.5%
Student Referral Rate	6%	2.4% (As of April 28, 2022)	4.3% (As of April 13, 2023)		4%
Attendance Average	96%	90.1% (As of April 28, 2022)	94.2% (As of April 13, 2023)		97%
Chronic Attendance Rate	3.9%	35% (As of April 28, 2022)	18.6% (As of April 13, 2023)		2.5%
Middle School Dropout Rate	0%	0% (As of April 28, 2022)	0% (As of April 13, 2023)		0%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Expulsion Rate	0%	0% (As of April 28, 2022)	0% (As of April 13, 2023)		0%
Parent Survey Results (Welcoming School Climate)	81.25% Strongly Agree (18-19)	100% (Agree and Strongly Agree)	98%		85%

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	Decrease student suspensions	Student suspensions will decrease by 2%. Continue to implement PBIS program at both schools.	\$0.00	No
2.2	Decrease student referrals	Referrals to the office for negative behavior will decrease by 2%. Continue to implement PBIS program at both schools.	\$0.00	No
2.3	Increase average daily attendance rate	Average daily attendance will maintain or exceed 95%. Continue to implement PBIS program at both schools.	\$0.00	No
2.4	Decrease chronic attendance rate	The chronic attendance rate will decrease by 1%. Continue to implement PBIS program at both schools.	\$0.00	No
2.5	School Counselor	Increase the school counselor from one day per week to two days per week, one day at each school. ACTION COMPLETED IN 2021-2022. Update: For the 2023-2024 school year, we will direct the counselor to spend no less than 30% of her time targeting socioeconomically disadvantaged students, English learners, and Foster Youth.	\$6,554.00	Yes

Action #	Title	Description	Total Funds	Contributing
2.6	PBIS Professional Development	Staff members will be encouraged to engage in ongoing, in house PBIS professional development. Staff members will be encouraged to attend PBIS specific events and conferences.	\$0.00	No
2.7	Social Emotional Learning/PBIS Coordinator (Teacher on Special Assignment)	The District will hire a part time (two days per week) teacher on special assignment to coordinate and deliver weekly, classroom-based, social emotional lessons to students, help coordinate our Positive Behavioral Interventions and Supports (PBIS) program, and work with students during recess to facilitate cooperative play, improve recess behaviors, and ensure a safer, more respectful playground environment. We will also purchase curriculum and playground equipment to support these activities and provide training to the coordinator, who can, in turn, provide training and support to staff. ACTION COMPLETED IN 2022-2023. Social emotional learning supports will be provided to everyone; however, focus will be placed on socioeconomically disadvantaged students, as economic disadvantage has been correlated to lower development of such skills (Organisation for Economic Cooperation and Development (OECD) Survey on Social and Emotional Skills, 2015)	\$10,000.00	Yes

Goal Analysis [2022-23]

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

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

The Latrobe School District made good progress in completing the actions associated with Goal 2. Most notably, the District was successful in providing a teacher on special assignment to deliver Social Emotional Learning lessons to students and offer related professional development to teachers. We did see a rise in our suspension rate this year, but given that in the previous year there were no suspensions at either school site, any incidents of suspension would constitute an increase. This year, we also saw a drop in Chronic Absenteeism, but given the very high rate of 35% we experienced last year, we feel there is still work to do in this area.

Although we had planned to hire our own counselor to provide services for two days per week, we were unable to find a candidate. Recognizing the importance of counseling services, we contracted with It Takes the Village to provide one day of counseling, even though the cost was quite a bit higher than would have been otherwise.

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.

There were no material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

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

The actions contained in Goal 2 were effective in sustaining a positive and respectful school environment that supports and promotes teaching and learning. Students, when surveyed, reported high levels of satisfaction regarding school culture and climate. They shared that they feel the staff is supportive, caring, and that they help build a positive learning environment. Parents shared similar views when surveyed. (See Engaging Educational Partners Section).

As mentioned above, we did see a rise in the number of suspensions, but no students were suspended in the previous year, and therefore any suspension would be reflected as an increase.

Unfortunately, our Chronic Absenteeism numbers continue to be high. Although fewer students were chronically absent, the District feels more needs be done in this area. Increased communication with families and student incentives related to positive attendance, provided through our Positive Behavioral Incentives and Supports (PBIS) system, will be employed to address this.

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.

Although we had planned to transition the Social Emotional Learning teacher back into the classroom, we feel that the benefits she is proving to the students are worth keeping this program in place for another year. During the second year, we will continue to provide students with explicit instruction to increase their social emotional competency, but we will also renew our efforts to provide more professional development to general education teachers so that they can deliver these lessons and supports to their own class in the future.

Next year, we intend to have our school counselor spend no less than 30% of her time targeting the needs of unduplicated pupils.

Additionally, it is our plan to begin tying attendance to the rewards available in our Positive Behavioral Interventions and Supports (PBIS) program. We understand that students need to stay home when sick to reduce the spread of communicable illness, but if a student is

otherwise able to attend school, we want to ensure they are present and engaged. It is our hope that incentivizing positive attendance will cut down on avoidable absences, vacations, etc.

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

Goals and Actions

Goal

Goal #	Description
3	All students will have access to basic educational services. All teachers will be fully credentialed in the subject areas and grade levels they are teaching. Students will have access to standards aligned instructional materials. Facilities will be maintained in good repair. (Priority 1, Priority 7, Priority 8)

An explanation of why the LEA has developed this goal.

In order to meet the criteria of the William's Act, the district intends to continue to provide current curriculum, appropriately credentialed and assigned teachers and to maintain the facilities in good repair.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Students will have access to California State Standards based materials.	Standards based adopted curriculum in: 1. ELA 2. Math 3. Social Studies	Standards based adopted curriculum in: 1. ELA 2. Math 3. Social Studies	Standards based adopted curriculum in: 1. ELA 2. Math 3. Social Studies 4. Science		Standards based adopted curriculum in: 1. ELA 2. Math 3. Social Studies 4. Science
Teachers are fully credentialed and appropriately assigned.	100% of teachers are fully credentialed and assigned for their subject and grade level.	100% of teachers are fully credentialed and assigned for their subject and grade level.	100% of teachers are fully credentialed and assigned for their subject and grade level.		100% of teachers are fully credentialed and assigned for their subject and grade level.
Facilities are maintained in good repair.	100% of site inspections show good or excellent findings.	100% of site inspections show good or excellent findings.	100% of site inspections show good or excellent findings.		100% of site inspections show good or excellent findings.
William's Act complaints.	0	0	0		0

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	Adopt Next Generation Science Standards curriculum	The district seeks to research, review, adopt, and implement new science materials for grades TK-8. *See Goal 1 Action 2. Adoption completed in 2022-2023.	\$0.00	No
3.2	Teachers are fully credentialed	All teachers will be fully credentialed for the grade levels they teach or the subject matter that they teach.	\$0.00	No
3.3	Facilities are in good repair	Maintenance of each school will be a priority measured by monthly inspection reports. Short and long term maintenance goals will be maintained by the Superintendent/Principal, the Director of Maintenance, the Chief Financial Officer. These goals will be reviewed with the Board of Trustees in the fall of each year. A deferred maintenance plan has been developed to guide repair and maintenance projects each year.	\$10,000.00	No
3.4	William's Act Complaints	We will strive to have no complaints on the annual County Office of Education William's Act Review. See Goal 3 Action 3.	\$0.00	No

Goal Analysis [2022-23]

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

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

All actions listed in Goal 3 were carried out as written.

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.

There were no material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

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

The actions contained in Goal 3 effectively provided all students with access to basic educational services. All teachers were fully credentialed in the subject areas and the grade levels they teach. All students were provided with access to standards aligned instructional materials and there were no Williams Act violations. Additionally, all facilities were well maintained and in good repair, as indicated on our Facility Inspection Tool report. All in all, the actions listed in Goal 3 were very effective in allowing us to make progress towards this specific goal.

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

The district recognizes the effectiveness of the actions contained in Goal 3, and as such, plans to continue all but Action 1.1. Action 1.1 pertains to the adoption of NGSS-aligned science materials which was completed in the 2022-2023 school year. However, ongoing professional development and support will be still provided to ensure that these new instructional materials continue to meet the needs of our students.

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)
46212	0

Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
2.86%	0.00%	\$0.00	2.86%

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.

As demonstrated in the Measuring and Reporting Results section of Goal 1, CAASPP ELA data and Third Grade Accelerated Reader shows a decline in performance from Year 1 to Year 2. Additionally, our reclassification rate for EL Students has remained stagnant and we have several newly enrolled children who are scoring at the novice level on the Initial ELPAC.

To address this need, supplemental funds will be principally directed to serve students in grades Transitional Kindergarten, Kindergarten, First, Second, and Third at Latrobe Elementary School that include low-income, English Learners, and foster youth. Currently, there are eight English Learners in the district and approximately 20 students who are socioeconomically disadvantaged. Individual and small group interventions will target all under-performing students based on local assessments, diagnostic tests, and teacher observation, with an emphasis on Foster Youth, English learners, and socioeconomically disadvantaged students. One or more paraeducators, under the direction of classroom teachers will provide RtI support in phonics (SIPPS), reading fluency development, and comprehension. This research-based instructional strategy of targeted, instruction scaffolding in smaller groups provides the most effective intervention for our at risk students. The Strategic School Making the Most of People, Time and Money (Corwin Press 2008).

We expect this action to improve CAASPP reading performance and increase the number of students eligible for EL Reclassification. However, as all elementary students reading below grade level might also benefit, these actions are being provided on a Schoolwide basis.

As demonstrated in the Measuring and Reporting Results section of Goal 2, suspension rates, referrals, and rates of chronic absenteeism have increased when compared to previous years.

To address these needs, the District will hire or contract the services of a school counselor to assist students. The District will work with the counselor to ensure that approximately 30% of his or her service is directed to meet the needs of English learners, socioeconomically disadvantaged students, and Foster Youth.

The District will also hire a part time (two days per week) teacher on special assignment to coordinate and deliver weekly, classroom-based, social emotional lessons to students, help coordinate our Positive Behavioral Interventions and Supports (PBIS) program, and work with students during recess to facilitate cooperative play, improve recess behaviors, and ensure a safer, more respectful playground environment. We will also purchase curriculum and playground equipment to support these activities and provide training to the coordinator, who can, in turn, provide training and support to staff. Social emotional learning supports will be provided to everyone; however, focus will be placed on socioeconomically disadvantaged students, as economic disadvantage has been correlated to lower development of such skills (Organisation for Economic Cooperation and Development (OECD) Survey on Social and Emotional Skills, 2015)

We expect this action to lower the suspension rate and improve attendance for English learners and socioeconomically disadvantaged students. However, as all elementary students are expected to benefit, these actions are being provided on a Schoolwide basis.

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

Services for foster youth, English learners, and low income students are being increased by adding additional paraeducator support at Latrobe Elementary. The paraeducator will support students in the classrooms and in targeted small group settings outside the classroom.

Services for foster youth, English learners, and low income students are being increased by adding a part time (two days per week) teacher on special assignment to coordinate and deliver weekly, classroom-based, social emotional lessons to students, help coordinate our Positive Behavioral Interventions and Supports (PBIS) program, and work with students during recess to facilitate cooperative play, improve recess behaviors, and ensure a safer, more respectful playground environment.

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 Latrobe School District does not receive Concentration Grant funding.

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	NA	NA
Staff-to-student ratio of certificated staff providing direct services to students	NA	NA

2023-24 Total Expenditures Table

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	\$46,212.00	\$10,000.00			\$56,212.00	\$39,658.00	\$16,554.00

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1.1	Increase CAASPP Scores for all students focusing in on Foster Youth, English Learners and Socioeconomically Disadvantaged students.	English Learners Foster Youth Low Income	\$29,658.00	\$0.00	\$0.00	\$0.00	\$29,658.00
1	1.2	Pilot an NGSS aligned Science Curriculum	All	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
1	1.3	Increase reading levels for all students in grades K-3	All	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
1	1.4	Review math materials for adoption	All	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
1	1.5	Provide after school tutoring at Latrobe Elementary and Miller's Hill School	Students performing below grade level in reading and math. evel. All	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
1	1.6	Physical Education Teacher	All	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
1	1.7	Health Curriculum	All	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
1	1.8	Support for Transitional Kindergarten Expansion	All	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
2	2.1	Decrease student suspensions	All	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
2	2.2	Decrease student referrals	All	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
2	2.3	Increase average daily attendance rate	All	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
2	2.4	Decrease chronic attendance rate	All	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
2	2.5	School Counselor	English Learners Foster Youth Low Income	\$6,554.00	\$0.00	\$0.00	\$0.00	\$6,554.00
2	2.6	PBIS Professional Development	All	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
2	2.7	Social Emotional Learning/PBIS Coordinator (Teacher on Special Assignment)	English Learners Foster Youth Low Income	\$10,000.00	\$0.00	\$0.00	\$0.00	\$10,000.00
3	3.1	Adopt Next Generation Science Standards curriculum	All	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
3	3.2	Teachers are fully credentialed	All	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
3	3.3	Facilities are in good repair	All	\$0.00	\$10,000.00	\$0.00	\$0.00	\$10,000.00
3	3.4	William's Act Complaints	All	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00

2023-24 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
1,613,553	46212	2.86%	0.00%	2.86%	\$46,212.00	0.00%	2.86 %	Total:	\$46,212.00
								LEA-wide Total:	\$0.00
								Limited Total:	\$0.00
								Schoolwide Total:	\$46,212.00

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	Increase CAASPP Scores for all students focusing in on Foster Youth, English Learners and Socioeconomically Disadvantaged students.	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools	\$29,658.00	
1	1.8	Support for Transitional Kindergarten Expansion				Specific Schools: Latrobe elementary TK-K	\$0.00	
2	2.5	School Counselor	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools	\$6,554.00	
2	2.7	Social Emotional Learning/PBIS Coordinator (Teacher on Special Assignment)	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools	\$10,000.00	

2022-23 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	\$62,700.00	\$83,619.00

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	Increase CAASPP Scores for all students focusing in on Foster Youth, English Learners and Socioeconomically Disadvantaged students.	Yes	\$21,458.00	\$29,311
1	1.2	Pilot an NGSS aligned Science Curriculum	No	\$0.00	0
1	1.3	Increase reading levels for all students in grades K-3	No	\$0.00	0
1	1.4	Review math materials for adoption	No	\$0.00	0
1	1.5	After school tutoring at Latrobe Elementary and Miller's Hill School	No	\$0.00	0
1	1.6	Physical Education Teacher	No	\$0.00	0
1	1.7	Health Curriculum	No	\$0.00	0
1	1.8	Support for Transitional Kindergarten Expansion	No	\$26,354.00	\$31,038
2	2.1	Decrease student suspensions	No	\$0.00	0

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
2	2.2	Decrease student referrals	No	\$0.00	0
2	2.3	Increase average daily attendance rate	No	\$0.00	0
2	2.4	Decrease chronic attendance rate	No	\$0.00	0
2	2.5	School Counselor	No	\$0.00	0
2	2.6	PBIS Professional Development	No	\$0.00	0
2	2.7	Social Emotional Learning/PBIS Coordinator (Teacher on Special Assignment)	Yes	\$7,888.00	\$16,270
3	3.1	Adopt Next Generation Science Standards curriculum	No	\$0.00	0
3	3.2	Teachers are fully credentialed	No	\$0.00	0
3	3.3	Facilities are in good repair	No	\$7,000.00	\$7,000
3	3.4	William's Act Complaints	No	\$0.00	0

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)
38,695	\$29,346.00	\$45,581.00	(\$16,235.00)	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	Increase CAASPP Scores for all students focusing in on Foster Youth, English Learners and Socioeconomically Disadvantaged students.	Yes	\$21,458.00	29,311		
2	2.7	Social Emotional Learning/PBIS Coordinator (Teacher on Special Assignment)	Yes	\$7,888.00	16,270		

2022-23 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
1,642,893	38,695	0	2.36%	\$45,581.00	0.00%	2.77%	\$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)
 - This amount is the total of the Planned Expenditures for Contributing Actions (LCFF Funds) column
- 5. Total Planned Percentage of Improved Services
 - This percentage is the total of the Planned Percentage of Improved Services column
- Planned Percentage to Increase or Improve Services for the coming school year (4 divided by 1, plus 5)
 - This percentage is calculated by dividing the Total Planned Contributing Expenditures (4) by the Projected LCFF Base Grant (1), converting the quotient to a percentage, and adding it to the Total Planned Percentage of Improved Services (5).

Contributing Actions Annual Update Table

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

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

- 7. Total Estimated Actual Expenditures for Contributing Actions
 - This amount is the total of the Estimated Actual Expenditures for Contributing Actions (LCFF Funds)
- Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)
 - This amount is the Total Estimated Actual Expenditures for Contributing Actions (7) subtracted from the Total Planned Contributing Expenditures (4)
- 5. Total Planned Percentage of Improved Services (%)
 - This amount is the total of the Planned Percentage of Improved Services column
- 8. Total Estimated Actual Percentage of Improved Services (%)
 - This amount is the total of the Estimated Actual Percentage of Improved Services column
- Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)
 - This amount is the Total Planned Percentage of Improved Services (5) subtracted from the Total Estimated Actual Percentage of Improved Services (8)

LCFF Carryover Table

- 10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)
 - This percentage is the Estimated Actual LCFF Supplemental and/or Concentration Grants (6) divided by the Estimated Actual LCFF Base Grant (9) plus the LCFF Carryover – Percentage from the prior year.
- 11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)
 - This percentage is the Total Estimated Actual Expenditures for Contributing Actions (7) divided by the LCFF Funding (9), then converting the quotient to a percentage and adding the Total Estimated Actual Percentage of Improved Services (8).
- 12. LCFF Carryover — Dollar Amount LCFF Carryover (Subtract 11 from 10 and multiply by 9)
 - If the Estimated Actual Percentage of Increased or Improved Services (11) is less than the Estimated Actual Percentage to Increase or Improve Services (10), the LEA is required to carry over LCFF funds.

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

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

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