# LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Pioneer Union School District
CDS Code: 09619450000000
School Year: 2023-24
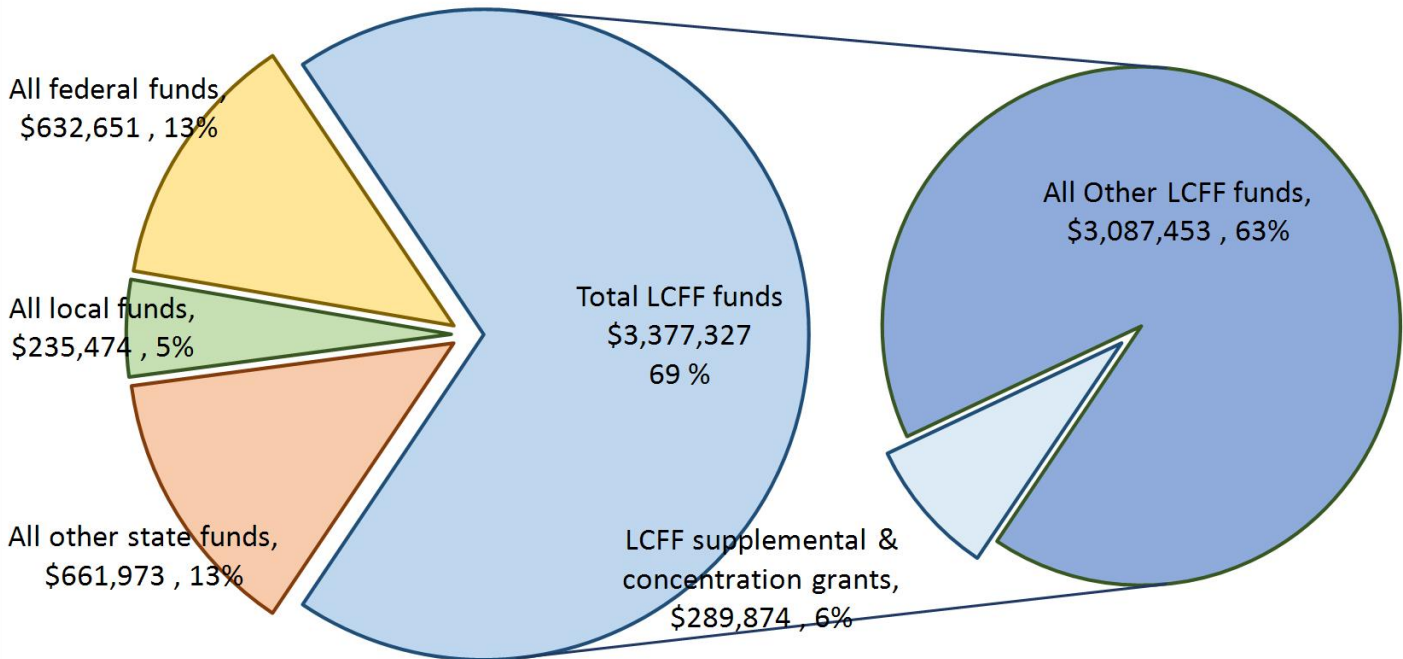LEA contact information:
Patrick Paturel
Superintendent
ppaturel@pioneerusd.org
530-620-3556

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

## Budget Overview for the 2023-24 School Year



**Projected Revenue by Fund Source**

All federal funds, $632,651 , 13%

All local funds, $235,474 , 5%

All other state funds, $661,973 , 13%

Total LCFF funds $3,377,327 69 %

LCFF supplemental & concentration grants, $289,874 , 6%
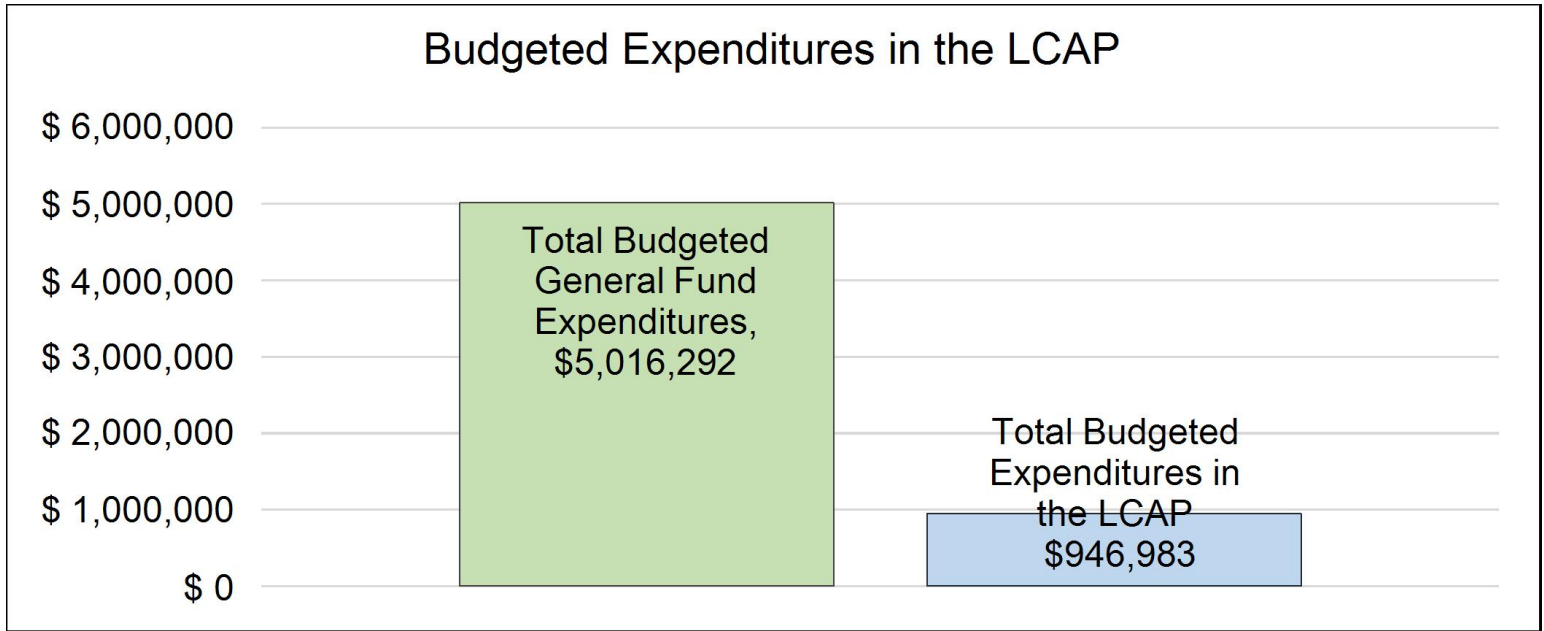
All Other LCFF funds, $3,087,453 , 63%

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

The text description for the above chart is as follows: The total revenue projected for Pioneer Union School District is $4,907,425, of which $3,377,327.00 is Local Control Funding Formula (LCFF), $661,973.00 is other state funds, $235,474.00 is local funds, and $632,651.00 is federal funds.  Of the $3,377,327.00 in LCFF Funds, $289,874.00 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

# LCFF Budget Overview for Parents

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

## Budgeted Expenditures in the LCAP

```
$ 6,000,000 ─
$ 5,000,000 ─       ┌─────────────┐
$ 4,000,000 ─       │ Total Budgeted│
                    │ General Fund  │
$ 3,000,000 ─       │ Expenditures, │
                    │ $5,016,292    │
$ 2,000,000 ─       │               │   Total Budgeted
                    │               │   Expenditures in
$ 1,000,000 ─       │               │   the LCAP
                    │               │   $946,983
      $ 0 ─         └─────────────┘  └──────────┘
```

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

The text description of the above chart is as follows: Pioneer Union School District plans to spend $5,016,292.00 for the 2023-24 school year. Of that amount, $946,983.00 is tied to actions/services in the LCAP and $4,069,309 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

Certificated salaries and benefits, administration salaries and benefits, operation costs, transportation, routine maintenance.
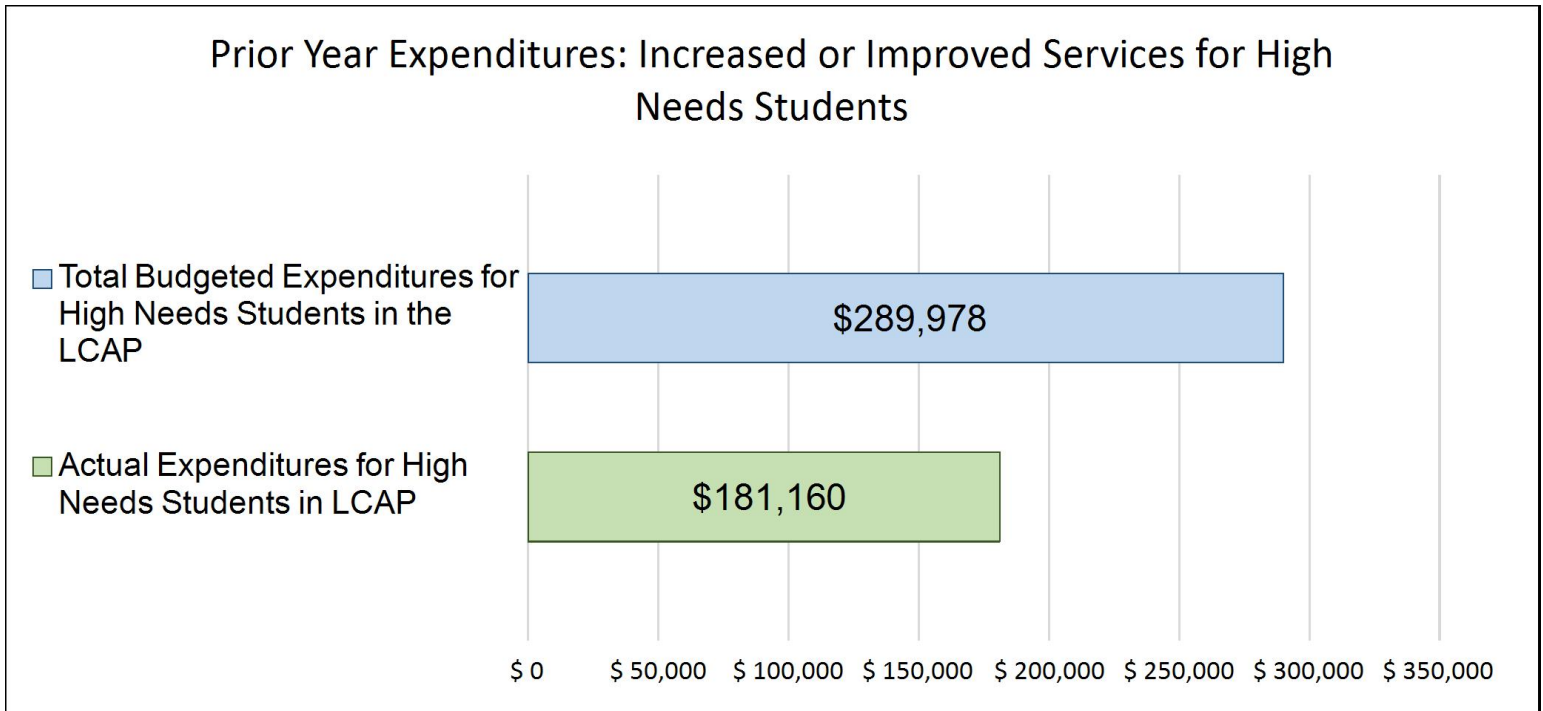
# Increased or Improved Services for High Needs Students in the LCAP for the 2023-24 School Year

In 2023-24, Pioneer Union School District is projecting it will receive $289,874.00 based on the enrollment of foster youth, English learner, and low-income students. Pioneer Union School District must describe how it intends to increase or improve services for high needs students in the LCAP. Pioneer Union School District plans to spend $565,265.00 towards meeting this requirement, as described in the LCAP.

PUSD will continue to use the Health Attendance Clerk position to connect families to resources and reducing chronic absenteeism with our unduplicated students. PUSD will continue to provide students with access to a counselor five days per week to support our high unduplicated student population.

# LCFF Budget Overview for Parents

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

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

| | |
|---|---|
| ☐ Total Budgeted Expenditures for High Needs Students in the LCAP | $289,978 |
| ☐ Actual Expenditures for High Needs Students in LCAP | $181,160 |

$ 0    $ 50,000    $ 100,000    $ 150,000    $ 200,000    $ 250,000    $ 300,000    $ 350,000

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

The text description of the above chart is as follows: In 2022-23, Pioneer Union School District's LCAP budgeted $289,978.00 for planned actions to increase or improve services for high needs students. Pioneer Union School District actually spent $181,160.00 for actions to increase or improve services for high needs students in 2022-23.

The difference between the budgeted and actual expenditures of $-108,818 had the following impact on Pioneer Union School District's ability to increase or improve services for high needs students:

The full time counselor position was vacant for half of the school year which had a direct impact on students social emotional wellbeing and resulted in decreased student engagement in school.  Similarly, the district was unable to hire a band teacher for the 22/23 school year, resulting in decreased engagement and loss of learning. These important services have a greater impact on the high needs students.

# Local Control and Accountability Plan

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

| Local Educational Agency (LEA) Name | Contact Name and Title | Email and Phone |
|---|---|---|
| Pioneer Union School District | Patrick Paturel<br>Superintendent | ppaturel@pioneerusd.org<br>530-620-3556 |

# Plan Summary [2023-24]

## General Information

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

Pioneer Union School District serves Preschool through grade eight students in the southern portion of El Dorado County. PUSD operates two elementary schools, Pioneer Elementary serves students in grades preschool through fifth grade and Walt Tyler Elementary, a Necessary Small School, serves students in grades Transitional Kindergarten through fifth grade.  Due to the Caldor Fire that destroyed Walt Tyler Elementary School Facilities August 17, 2021, the grade level and classroom configurations for 2022-23 for Walt Flyer were dependent on enrollment.  In addition, PUSD operates one middle school, Mountain Creek Middle School, serving students in grades sixth through eighth.  Pioneer Elementary and Mountain Creek Middle School are located next to the PUSD District Office in the town of Somerset at an elevation of approximately 2100 feet. Walt Tyler School Site is approximately 15 miles northeast of the District Office in the Town of Grizzly Flats at an elevation of approximately 4000 feet. Our student body is 69% white non-hispanic,14% hispanic and 14% two or more races. 48% of students are in households that are socioeconomically disadvantaged.
PUSD has involved parent groups, our PTO serves to represent all of our sites.  We have highly engaged School Site Councils working with administration to develop, review and evaluate the effectiveness of our educational programs.  We have a five member school board.

## Reflections: Successes

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

Pioneer USD serves preschool through eighth grade.  Data for this grade span is not reported regarding College and Career Readiness or Graduation Rate.
Our middle school dropout rate is 0%.  Middle school staff implement interventions to ensure students are supported as they prepare for and transition to high school.

Our expulsion rate was 0% in 2022-23.
.
Pioneer USD would like to highlight success in other ways.
We continue to provide our counseling services 5 days per week.
We have an Outreach Coordinator to connect students and families to resources. We conducted monthly distribution events for fire victims in coordination with the West Slope Foundation and other El Dorado County non-profit organizations.
We were able to conduct Listen and Leap, listening circles, for students in 4th-8th grade for the fourth year in a row.
We were awarded a grant to implement Primary Play Intervention Program and are working with Black Oak Mine staff to support our initial development of PIP.

We implemented our common grade level assessments for ELA and mathematics in grades TK-5.
We offered two sessions of after-school enrichment, one during the Fall and one in Spring which included classes in guitar, visual arts, nature art, and health/fitness. Yearlong enrichment was offered for dance and karate.
We offered two sessions of after-school tutoring to a targeted group of students including Foster Youth, Homeless Youth, English Learners and students identified as Socioeconomically Disadvantaged.
We coordinated a middle school Science Fair for parents and students to experience activities and content in science, technology, engineering, arts and mathematics.
We coordinated with EDC Health & Human Services Education consultants to provide Life Skills courses to 5th-8th grade students.

# 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.

The South County Region of El Dorado County is isolated. Internet services are not reliable for many of our families. Support services are limited and PUSD makes every effort to work with El Dorado County Health & Human Services as well as the El Dorado County Office of Education to provide families with access to dental care, food distribution, mental health services and before and after school care.

All schools continues to experience a high rate of chronic absenteeism, especially for our SWD, Hispanic and Socioeconomically Disadvantaged subgroups; Mountain Creek Middle School closed the year with a Chronic absenteeism rate of 30%, Pioneer Elementary with 42% and Walt Tyler Elementary with 57%.

Pioneer Elementary School is an aging campus and is in need of major renovation.

Our suspension rate at middle school during the 2022-2023 school year was 9.5% a decrease of 1% from 2021-2022.

PUSD was able to fill a position for a Math teacher and STEM teacher to provide enrichment and intervention in the middle school.

There is a need to adopt a quality Next Generation Science Standards (NGSS) curriculum in grades TK-5.

# LCAP Highlights

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

Pioneer USD continues to emphasize literacy and mathematics with a strong focus on foundational skills in the primary grades.
A full-time counselor provides individual and small group support.  Additionally, the counselor provides class lessons for social-emotional well-being and plans and conducts activities to increase student connectedness to school.
The district continues to utilize mathematics curriculum that emphasizes conceptual understanding and mathematical practices.
Local common grade level assessments provide actionable data for instructional purposes.
The district continues to upgrade all aspects of technology to ensure staff and students are maintaining digital literacy skills as technology evolves and improves.
The district is working to build a quality NGSS program to support high quality STEM instruction.
We continue to seek to hire staff with diverse talents in order to provide enrichment programs and activities that enhance our students' experiences at school.
Increased use of instructional assistants supports targeted small group instruction.
Full day preschool provides a greater opportunity for early instruction and intervention.
PUSD staff continue to increase the tools used to communicate with parents including Aeries.net, ClassDojo, Blackboard Connect and our Website.
The Outreach Coordinator has enhanced our ability to connect students and their families with resources to improve their overall well-being.
Bus transportation for our students displaced by the Caldor fire has provided many families with the opportunity to continue their education in a familiar setting.
A health attendance clerk tracks attendance and works closely with families to reduce chronic absenteeism.
Library hours provides middle school students with an opportunity to access resources during their lunch break daily.
Maintaining lower class sizes allows teachers to identify and address students needs.

# 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.

No schools in the District were identified for Comprehensive Support and Improvement.

## Support for Identified Schools

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

No schools in the District were identified for CSI.

## Monitoring and Evaluating Effectiveness

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

NA

# Engaging Educational Partners

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

Community involvement:
Pioneer School Site Council and Mountain Creek School Site Council reviewed the LCAP Goals at the December 12 ,2022  and January 19, 2023 meeting.  Site council consisted of parents, teachers, aide and admin.  LCAP input received by parent of student with special needs. Our Site Council's serve the District as the Parent Advisory Committee.

Pioneer District is partnering with Pivot Learning to improve systems to provide proactive support for students based on their learning and social emotional needs.  Pivot Learning is facilitating Listen & Leap sessions with stakeholders to co-design strategies for great teaching and learning that are rooted in evidence and tailored to our learner community.
The following Listen & Leap sessions were conducted to have input for developing the LCAP Goals and Actions:
August 3, August 29, September 28, October 19, December 6, February 6, March 13, April 10, and May 15 - Listen & Leap Leadership meeting
Listen & Leap Student Study Sessions  occurred monthly for grades Grades 4, 5, 6, 7 and 8.
May 15, 2023 - Listen & Leap Leadership Team Data Review

April 2023- Community survey to gather input for LCAP Goals and Actions was distributed electronically as a Google Survey in April.

Spring 2023 Mt. Creek Student Input Survey grades 6-8
Spring 2023 Preschool Parent Survey
SELPA Guidance has been offered throughout the year to address the needs of Students with Disabilities
PUSD staff, including bargaining unit members, provided input formally on February 21, March 8, and March 10 and informally throughout the year.  Feedback is included in summary of feedback.

A summary of the feedback provided by specific educational partners.

Staff input included leveraging resources to support students struggling academically and social-emotionally.
Staff input included more instructional assistant support for small group instruction and intervention especially targeting EL, Foster Youth, Homeless and low socio-economic students.
Staff input included continued focus on 1:1 computing.
Staff input included continued effort to upgrade playing fields and recreational areas on both campuses.
Staff would like to see the music program return on all three campuses.

Students and parents are interested in ensuring all students have access to high quality enrichment programs including after school intermural sports programs, VAPA and STEAM classes.
Students and parents would like greater access to intramural and interscholastic sports programs.
Students and parents would like to have a high quality music program from TK - grade 8.
Parents would like to see more afterschool tutoring available as well as summer programs for intervention and acceleration.
Parents would like access to more information via the PUSD website.
Parents would like the communication system to be more reliable and timely.

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

The additional instructional assistant time allocated to all three schools.
Maintain a high quality music program at all schools.
Maintain counseling services five days per week.
Intervention teacher at Pioneer Elementary School.
Continue full-day preschool.
Increase maintenance fund to enhance playing fields and maintain play structures for physical education/recreation.
Scheduling afterschool intervention and enrichment to occur each trimester.

# Goals and Actions

## Goal

| Goal # | Description |
|---|---|
| 1 | Goal 1: All students will receive the individualized supports they need to thrive academically and socially through a coordinated system of supports.  (CA State Priorities: 2, 4, 5, 6, 7) |

An explanation of why the LEA has developed this goal.

Pioneer USD has identified three areas of concern regarding our students.  We continue to underperform on the CAASPP summative mathematics assessments in grades 3rd-8th.  We have a high percentage of our students chronically absent at all schools.  We continue to study and target the number of student behavior referrals at Pioneer Elementary and Mountain Creek Middle schools.  Parents have indicated that they would like to have full-day preschool available for their children ages 3-5.  Staff input suggests that there is a strong desire to increase/improve support for students who are underperforming in all content areas as well as students who have experienced trauma.  Parents have indicated that they would like to see more enrichment and accelerated learning opportunities for their children.

This goal addresses the following state priorities:  Implementation of State Standards, Student Engagement, Student Achievement, Course Access and School Climate.

## Measuring and Reporting Results

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|---|---|---|---|---|---|
| Student progress in Systematic Instruction in Phonemic Awareness and Phonics (SIPPs) | SIPPS instructional progress:<br><br>1st  grade– 14 beginning, 17 extension, 2 challenge 2nd grade– 3 beginning, 9 extension, 31 challenge | SIPPS Levels - End of Year<br><br>Gr Beg      Ext   Ch Passed<br>K 100% 0%     0% 0%<br>1st 62%        19% 19%   0%<br>2nd 20%        23% 30% 27% | SIPPS Levels - End of Year<br><br>Beg      Ext   Ch Passed<br>K 100% 0%     0% 0%<br>1st 45%        41% 7%  7%<br>2nd 16%        26% 23%  35% | | All students completing SIPPs Extension level by the end of third grade. |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|---|---|---|---|---|---|
| | 3rd grade– 8 extension, 17 challenge | 3rd 8%    35% 23% 34% 4th 0%    17% 17% 66% 5th 0%    0% 16% 84% | 3rd 8%    12% 62%  19% 4th 0%    17% 53%  21% 5th 0%    11% 17%  72% | | |
| Counseling services | 100% of students referred to the counselor were provided an opportunity for 1:1 counseling. | 100% of students referred to the counselor were provided an opportunity for 1:1 counseling. | 100% of students referred to the counselor were provided an opportunity for 1:1 counseling. | | All students referred to the counselor have an opportunity to participate in counseling services. |
| Students performing at or above grade level on end of year local assessments in ELA and mathematics | Percentage of students performing at or above grade level standards: ELA        Math K               86% 89% 1st        73% 60% 2nd       28% 65% 3rd        12% 33% 4th        11% 14% 5th        13% 33% | Percentage of students performing at or above grade level on EOY assessments of standards. ELA            Math K                78% 49% 1              19% 46% 2              47% 64% 3              41% 23% 4              6% 24% 5              17% 11% | Percentage of students performing at or above grade level on EOY assessments of standards. ELA            Math K                93% 95% 1              5.6% 56.5% 2              54.5% 76.7% 3              43% 50% 4              21% 80% 5              28% 25% | | A 15% increase in students performing at or above grade level on end of year assessments from 2021-2024. |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|---|---|---|---|---|---|
| Student survey data | 43 6th-8th grade students completed the Spring 2021 CHKS<br>Students agree or strongly agree that school is a supportive environment:<br>6th grade 62%<br>7th grade 43%<br>8th grade 54%<br>Students agree that school is safe or very safe:<br>6th grade 75%<br>7th grade 54%<br>8th grade 38%<br>Students do not feel school is safe:<br>6th grade 0%<br>7th grade 0%<br>8th grade 6% | 42 6th-8th grade students completed the Spring 2022 CHKS<br>Students agree or strongly agree that school is a supportive environment:<br>7th grade 28%<br>8th grade 47%<br>Neither disagree or agree that school is a supportive environment<br>7th grade 61%<br>8th grade 37%<br>Students agree that school is safe or very safe:<br>7th grade 52%<br>8th grade 55%<br>Students do not feel school is safe:<br>7th grade 0%<br>8th grade 0% | 67 6th-8th grade students completed the Spring 2023 Mountain Creek Middle School Student Input Survey<br><br>Students agree or strongly agree that school is a supportive environment: 72%<br><br><br>Students agree that school is safe or very safe: 70% |  | Increase student responses on CHKS for feeling safe and connected at school. |
| CAASPP mathematics achievement | 2019 - Average student performance was 34.2 points below standard | 2021 - 25.5% of students Exceeded or Met Standards | 2022 - 24.44% of students Exceeded or Met Standards |  | A 15% increase in student performance on CAASPP from 2021-2024. |
| Chronic absenteeism | 2019 - 17.6 % of students were chronically absent | 2021-22 - 35.3% of students were chronically absent. | 2022-23 |  | A 15% decrease in the number of students chronically |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|---|---|---|---|---|---|
| | | | Pioneer - 42% of students were chronically absent Walt Tyler - 57% of students were chronically absent Mountain Creek- 30% of students were chronically absent<br><br>District Wide - 40% of students were chronically absent | | absent from 2021-2024. |
| Implementation of CA State Standards | (added in 2022-2023) State standards implemented in 100% of classrooms. | 2022-23 State standards implemented in 100% of classrooms. | | | State standards implemented in 100% of classrooms. |
| Progress on the ELPAC | (added in 2022-2023) 25% of students improved by one level on the ELPAC from prior year. | 2022-23 100 % of students improved by at least one level on the ELPAC from prior year. | | | Improve by 25% year to year of students performing one level higher on the ELPAC. |
| English Learner reclassification rate | (added in 2022-2023) Number and percentage of students reclassified | 2022-23 4 students reclassified as Fluent English Proficient which is 36% of students reclassified | | | All students who are EL prior to 5th grade will reclassify prior to 8th grade. |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|---|---|---|---|---|---|
| School attendance rate | (added in 2022-2023) 94% attendance rate | 2022-23 89.96% attendance rate | | | 97% attendance rate |
| Middle school dropout rate | (added in 2022-2023) 0% dropout rate | 2022-23 0% dropout rate | | | 0% dropout rate |
| Suspension and expulsion rate | (added in 2022-2023) Aeries rate of suspension. Aeries Rate of expulsion. | 2022-23 7 students suspended in the the middle school; 9.4%  6 students suspended in the elementary schools; 2.8% | | | Maintain a suspension rate under 9% |
| Access to a broad course of study | (added in 2022-2023) All students have access to all core classes and elective coursework. | 2022-23 All students have access to all core classes and elective coursework. | | | All students have access to all core classes and elective coursework. |

# Actions

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| 1.1 | Instructional Assistants | Instructional assistants are employed to support small group instruction during WIN rotations at the elementary schools.   This includes providing support for EL students to access CA State Standards.  Foster youth and low income students are identified and provide appropriate support through small group instruction. | $119,321.00 | Yes |

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| 1.2 | Counselor | Full-time counselor to provide services 5 days per week. | $107,099.00 | Yes |
| 1.3 | Student survey data | 5th-8th grade students will participate in student surveys and Listen & Leap listening circle activities to gather information about their interests, concerns and needs. | | No |
| 1.4 | Health Attendance Clerk | A health/attendance clerk supports student well-being and medical needs.  In addition, the health/attendance clerk monitors students attendance to identify students at risk of being chronically absent. | $44,863.00 | No |
| 1.5 | Full Day Preschool | Operation of a full-day program. | $29,747.00 | Yes |
| 1.6 | Technology | Continue with the initiative to provide the resources to have 1:1 computing in grades 3-8. | $32,500.00 | Yes |
| 1.7 | Digital intervention resources | We continue to utilize research-based computerized instructional programs that  gives students independent practice in foundational skills designed to supplement regular classroom instruction. | $16,000.00 | Yes |
| 1.8 | Music and Band teacher | PUSD continues to value music education for all students grades preschool - 8th.  Research indicates that students who experience high quality music instruction, translate that learning to higher achievement in reading and mathematics. | $76,324.00 | Yes |
| 1.9 | Library services | We're increasing library services from 2 hours per day to 3 hours per day to ensure middle school students have access to the library daily. | $5,905.00 | No |

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| **1.10** | STEM Field Trips/Science Camp | We want to ensure that all students who want to attend science camp are not prohibited from attending due to financial difficulty. | $15,000.00 | Yes |
| **1.11** | Instructional Assistants | Instructional assistants are employed to support targeted student needs in ELA and Mathematics at all schools. | $46,904.00 | No |
| **1.12** | Intervention Teacher | 0.5 FTE Intervention teacher at Pioneer Elementary | $52,322.00 | 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 PUSD band/music teacher position was vacant an unfilled for the entire 2022-2023 school year. Instructional assistants continue to be valuable in addressing intervention and learning loss needs.

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.

Band teacher position was vacant for the entire 2022-2023 school year. Counselor was vacant from January of 2023 through the end of the school year.

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

1.1  Students identified as not meeting standard/benchmark received additional targeted supports from Instructional Assistants.
1.2  The full-time counselor was able to serve all students who were referred by staff, parents or self-identified for counseling services. In addition, the counselor presented weekly social stories in elementary classrooms.
1.3 Student participation in Listen & Leap sessions and surveys identified areas for increasing connectedness including more enrichment classes before and after school and more intramural sports.
1.4 The Health Clerk tracked student absences and coordinated Student Attendance Review Team meetings for students who were at risk of being chronically absent.
1.5 100% of parents that participated in the Spring preschool survey requested that PUSD continue to offer full-day preschool.
1.6 Technology is being updated to ensure that all classrooms are equipped with an interactive TV as an effective instructional tool.

1.7 Digital tools are employed in the classroom, Learning Center and part of after school tutoring to provide our students at risk, especially our unduplicated students, with access to research-based high quality digital intervention programs.
1.8 Music program teacher position was unfilled all school year.
1.9 Library services are provided to every elementary class and preschool on a weekly basis and to middle school students daily during their lunch period.

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.

Additional need for student interventions will be addressed by the creation of a Walk to Learn leveled instructional reading program for students in grades 1-3.  Additional Instructional Assistants will be hired to help support Walk to Learn.  Additional after school tutoring time.  Professional Development for teachers for math and science.

**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 | Goal 2: We will prepare all students for lifelong learning by retaining high quality staff with competitive salaries and professional development and by communicating high expectations for all. (CA State Priorities: 1, 2, 5, 6, 7, 8) |

An explanation of why the LEA has developed this goal.

Parent and student survey data indicated a strong desire for a broader scope of enrichment activities during and after school for students. Middle School students are encouraged to participate in Career Technical Education (CTE) upon transitioning to high school. Staff has indicated a need to hire and maintain high quality staff to address student achievement and ensure all students have the support they need to thrive and develop as life-long learners. PUSD school Board has indicated a need to provide salary and benefits comparable to similar districts in our county in order to retain high quality staff.

This goal address the following state priorities: Implementation of State Standards, Basic services, Student Engagement, Student Achievement, Course Access, School Climate and Other Student Outcomes.

## Measuring and Reporting Results

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|--------|----------|----------------|----------------|----------------|------------------------------|
| Class sizes | Average class size at Walt Tyler was 14 students during the 2020-21 school year. The average class size at Pioneer Elementary was 23.4 during the 2020-21 school year. | The average class size at Pioneer and Walt Tyler elementary schools was 19.3 in grades TK-5 and 19.8 in TK-3. | Pio & WT Avg 22 and MC Avg 27.3 | | Average class size at the elementary schools is below 24. Average class size at the middle school is below 33. |
| Comparative salaries | According to county data for the 2020-21 fiscal year, PUSD | According to the most recent county data for the 2021-22 fiscal | PUSD ranks 4th out of 8 when compared to | | PUSD ranks in the top three for certificated salaries when |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|---|---|---|---|---|---|
| | ranks 5th out of 8 when compared to comparable districts in El Dorado County in regards to Certificated salary schedule at step 1 and ranks 3rd in regards to the top salary. | year, PUSD ranks 1st out of 8 when compared to comparable districts in El Dorado County in regards to Certificated salary schedule at step 1 and ranks 2nd in regards to top salary. | comparable districts in El Dorado County in regards to Certificated salary schedule at step 1.<br><br>PUSD ranks 3rd out of 8 in regards to top salary. | | compared to similar size districts in El Dorado county. |
| Highly qualified and appropriately assigned teachers | All teachers were highly qualified except the music teacher. | We retained several highly qualified teachers for grades PreK - 8.  We were unable to secure a highly qualified teacher for music instruction. | We retained several highly qualified teachers for grades PreK - 8.  We hired 3 new teachers this year; two are highly qualified and one is an intern.  We were unable to secure a teacher for music instruction. | | All teachers are highly qualified for their position. |
| Students have access to standards aligned instructional materials. | (Established in 2022-2023)  100% of students have access. | 2022-23 100% of students have access. | | | 100% of students have access. |

# Actions

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| 2.1 | Class size reduction | Two elementary teachers were hired to maintain average class sizes under 24 for TK-5th grade at Pioneer and Walt Tyler Elementary schools | $166,895.00 | Yes |

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| 2.2 | Steam/Intervention | A Steam/Intervention teacher was hired to provide students TK-8 with opportunities for enrichment and targeted intervention. | $137,127.00 | Yes |
| 2.3 | Purchase of NGSS materials | Purchase of curriculum and materials to support instruction in next Generation Science Standards. | $10,000.00 | No |
| 2.4 | Professional Development to support high quality instruction. | Staff will continue to self-select professional development to meet their individual needs. | $11,381.00 | 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.

NGSS Science curriculum has not yet been adopted in the district. The district was able to hire a STEAM teacher. In addition, the district hired a mathematics teacher for the middle school.

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

No adoption of NGSS curriculum during the 2022-2023 school year. STEAM teacher was only able to be filled for part of the school year.

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

Smaller class sizes allow teachers to identify students who are accelerating their learning as well as students who need targeted intervention and plan appropriate instruction for their students. Small class sizes allow teachers, especially classrooms with multi-age students or combination classes to provide small group instruction targeted at the students needs and learning styles. Enrichment teachers provide opportunities for students to engage in curriculum and instruction on a wide-range of subjects. Enrichment programs increase engagement and student connectedness to school and reduce chronic absenteeism.

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.

As enrollment continues to decline in the district, the district will need to reduce staffing levels.

**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 | Goal 3: We will inform and engage our parents and community as we partner to prepare students for college and careers. (CA State Priorities: 3, 6) |

An explanation of why the LEA has developed this goal.

Pioneer Union School District values our partnership with parents.  Parent engagement is a key factor in student success in school.
This goal addresses the following state priorities:  Parent Involvement, School Climate.

# Measuring and Reporting Results

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|---|---|---|---|---|---|
| Parent participation in communication platforms | 95.1% of elementary school parents signed up for and regularly communicated with teachers using ClassDojo or a similar communication platform. | 90% of elementary school parents signed up for and regularly communicated with teachers using ClassDojo.  Middle school teachers communicate with 100% of parents using Aeries.net email. Administration uses Aeries.net, ClassDojo and Blackboard Connect to communicate with parents. | 87% of elementary school parents signed up for and regularly communicated with teachers using ClassDojo.<br><br>Middle school teachers communicate with 100% of parents using Aeries.net email. Administration uses Aeries.net and Blackboard Connect to communicate with parents. | | 100% of parents sign-up for and regularly up-date Aeries portal and other communication tools such as ClassDojo. |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|---|---|---|---|---|---|
| Parent participation in surveys | 9 Walt Tyler Parents completed the Spring 2021 CHKS Survey

4 Preschool parents completed the Spring Preschool Parent Survey
34 Parents completed the PUSD Spring Parent Survey | 14 Preschool parents completed the Spring Preschool Parent Survey
20 parents completed the PUSD Spring 2022 Community Survey at STEAM Night or using Google Docs
37 community members/staff completed the superintendent search survey. | 13 Preschool parents completed the Spring Preschool Parent Survey

34 parents completed the PUSD Spring 2022 Community Survey. | | Increase parent participation in surveys to 40%. |

# Actions

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| 3.1 | Annual Events Calendar | Annual events including Back To School Night | | No |
| 3.2 | Translations | PUSD provides translations at meetings, parent-teacher conferences, school events and translates newsletters. | $742.00 | 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.

There were no substantial difference occurred between planned and implemented actions.

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

n/a

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

Walt Tyler and Pioneer Elementary School parents continue to participate at a high percentage in communication via ClassDojo. In addition, placing all school handbook materials and school forms in Aeries has increased the access to parents through accurate email and contact information. A significant amount of information was distributed to parents through Aeries emails, ClassDojo and Blackboard Connect. Feedback from parents indicated that communication from staff was mostly timely and informative. Numerous emails provided links to our website for further information, especially outreach resources. We were not successful in getting a high percentage of parents to complete our LCAP Spring survey.

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 desires to improve communication with families using multiple medias and platforms.

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

# Goals and Actions

## Goal

| Goal # | Description |
|---|---|
| 4 | Goal 4: All schools will be clean, safe and well-organized and will have a positive climate that supports the academic, emotional and physical needs of all students. (CA State Priorities 1, 4, 6) |

An explanation of why the LEA has developed this goal.

Data from surveys including California Healthy Kids Survey (CHKS) identifies safe, clean schools as a priority for students, staff and parents. This goal addresses the following state priorities: Basic Services, other Student Outcomes and School Climate.

## Measuring and Reporting Results

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|---|---|---|---|---|---|
| FIT Reports | 2020 FIT report identified all schools in the District as having a "GOOD" school rating. | 2022 FIT report identifies all schools in the District as having a "GOOD" school rating. | 2023 FIT report identifies all schools in the District as having a "FAIR" school rating. | | All PUSD schools continue to have "GOOD" or "EXEMPLARY" ratings. |
| SIA inspections | SIA inspections conducted in 2019-20 had minor findings that have been corrected. | SIA inspections conducted in 2021-22 had minor findings that have been corrected. | SIA inspections conducted in 2022-23 had minor findings that have been corrected. | | SIA inspections do not identify any safety hazards on our campuses. |
| Student behavior referrals | Pioneer Elementary School had 63 behavior referrals in 2020-21. Mountain Creek Middle School had 56 behavior referrals in 2020-21. | Walt Tyler Elementary School had 8 referrals in 2021-22. Pioneer Elementary School had 67 referrals in 2021-22. Mountain Creek Middle School had | Pioneer Elementary School had 15 referrals in 2022-23 Mountain Creek Middle School had 87 behavioral referrals in 2022-23. 12 of the | | A 15% decrease in the number of referrals to the school offices. |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|---|---|---|---|---|---|
| | | 202 behavioral referrals in 2021-22. Nine of the incidents were schedule 4 offenses which include possessing a controlled substance, bullying and theft.<br>6th grade - 26<br>7th grade - 87<br>8th grade - 89 | incidents were schedule 4 offenses which include possessing a vape, fighting and theft.<br><br>Middle School Referrals by grade:<br>6th grade - 13<br>7th grade - 13<br>8th grade - 61 | | |

# Actions

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| 4.1 | Deferred maintenance | PUSD has aging facilities that need major repairs including soffits on all campuses, painting and replacing dry rot on structures, and leveling of the play fields. | $32,000.00 | No |
| 4.2 | Extended Day services | PUSD provides before school childcare for working parents.  EDCOE provides after school childcare for working parents. | $14,214.00 | Yes |
| 4.3 | Playground equipment | Play equipment needs to be enhanced or replaced. | | No |
| 4.4 | Playground structures | The preschool/kindergarten play structure needs to be expanded to accommodate all students. | $5,000.00 | No |
| 4.5 | Additional Custodial Hours | Increased custodial hours will be maintained to ensure the effective sanitization of classrooms and other facilities. | $23,639.00 | No |

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
|  |  |  |  |  |

## 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.

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.

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

Extended Day service continues to support the school community and family's needs.

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.

Action 4.3 is eliminated.

**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) |
|---|---|
| 289,874 | 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 |
|---|---|---|---|
| 11.47% | 4.34% | $108,007.39 | 15.81% |

**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.

PUSD reported 54.0% Socioeconomically Disadvantaged students, 2.5% English Learners and 0.4% Foster Youth on the 2022 Dashboard.


Actions to support Goal 1:

1.1  Instructional assistants are employed to support small group instruction during WIN rotations at the elementary schools.   This includes providing support for EL students to access CA State Standards.  Foster youth and low income students are identified and provide appropriate support through small group instruction.

1.2  The counselor continues to serve our high needs students who are experiencing trauma.

1.5  Full day preschool serves our unduplicated students by building necessary skills prior to entering TK and Kindergarten and providing a high quality early learning experience.

1.6  Equitable access to high quality instructional tools provide our high needs students with the ability to coordinate their individual work directly to the front of the classroom which allows them to fully participate in learning.

1.7  Digital tools are employed in the classroom, Learning Center and part of after school tutoring to provide our students at risk, especially our unduplicated students, with access to research-based high quality digital intervention programs.

1.8  Research indicates that students who experience high quality music instruction, translate that learning to higher achievement in reading and mathematics.  PUSD serves a 52% Unduplicated Pupil population, and continue to build in music education for those students during the school day.

1.10 Science Camp enriches the learning opportunity for unduplicated students.  Cost will be offset by the addition of LCFF funding.

1.12 Elementary Intervention Teacher directly serves unduplicated services to build academic skills which allows students to best access core classroom curriculum.


Actions to support Goal 2:

2.1  Two elementary teachers were hired to maintain average class sizes under 24 for TK-5th grade at Pioneer and Walt Tyler Elementary schools

2.2  The STEAM/Intervention teacher addresses the needs of our high needs students by providing students with opportunities for intervention and enrichment within the school day.  These students are typically less available for after school opportunities; providing these services during the school day gives students open access to all available supports.


Actions to support Goal 4:

4.2  PUSD is committed to providing quality before and after school care to provide a safe environment for unduplicated students whether their parents are working, going to school, training or have other commitments that take them out of their home.


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

In conjunction with our Expanded Learning Opportunity Program, PUSD is made Summer School available to all grades TK-8th grade unduplicated students in June 2023.  In addition, PUSD developed plans to provide after school enrichment activities and provide transportation for after school activities to specifically support our unduplicated pupils.  We contract with staff to provide translation services for our Spanish speaking parents. We have increased scheduling of instructional assistants in all classrooms to ensure unduplicated students are provided the intervention supports they need.  Enrichment and tutoring programs will be offered for 6-8 weeks on Tuesdays and Thursdays each trimester after school.  Bus and/or van transportation is provided to ensure all students, especially Foster Youth, Homeless, Low Income and ELL students have access to tutoring and enrichment.

1.  Instructional Assistants (IA) have received professional development to support SIPPS (Systematic Instruction in Phonics & Phonemic Awareness) instruction which allows students to receive targeted small group support at their instructional level. IAs
provide SIPPS intervention to students on an as needed basis, which may include extra lessons or sight word intervention.
2. The Learning Center model at Pioneer Elementary and Mountain Creek Middle School provides site based support to students needing Tier II interventions. One Education Specialist serves all district schools.
3. We continue to provide full-day transitional kindergarten and kindergarten at our two district elementary schools.
4. We provide counseling services five days per week in 2022-2023 and will continue to provide counseling services 5 days a week in 2023-24.
5. Library services were continued at Pioneer Elementary and Mountain Creek Middle schools to ensure students had weekly access to the library.
6. The health clerk was mainly utilized to support the the high number of referrals to the nurse's office at Pioneer Elementary School and the high rate of chronic absenteeism throughout the district schools.
7  The average class size at Pioneer Elementary was 22.1 students.
8. The Health and Attendance Clerk worked with staff and families to identify students that were not attending school regularly and contacted students to determine barriers to engagement. Information was documented and Family Outreach Coordinator worked closely with families to remove barriers.

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.

PUSD does not receive concentration grant add-on 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 | n/a | n/a |
| Staff-to-student ratio of certificated staff providing direct services to students | n/a | n/a |

## 2023-24 Total Expenditures Table

| Totals | LCFF Funds | Other State Funds | Local Funds | Federal Funds | Total Funds | Total Personnel | Total Non-personnel |
|---|---|---|---|---|---|---|---|
| Totals | $673,061.00 | $17,331.00 | | $256,591.00 | $946,983.00 | $836,483.00 | $110,500.00 |

| Goal | Action # | Action Title | Student Group(s) | LCFF Funds | Other State Funds | Local Funds | Federal Funds | Total Funds |
|---|---|---|---|---|---|---|---|---|
| 1 | 1.1 | Instructional Assistants | English Learners Foster Youth Low Income | $119,321.00 | | | | $119,321.00 |
| 1 | 1.2 | Counselor | English Learners Foster Youth Low Income | $59,755.00 | $12,331.00 | | $35,013.00 | $107,099.00 |
| 1 | 1.3 | Student survey data | All Students with Disabilities | | | | | |
| 1 | 1.4 | Health Attendance Clerk | All Students with Disabilities | $36,252.00 | | | $8,611.00 | $44,863.00 |
| 1 | 1.5 | Full Day Preschool | English Learners Foster Youth Low Income | $29,747.00 | | | | $29,747.00 |
| 1 | 1.6 | Technology | English Learners Foster Youth Low Income | $12,500.00 | | | $20,000.00 | $32,500.00 |
| 1 | 1.7 | Digital intervention resources | English Learners Foster Youth Low Income | $16,000.00 | | | | $16,000.00 |
| 1 | 1.8 | Music and Band teacher | English Learners Foster Youth Low Income | $76,324.00 | | | | $76,324.00 |

| Goal | Action # | Action Title | Student Group(s) | LCFF Funds | Other State Funds | Local Funds | Federal Funds | Total Funds |
|------|----------|--------------|------------------|-----------|-------------------|-------------|---------------|-------------|
| 1 | 1.9 | Library services | All<br>Students with Disabilities | $5,905.00 | | | | $5,905.00 |
| 1 | 1.10 | STEM Field Trips/Science Camp | English Learners<br>Foster Youth<br>Low Income | $15,000.00 | | | | $15,000.00 |
| 1 | 1.11 | Instructional Assistants | All | | | | $46,904.00 | $46,904.00 |
| 1 | 1.12 | Intervention Teacher | English Learners<br>Foster Youth<br>Low Income | | | | $52,322.00 | $52,322.00 |
| 2 | 2.1 | Class size reduction | English Learners<br>Foster Youth<br>Low Income | $84,535.00 | | | $82,360.00 | $166,895.00 |
| 2 | 2.2 | Steam/Intervention | English Learners<br>Foster Youth<br>Low Income | $137,127.00 | | | | $137,127.00 |
| 2 | 2.3 | Purchase of NGSS materials | All | $10,000.00 | | | | $10,000.00 |
| 2 | 2.4 | Professional Development to support high quality instruction. | All | | | | $11,381.00 | $11,381.00 |
| 3 | 3.1 | Annual Events Calendar | All<br>Students with Disabilities | | | | | |
| 3 | 3.2 | Translations | English Learners | $742.00 | | | | $742.00 |
| 4 | 4.1 | Deferred maintenance | All | $32,000.00 | | | | $32,000.00 |
| 4 | 4.2 | Extended Day services | English Learners<br>Foster Youth<br>Low Income | $14,214.00 | | | | $14,214.00 |
| 4 | 4.3 | Playground equipment | All | | | | | |
| 4 | 4.4 | Playground structures | All | | $5,000.00 | | | $5,000.00 |
| 4 | 4.5 | Additional Custodial Hours | All | $23,639.00 | | | | $23,639.00 |

## 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 |
|---|---|---|---|---|---|---|---|---|---|
| 2,527,231.00 | 289,874 | 11.47% | 4.34% | 15.81% | $565,265.00 | 0.00% | 22.37 % | **Total:** | $565,265.00 |
| | | | | | | | | **LEA-wide Total:** | $192,540.00 |
| | | | | | | | | **Limited Total:** | $742.00 |
| | | | | | | | | **Schoolwide Total:** | $371,983.00 |

| 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 | Instructional Assistants | Yes | Schoolwide | English Learners Foster Youth Low Income | Specific Schools: Pioneer Elementary and Walt Tyler Elementary | $119,321.00 | |
| 1 | 1.2 | Counselor | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | $59,755.00 | |
| 1 | 1.5 | Full Day Preschool | Yes | LEA-wide | English Learners Foster Youth Low Income | | $29,747.00 | |
| 1 | 1.6 | Technology | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | $12,500.00 | |
| 1 | 1.7 | Digital intervention resources | Yes | Schoolwide | English Learners Foster Youth Low Income | Specific Schools: Pioneer and Walt Tyler Elementary | $16,000.00 | |
| 1 | 1.8 | Music and Band teacher | Yes | LEA-wide | English Learners Foster Youth | All Schools | $76,324.00 | |

| 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 (%) |
|---|---|---|---|---|---|---|---|---|
| | | | | | Low Income | | | |
| 1 | 1.10 | STEM Field Trips/Science Camp | Yes | Schoolwide | English Learners Foster Youth Low Income | Specific Schools: Mountain Creek | $15,000.00 | |
| 1 | 1.12 | Intervention Teacher | Yes | Limited to Unduplicated Student Group(s) | English Learners Foster Youth Low Income | Specific Schools: Pioneer Elementary School | | |
| 2 | 2.1 | Class size reduction | Yes | Schoolwide | English Learners Foster Youth Low Income | Specific Schools: Pioneer Elementary and Walt Tyler Elementary TK-5 | $84,535.00 | |
| 2 | 2.2 | Steam/Intervention | Yes | Schoolwide | English Learners Foster Youth Low Income | Specific Schools: Mountain Creek Middle School | $137,127.00 | |
| 3 | 3.2 | Translations | Yes | Limited to Unduplicated Student Group(s) | English Learners | | $742.00 | |
| 4 | 4.2 | Extended Day services | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | $14,214.00 | |

## 2022-23 Annual Update Table

| Totals | Last Year's Total Planned Expenditures (Total Funds) | Total Estimated Expenditures (Total Funds) |
|---|---|---|
| Totals | $791,020.00 | $521,192.00 |

| 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 | Instructional Assistants | Yes | $93,695.00 | $75,010.00 |
| 1 | 1.2 | Counselor | Yes | $97,446.00 | $53,282.00 |
| 1 | 1.3 | Student survey data | No | | |
| 1 | 1.4 | Health Attendance Clerk | No | $26,514.00 | $27,624.00 |
| 1 | 1.5 | Full Day Preschool | Yes | $50,231.00 | $29,134.00 |
| 1 | 1.6 | Technology | No | $30,000.00 | $41,145.00 |
| 1 | 1.7 | Digital intervention resources | No | $1,000.00 | $1,000.00 |
| 1 | 1.8 | Music and Band teacher | No | $34,369.00 | 0 |
| 1 | 1.9 | Library services | No | $6,213.00 | $11,392.00 |
| 1 | 1.10 | Science Camp | Yes | $15,000.00 | $26,799.00 |

| Last Year's Goal # | Last Year's Action # | Prior Action/Service Title | Contributed to Increased or Improved Services? | Last Year's Planned Expenditures (Total Funds) | Estimated Actual Expenditures (Input Total Funds) |
|---|---|---|---|---|---|
| 1 | 1.11 | Instructional Assistants | No | $74,336.00 | $33,818.00 |
| 1 | 1.12 | Health Attendance Clerk | Yes | $17,676.00 | $18,416.00 |
| 1 | 1.13 | Music Teacher | Yes | $37,234.00 | 0 |
| 2 | 2.1 | Class size reduction | Yes | $123,940.00 | $82,361.00 |
| 2 | 2.2 | Steam/Intervention | No | $74,285.00 | $28,202.00 |
| 2 | 2.3 | Purchase of NGSS materials | No | $10,000.00 | 0 |
| 2 | 2.4 | Professional Development to support high quality instruction. | No | $11,381.00 | $17,700.00 |
| 3 | 3.1 | Annual Events Calendar | No | | |
| 3 | 3.2 | Translations | Yes | $742.00 | $553.00 |
| 3 | 3.3 | Translation | Yes | $15,000.00 | |
| 4 | 4.1 | Deferred maintenance | | $32,000.00 | $32,000.00 |
| 4 | 4.2 | Extended Day services | Yes | $11,319.00 | $13,621.00 |
| 4 | 4.3 | Playground equipment | No | | |

| 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) |
|---|---|---|---|---|---|
| 4 | 4.4 | Playground structures | No | $5,000.00 | $5,000.00 |
| 4 | 4.5 | Additional Custodial Hours | No | $23,639.00 | $24,135.00 |

## 2022-23 Contributing Actions Annual Update Table

| 6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount) | 4. Total Planned Contributing Expenditures (LCFF Funds) | 7. Total Estimated Expenditures for Contributing Actions (LCFF Funds) | Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4) | 5. Total Planned Percentage of Improved Services (%) | 8. Total Estimated Percentage of Improved Services (%) | Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8) |
|---|---|---|---|---|---|---|
| $278,717.00 | $289,978.00 | $181,160.00 | $108,818.00 | 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 | Instructional Assistants | Yes | $93,695.00 | $75,010.00 | | |
| 1 | 1.2 | Counselor | Yes | $65,091.00 | $29,426.00 | | |
| 1 | 1.5 | Full Day Preschool | Yes | $34,221.00 | $29,134.00 | | |
| 1 | 1.10 | Science Camp | Yes | $15,000.00 | $15,000.00 | | |
| 1 | 1.12 | Health Attendance Clerk | Yes | $17,676.00 | $18416.00 | | |
| 1 | 1.13 | Music Teacher | Yes | $37,234.00 | $0.00 | | |
| 2 | 2.1 | Class size reduction | Yes | | | | |
| 3 | 3.2 | Translations | Yes | $742.00 | $553.00 | | |
| 3 | 3.3 | Translation | Yes | $15,000.00 | $0 | | |
| 4 | 4.2 | Extended Day services | Yes | $11,319.00 | $13,621.00 | | |

**2022-23 LCFF Carryover Table**

| 9. Estimated Actual LCFF Base Grant (Input Dollar Amount) | 6. Estimated Actual LCFF Supplemental and/or Concentration Grants | LCFF Carryover — Percentage (Percentage from Prior Year) | 10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %) | 7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds) | 8. Total Estimated Actual Percentage of Improved Services (%) | 11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8) | 12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9) | 13. LCFF Carryover — Percentage (12 divided by 9) |
|---|---|---|---|---|---|---|---|---|
| $2,488,187.00 | $278,717.00 | 0.42% | 11.62% | $181,160.00 | 0.00% | 7.28% | $108,007.39 | 4.34% |

# Instructions

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

# Introduction and Instructions

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

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

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

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

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

  - Demonstrating that LEAs are increasing or improving services for foster youth, English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (*EC* Section 52064[b][4-6]).

  - Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (*EC* sections 52064[b][1] and [2]).

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

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

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

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

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

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

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

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

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

# Plan Summary
## Purpose

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

# Requirements and Instructions

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

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

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

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

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

- **Schools Identified**: Identify the schools within the LEA that have been identified for CSI.

- **Support for Identified Schools**: Describe how the LEA has or will support the identified schools in developing CSI plans that included a school-level needs assessment, evidence-based interventions, and the identification of any resource inequities to be addressed through the implementation of the CSI plan.

- **Monitoring and Evaluating Effectiveness**: Describe how the LEA will monitor and evaluate the implementation and effectiveness of the CSI plan to support student and school improvement.

# Engaging Educational Partners

# Purpose

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

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

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

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

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

# Requirements and Instructions

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

**Local Control and Accountability Plan:**
For county offices of education and school districts only, verify the LEA:

a) Presented the local control and accountability plan to the parent advisory committee in accordance with Education Code section 52062(a)(1) or 52068(a)(1), as appropriate.

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

c) Notified members of the public of the opportunity to submit comments regarding specific actions and expenditures proposed to be included in the local control and accountability plan in accordance with Education Code section 52062(a)(3) or 52068(a)(3), as appropriate.

d) Held at least one public hearing in accordance with Education Code section 52062(b)(1) or 52068(b)(1), as appropriate.

e) Adopted the local control and accountability plan in a public meeting in accordance with Education Code section 52062(b)(2) or 52068(b)(2), as appropriate.

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

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

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

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

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

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

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

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

# Goals and Actions

## Purpose

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

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

## Requirements and Instructions

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

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

- Focus Goal: A Focus Goal is relatively more concentrated in scope and may focus on a fewer number of metrics to measure improvement. A Focus Goal statement will be time bound and make clear how the goal is to be measured.

- Broad Goal: A Broad Goal is relatively less concentrated in its scope and may focus on improving performance across a wide range of metrics.

- Maintenance of Progress Goal: A Maintenance of Progress Goal includes actions that may be ongoing without significant changes and allows an LEA to track performance on any metrics not addressed in the other goals of the LCAP.

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

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

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

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

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

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

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

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

**Consistently low-performing student group(s) criteria:** An LEA is eligible for Differentiated Assistance for three or more consecutive years based on the performance of the same student group or groups in the Dashboard. A list of the LEAs required to include a goal in the LCAP based on student group performance, and the student group(s) that lead to identification, may be found on the CDE's Local Control Funding Formula web page at https://www.cde.ca.gov/fg/aa/lc/.

- **Consistently low-performing student group(s) goal requirement:** An LEA meeting the consistently low-performing student group(s) criteria must include a goal in its LCAP focused on improving the performance of the student group or groups that led to the LEA's eligibility for Differentiated

Assistance. This goal must include metrics, outcomes, actions, and expenditures specific to addressing the needs of, and improving outcomes for, this student group or groups. An LEA required to address multiple student groups is not required to have a goal to address each student group; however, each student group must be specifically addressed in the goal. This requirement may not be met by combining this required goal with another goal.

- **Goal Description:** Describe the outcomes the LEA plans to achieve to address the needs of, and improve outcomes for, the student group or groups that led to the LEA's eligibility for Differentiated Assistance.

- **Explanation of why the LEA has developed this goal**: Explain why the LEA is required to develop this goal, including identifying the student group(s) that lead to the LEA being required to develop this goal, how the actions and associated metrics included in this goal differ from previous efforts to improve outcomes for the student group(s), and why the LEA believes the actions, metrics, and expenditures included in this goal will help achieve the outcomes identified in the goal description.

**Low-performing school(s) criteria:** The following criteria only applies to a school district or COE with two or more schools; it does not apply to a single-school district. A school district or COE has one or more schools that, for two consecutive years, received the two lowest performance levels on all but one of the state indicators for which the school(s) receive performance levels in the Dashboard and the performance of the "All Students" student group for the LEA is at least one performance level higher in all of those indicators. A list of the LEAs required to include a goal in the LCAP based on school performance, and the school(s) that lead to identification, may be found on the CDE's Local Control Funding Formula web page at https://www.cde.ca.gov/fg/aa/lc/.

- **Low-performing school(s) goal requirement:** A school district or COE meeting the low-performing school(s) criteria must include a goal in its LCAP focusing on addressing the disparities in performance between the school(s) and the LEA as a whole. This goal must include metrics, outcomes, actions, and expenditures specific to addressing the needs of, and improving outcomes for, the students enrolled at the low-performing school or schools. An LEA required to address multiple schools is not required to have a goal to address each school; however, each school must be specifically addressed in the goal. This requirement may not be met by combining this goal with another goal.

- **Goal Description:** Describe what outcomes the LEA plans to achieve to address the disparities in performance between the students enrolled at the low-performing school(s) and the students enrolled at the LEA as a whole.

- **Explanation of why the LEA has developed this goal**: Explain why the LEA is required to develop this goal, including identifying the schools(s) that lead to the LEA being required to develop this goal; how the actions and associated metrics included in this goal differ from previous efforts to improve outcomes for the school(s); and why the LEA believes the actions, metrics, and expenditures included in this goal will help achieve the outcomes for students enrolled at the low-performing school or schools identified in the goal description.

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

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

Using the most recent data available may involve reviewing data the LEA is preparing for submission to the California Longitudinal Pupil Achievement Data System (CALPADS) or data that the LEA has recently submitted to CALPADS. Because final 2020–21 outcomes on some metrics may not be computable at the time the 2021–24 LCAP is adopted (e.g., graduation rate, suspension rate), the most recent data available may include a point in time calculation taken each year on the same date for comparability purposes.

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

Complete the table as follows:

- **Metric**: Indicate how progress is being measured using a metric.

- **Baseline**: Enter the baseline when completing the LCAP for 2021–22. As described above, the baseline is the most recent data associated with a metric. Indicate the school year to which the data applies, consistent with the instructions above.

- **Year 1 Outcome**: When completing the LCAP for 2022–23, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.

- **Year 2 Outcome**: When completing the LCAP for 2023–24, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.

- **Year 3 Outcome**: When completing the LCAP for 2024–25, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above. The 2024–25 LCAP will be the first year in the next three-year cycle. Completing this column will be part of the Annual Update for that year.

- **Desired Outcome for 2023**–**24**: When completing the first year of the LCAP, enter the desired outcome for the relevant metric the LEA expects to achieve by the end of the 2023–24 LCAP year.

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

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for Year 3 (2023–24) |
|---|---|---|---|---|---|
| Enter information in this box when completing the LCAP for **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:

    o **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.

    o **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.

    o **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).

  o **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.

  o As noted in the instructions for the Increased or Improved Services section, when identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

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

# Contributing Actions Table

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

# Annual Update Table

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

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

# Contributing Actions Annual Update Table

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

- **6. Estimated Actual LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on of the number and concentration of unduplicated students in the current school year.

- **Estimated Actual Expenditures for Contributing Actions**: Enter the total estimated actual expenditure of LCFF funds used to implement this action, if any.

- **Estimated Actual Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis only to unduplicated students, and that does not have funding associated with the action, enter the total estimated actual quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%).

  - Building on the example provided above for calculating the Planned Percentage of Improved Services, the LEA in the example implements the action. As part of the annual update process, the LEA reviews implementation and student outcome data and determines that the action was implemented with fidelity and that outcomes for foster youth students improved. The LEA reviews the original estimated cost for the action and determines that had it hired additional staff to collect and analyze data and to coordinate supports for students that estimated actual cost would have been $169,500 due to a cost of living adjustment. The LEA would divide the estimated actual cost of $169,500 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Estimated Actual Percentage of Improved Services for the action.

# LCFF Carryover Table

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

- **10. Total Percentage to Increase or Improve Services for the Current School Year:** This percentage will not be entered. The percentage is calculated based on the amounts of the Estimated Actual LCFF Base Grant (9) and the Estimated Actual LCFF Supplemental and/or Concentration Grants (6), pursuant to 5 *CCR* Section 15496(a)(8), plus the LCFF Carryover – Percentage from the prior year. This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the current LCAP year.

# Calculations in the Action Tables

To reduce the duplication of effort of LEAs, the Action Tables include functionality such as pre-population of fields and cells based on the information provided in the Data Entry Table, the Annual Update Summary Table, and the Contributing Actions Table. For transparency, the functionality and calculations used are provided below.

**Contributing Actions Table**
- 4. Total Planned Contributing Expenditures (LCFF Funds)

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

- 5. Total Planned Percentage of Improved Services

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

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

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

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

- 6. Estimated Actual LCFF Supplemental and Concentration Grants

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

- 4. Total Planned Contributing Expenditures (LCFF Funds)

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

- 7. Total Estimated Actual Expenditures for Contributing Actions

    - This amount is the total of the Estimated Actual Expenditures for Contributing Actions (LCFF Funds)

- Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)

    - This amount is the Total Estimated Actual Expenditures for Contributing Actions (7) subtracted from the Total Planned Contributing Expenditures (4)

- 5. Total Planned Percentage of Improved Services (%)

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

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

    - This amount is the total of the Estimated Actual Percentage of Improved Services column

- Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)

    - This amount is the Total Planned Percentage of Improved Services (5) subtracted from the Total Estimated Actual Percentage of Improved Services (8)

## LCFF Carryover Table
- 10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)

    - This percentage is the Estimated Actual LCFF Supplemental and/or Concentration Grants (6) divided by the Estimated Actual LCFF Base Grant (9) plus the LCFF Carryover – Percentage from the prior year.

- 11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)

    - This percentage is the Total Estimated Actual Expenditures for Contributing Actions (7) divided by the LCFF Funding (9), then converting the quotient to a percentage and adding the Total Estimated Actual Percentage of Improved Services (8).

- 12. LCFF Carryover — Dollar Amount LCFF Carryover (Subtract 11 from 10 and multiply by 9)

    - If the Estimated Actual Percentage of Increased or Improved Services (11) is less than the Estimated Actual Percentage to Increase or Improve Services (10), the LEA is required to carry over LCFF funds.

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

- 13. LCFF Carryover — Percentage (12 divided by 9)

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

California Department of Education
January 2022